

**STUDENTS PERCEPTION ON THE USE OF GOOGLE CLASSROOM
IN ESSAY WRITING CLASS**

Much Deiniatur
Institut Agama Islam Negeri (IAIN) Metro Lampung, Indonesia
email: deiniatur@gmail.com

Abstract

The utilization of modern technologies in classrooms such as web-based learning allows learners to learn faster with better function and with more satisfaction from their class attendance. The study aims at investigating the students' perceptions on the use of Google Classroom in essay writing class of one college in Indonesia. This research was a survey study. The participant of this research was 48 students enrolled in writing class. They were asked to fill out an online survey through the Google Forms at the end of the course to investigate their perceptions on the use of Google Classroom. The result showed that students have positive perceptions of the use of Google Classroom in an essay writing class. The students found the activities applied in the Google Classroom help them to write better because the teacher can give feedback to the students' writing effectively. Furthermore, the use of Google Classroom makes the students ready for autonomous learning. Future study is expected to conduct research and development on the content of the material used for Google Classroom.

Keywords: *Google Classroom, Writing, Perception*

Accepted: February 20 2021	Reviewed: March 06 2021	Published: April 30 2021
-------------------------------	----------------------------	-----------------------------

A. Introduction

The integration of information and communication technology (ICT) and education has become a common phenomenon of the 21st century (Howlett & Zainee, 2019). Therefore, the use of ICT must be able to provide authentic material accessible to students in the class, so the use of ICT is not only taught about technology or how to use technology but also has to motivate students to use technology to improve knowledge and skills. The teacher should be able to make the integration of content, pedagogical, and ICT (Yeop dkk., 2019).

Nowadays, we are in the era of industrial revolution 4.0. It enhances the attainment by such synergetic linking technology as cloud computing, the internet

of things, with further enhanced artificial intelligence, and virtual augmented realities (Suhardi, 2019). Globalization is very possible for us to communicate wherever we can, so the students are expected to take advantage of this because of the effects of globalization in the world of education. The development of information and communication technology must support ICT-based learning activities to improve student competency (Winasih, 2020).

One of the online learning that is currently popular and easy to use (user-friendly) is using google classroom. Google classroom is an application specifically for online learning media or online classes so it can make it easier for teachers or instructors to create, share, and collect all assignments without using paper anymore (Iftakhar, 2016). The application can be used free of charge using a computer or cellphone. Google Classroom is a web-based e-learning Application developed by Google. In 2014, Google introduced Google Classroom as part of Google Apps for Education (Shaharane dkk., 2016). The teacher can post the materials such as links from websites, youtube, or files in the form of word and excel. Besides, Google Classroom can make it easier for the teacher to communicate with students in the class, post announcements, post assignments, and take exams online. (Heggart & Yoo, 2018) state that we can use Google Forms to create surveys and questionnaires (including to evaluate student use of the platform), Google Slides to share materials and enable the student to contribute to the teaching and learning resources in real-time. We can also use Google Drawing tools to create mind maps with students and to help them to engage in critical thinking.

(Aini, 2019) describes that Google classroom is an online application that is used as a virtual class in which students can learn anytime anywhere by using material that is presented by teachers as the designer of the class. This classroom facilitates the teachers to create and organize assignments quickly, provide feedback efficiently, and communicate with their classes with ease online or blending learning style of teaching offers many advantages over the traditional classroom teaching style (Sukmawati & Nensia, 2019). Google Classroom is a Learning Management System provided by Google for education. This application provides a central service for communicating with students, making questions, and making assignments. Besides, Google Classroom is very easy to set up and it allows instructors to create classes, distribute assignments, post announcements, send feedback, and upload course materials for students to view (Zhang, 2016). The implementation of Google Classroom makes the learning process easier. The teachers and students can download this application for free on smartphone devices in PlayStore for Android-based smartphones or Appstore for iOS-based smartphones (Khalil, 2018). Besides, Google Classroom can also be used by using a

Laptop or Personal Computer (PC) by visiting the website <https://classroom.google.com>.

If we use a laptop or computer (PC), the following are the steps in using Google classroom: (1) Open the browser such as Mozilla Firefox, Google Chrome, Opera and others; (2) we open the link <https://classroom.google.com>; (3) the teacher and students must have a Google account or Gmail account; (4) the teacher invites students through Gmail if the teacher already has a list of Gmail addresses of students or students. The teacher can also share class code to students, so students can join independently; (5) the teacher can give discussion and information through the discussion page available in Google Classroom; (6) the teacher can also provide material in the form of text, video, and website on the Google Classroom page; (7) students can discuss and ask the teacher if there is something unclear about the material presented by the lecturer (Ok & Rao, 2019).

For practicing English writing skills, students can be asked to write something on any topic based on their own experience and they are asked to upload those in the assignment section of Google classroom where only the teacher can see and read their write up. After submitting their write up, the teacher can also give feedback to the learners (Islam, 2019). Another way of engaging them for writing through Google Classroom is to give them various interesting English videos in the Google Classroom including movie clips, reality shows, speeches, and documentaries. They can be instructed to write their review on those videos. Students often like these interesting videos and enthusiastically they engage in the writing activity. This study used a flipped classroom model by using Google classroom. In a flipped classroom, technology is used to extend content delivery beyond the scheduled class. It incorporates 60% in-class learning and 40% online self-learning which is conducted at home (Afrilyasanti dkk., 2017). The implementation of the flipped classroom has a positive effect on English language teaching (Afrilyasanti dkk., 2017; Ansori & Nafi, 2019; Fauzan & Ngabut, 2018; Jdaitawi, 2019; Mubarok dkk., 2019; Santosa, 2017; Yujing, 2015) (Afrilyasanti et al., 2017; Ansori & Nafi, 2019; Fauzan & Ngabut, 2018; Jdaitawi, 2019; Mubarok et al., 2019; Santosa, 2017; Yujing, 2015).

In an essay writing course, students learn about unity and coherence in the Essay, Essay Outlining, Pre-Writing Techniques, Brainstorming, Listing, and Free-Writing (Nor, 2018). The teacher asks the students to write various short essays such as descriptive essays, narrative essays, process essay, cause-effect essay, Comparative/Contrast Essays, and Argumentative/Expository /Persuasive essays. It is very important to prepare the students to be able to write various essays from the materials that they have learned independently use their skills in writing.

Writing is considered a difficult skill in teaching and learning (K. L. Li dkk., 2019; Sulistyoko dkk., 2019; Widiati & Cahyono, 2016). The students are not interested in learning writing because they made the same errors. Additionally, teachers do not give error correction to the students' writing tasks. Teachers just put a cross mark on the error part without providing the correct form. Most of them give writing assignments without any marks of correction to the students' work and there is no discussion of error in the classroom between the teacher and students before or after giving the writings back to the students. Therefore, this present study assumes that teachers need to consider applying as corrective feedback that can utilize students' mistakes by using Google classroom on students' writing so that they are informed of their mistakes and at the same time can improve their writing by correcting the errors based on the feedback.

There have been several previous studies conducted about students' perspective on the use online-based learning in ELT context (Afrilyasanti dkk., 2017; Agustina & Cahyono, 2017; Al-Said, 2015; Balbay & Kilis, 2017; Dathumma & Singhasiri, 2015; Fauzan & Ngabut, 2018; Islam, 2019; G. Li & Ni, 2011; Tristiana & Rosyida, 2018; Tugrul, 2012). The studies showed that students have positive perceptions on the use of Edmodo and Mobile learning (Al-Said, 2015), Youtube channel in speaking class (Balbay & Kilis, 2017), Google Docs in giving feedback (Dathumma & Singhasiri, 2015), ICT for the TEFL methodology class (Tristiana & Rosyida, 2018), video recording (Tugrul, 2012), Flipped learning in writing class (Afrilyasanti dkk., 2017; Fauzan & Ngabut, 2018), Quipper School for Extended EFL Learning (Agustina & Cahyono, 2017), and Google Classroom for teaching English (Islam, 2019).

Previous studies have shown the perception on the use of technology for ELT. Unfortunately, a study about the application of Google classroom in an essay writing class is still a rare occasion. Therefore, this study attempts to fill the gap by providing the data about the way students implement Google classroom as their supplementary English learning. It aims to investigate the perceptions of students on how Google classroom can be implemented as an online platform for writing class. The research question of this research: What is the students' perception of the use of Google Classroom in Essay Writing Class?.

B. Research Method

This study is aimed at investigating students' perception of the use of Google Classroom in Essay Writing Class, English Department of State Islamic Institute of Metro (IAIN Metro) Lampung, Indonesia. With this aim, it was designed as a 'survey study'. The research was conducted with 48 students enrolled in the

essay writing class. They were asked to fill out an online questionnaire through the Google Forms at the end of the course to investigate their perceptions on the use of Google Classroom. The questionnaire was based on Likert-scale with five options varying from “strongly agree” to “strongly disagree.” To answer the research questions, 10 questionnaire items were included and the items were based on (Fauzan & Ngabut, 2018) questionnaire items with some modification. All of the 48 students responded to the questionnaire.

The Procedure of teaching

The class used the flipped classroom model consist of 6 meetings, inside and outside of the classroom. In the first step, the teacher should create a class in Google Classroom and the students can join google classroom through class codes. Second, the teacher posted the material in Google Classroom. There were some models of text provided to help the students understand the standard, targeted linguistic forms, and structures they had to achieve in the writing class. The third step was discussing a new topic and cultivating students’ background knowledge in pre-writing activities. The teacher also posted the documentary videos. They were instructed to write their review on those videos. The fourth step was asking students to write a rough draft. The students wrote their drafts in the classroom and outside the classroom. In this step, the students did not have enough time to finish their rough draft, so they continued writing their draft outside the classroom. Finishing their draft, they posted it in the Google Classroom. The fifth step was provided feedback on the students’ drafts. The teacher gave feedback on each student’s draft, and he asked the students to give comments or feedback on their classmates’ drafts in the Google Classroom. This was performed in the classroom and outside the classroom. In the sixth step, the students were guided to revise their draft after getting teacher and classmate feedback. In this phase, the students revised their draft based on the feedback they had got. Besides, the teacher encouraged the students to discuss the feedback they had got if they did not understand the feedback. The purpose of the revising activities was to improve the quality of the students’ drafts before they posted their final essays in the Google Classroom.

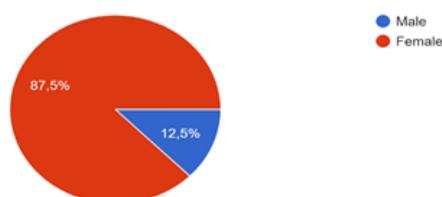
Finally, after the students posted their final essays, the teacher instructed them to read their classmates’ essays. By doing so, it was hoped that they could share their final essays with their classmates. They were also encouraged to give comments on the essays they had read. In this step, the teacher also gave his overall comments on the activities of the writing class using Google Classroom and the essays which the students composed. In the last activity, the teacher also asked

students to fill out questionnaires about their perception after using Google Classroom.

The Participant

The number of participants was 48 Students. The demographics of the participants, the majority of them were females (87.5%) while 12.5% were males. It can be seen in the figure below :

Figure 1 The Distribution of Gender



Their age distribution is 17 years old (10.4%), 18 years old (58.3%), and 19 years old (31.3%). It means that most of them are 18 years old. All of them are the second-semester students of the English Department of State Islamic Institute (IAIN) Metro Lampung, Indonesia.

Data Analysis

The research used a questionnaire to investigate the data. First, the indicator of the questionnaire was made and written into the items of the questionnaire. The questionnaire was designed using the Likert scale. The questionnaire was distributed to 48 students via a google form, then the data were analyzed and calculated the Mean Score to get the interpretation whether the students agree, strongly agree, neutral, disagree, or strongly disagree with the statements. After getting the interpretation, the students' perception was explained.

Findings

The following is the result of research conducted to investigate students' perceptions of using Google classroom in essay writing class. 10 items have been responded by students through a google form. The descriptive statistics about the items in the survey are provided in Table 1:

Table 1 Students' Perception of the Use of Google classroom

No	Likert Item	M	SD
1.	I can adjust the time of learning when I have to learn outside of the classroom	3.77	0.77
2.	Learning outside of the classroom is convenient.	3.81	0.72
3.	Learning outside of the classroom requires my commitment to improve myself.	3.70	0.88
4.	The activities in Google Classroom were used effectively for exploring materials.	3.79	0.99
5.	The activities in Google Classroom were used effectively for creating richer learning opportunities	3.66	0.77
6.	The activities in Google Classroom allowed me to write good texts.	3.72	0.80
7.	The activities in Google Classroom allowed the lecturer to give feedback to my writing/project	3.52	0.84
8.	Google classroom was effectively implemented in writing class	3.77	0.89
9.	Google classroom requires lecturer's professionalism	3.93	0.71
0.	Google classroom is effective for EFL classrooms.	3.91	0.78

According to the survey, as seen in the table above, the result has presented the findings in the form of the mean score of students' answers on each item. The descriptive statistics indicated that the students can adjust the time of learning when they have to learn outside of the classroom, it has a mean score of 3.77 over 5.00. The findings also showed that Learning outside of the classroom is convenient (M=3.81), learning outside of the classroom requires their commitment to improving themselves (M=3.71), the activities in Google Classroom were used effectively for exploring materials (M=3.79), the activities in Google Classroom were used effectively for creating richer learning opportunities (M=3.66), the activities in Google Classroom allowed the students to write good texts (M=3.72).

Besides, the findings indicated that Google Classroom was effectively implemented in writing class, it has a mean score of 3.52 over 5.00. Furthermore, Google Classroom is also effective for EFL classrooms because the mean score was 3.91. Most of the students also think that Google classroom requires the lecturer's professionalism because it has a score of 3.77. Table 1 depicts that all of the students' average scores for the five questions are close to 4 value, meaning that they all have positive perceptions about the use of google classroom on writing class.

C. Discussion

Based on the result of the survey, most of the students responded Agree and Strongly Agree to all the statements in the survey. However, there are very minor numbers on Neutral, Disagree, and Strongly Disagree. It can be concluded that undergraduate students at State Islamic Institute (IAIN) Metro Lampung, Indonesia have positive perceptions towards Google Classroom because it has benefits to improve the students' writing ability. After all, the teacher can give feedback on the students writing effectively. Moreover, the teacher and students can also do online chat, or share the writing tasks through a computer or smartphone. The feedback process is important for students to help them improve writing skills (Al-Saleh, 2018; Barnawi, 2010; Cahyono & Rosyida, 2016; Dathumma & Singhasiri, 2015; Guasch dkk., 2013; Yoke dkk., 2013). The teacher can provide online corrective feedback on students' writing through Google classroom. The use of e-learning also makes the students ready for autonomous learning because it requires the students' commitment to improve themselves (Afrilyasanti dkk., 2017; Ansori & Nafi, 2019; Fauzan & Ngabut, 2018; Howlett & Zainee, 2019).

The flipped classroom model refers to a form of teaching and learning process, in which students attend not only for in-class activities but also manage their online self-learning. The students can learn by themselves at home by using Google Classroom and they can be assisted by their teacher and can collaborate with their peers at school. Concerning writing activities, in particular, the regular classes tend to be silent. All students listen to their teacher's explanation of the writing materials. It is then continued by a silent period of the writing process. Moreover, in the flipped classroom model, students watch video lectures and learn other materials at home, and then they actively participate in in-class learning (Afrilyasanti dkk., 2017; Ansori & Nafi, 2019; Fauzan & Ngabut, 2018; Jdaitawi, 2019; Mubarok dkk., 2019; Santosa, 2017; Yujing, 2015).

The result of this study is also in line with the previous studies who have conducted a study about the students' perception on the use of ICT in ELT Class. The students have positive perceptions of ICT for ELT Class (Afrilyasanti et al., 2017; Agustina & Cahyono, 2017; Balbay & Kilis, 2017; Tristiana & Rosyida, 2018; Tugrul, 2012). The majority of students have positive perceptions towards e-learning and mobile learning since they think that learning using e-learning facilitates and increases effective communication of learning, and they appreciate e-learning because it saves time (Al-Said, 2015; Fauzan & Ngabut, 2018; Howlett & Zainee, 2019; Khalil, 2018; Shahraneer dkk., 2016).

D. Conclusion

The result of the study shows that the students have positive perceptions on the use of Google Classroom in Essay Writing Class. It means that the activities in Google Classroom help students to write better. The use of Google Classroom is effective since the teacher can give feedback on the students writing effectively. Moreover, the teacher and students can also do online chat, or share the writing tasks through a computer or smartphone. The feedback process is important for students to help them improve writing skills. The use of e-learning also makes the students ready for autonomous learning because it requires the students' commitment to improve themselves. This study applied the flipped classroom model by using Google Classroom. By combining the two classes, they can be assisted by their teacher and can collaborate with their peers at school and learn by themselves at home. After finding the students' perception on using Google Classroom, it is suggested that Google Classroom needs to be implemented in a teaching-learning process. The teacher should be able to create interesting material so that the material will be posted into Google classroom. Future study is expected to conduct research and development on the content of the material used for Google Classroom.

Daftar Rujukan

- Afrilyasanti, R., Cahyono, B. Y., & Astuti, U. P. (2017). Indonesian EFL students' perceptions on the implementation of flipped classroom model. *Journal of Language Teaching and Research*, 8(3), 476.
- Agustina, E., & Cahyono, B. Y. (2017). Perceptions of Indonesian teachers and students on the use of quipper school as an online platform for extended EFL learning. *Journal of Language Teaching and Research*, 8(4), 794.
- Aini, Y. I. (2019). The The Use of Google Classroom as an English Learning Media. *Edu-Ling: Journal of English Education and Linguistics*, 2(1), 11–19.
- Al-Said, K. M. (2015). Students' Perceptions of Edmodo and Mobile Learning and Their Real Barriers towards Them. *Turkish Online Journal of Educational Technology-TOJET*, 14(2), 167–180.
- Al-Saleh, N. A. (2018). The Impact of Positive and Corrective Feedback via Showbie on Saudi Students' English Writing. *Arab World English Journal: Thesis Collection*, 1–121.

- Ansori, M., & Nafi, N. N. (2019). ENGLISH TEACHERS' PERCEIVED BENEFITS AND CHALLENGES OF FLIPPED CLASSROOM IMPLEMENTATION. *JEELS (Journal of English Education and Linguistics Studies)*, 5(2), 211–228.
- Balbay, S., & Kilis, S. (2017). Students' Perceptions of the use of a YouTube channel specifically designed for an Academic Speaking Skills Course. *Eurasian Journal of Applied Linguistics*, 3(2), 235–251.
- Barnawi, O. Z. (2010). Promoting Noticing Through Collaborative Feedback Tasks in EFL College Writing Classrooms. *International Journal of Teaching and Learning in Higher Education*, 22(2), 209–217.
- Cahyono, B., & Rosyida, A. (2016). Peer feedback, self-correction, and writing proficiency of Indonesian EFL students. *Arab World English Journal (AWEJ)*, 7(1), 178–193.
- Dathumma, C., & Singhasiri, W. (2015). Students' Perceptions towards Teacher Feedback on Google Docs. *rEFLECTIONS*, 19, 58–72.
- Fauzan, A., & Ngabut, M. N. (2018). EFL students' perception on flipped learning in writing class. *Journal on English as a Foreign Language*, 8(2), 115–129.
- Guasch, T., Espasa, A., Alvarez, I. M., & Kirschner, P. A. (2013). Effects of feedback on collaborative writing in an online learning environment. *Distance education*, 34(3), 324–338.
- Heggart, K. R., & Yoo, J. (2018). Getting the most from google classroom: A pedagogical framework for tertiary educators. *Australian Journal of Teacher Education*, 43(3), 9.
- Howlett, G., & Zainee, W. (2019). 21st CENTURY LEARNING SKILLS AND AUTONOMY: STUDENTS' PERCEPTIONS OF MOBILE DEVICES IN THE THAI EFL CONTEXT. *Teaching English with Technology*, 19(1), 72–85.
- Iftakhar, S. (2016). Google classroom: what works and how. *Journal of Education and Social Sciences*, 3(1), 12–18.
- Islam, M. S. (2019). Bangladeshi University Students' Perception about Using Google Classroom for Teaching English. *Psycho-Educational Research Reviews*, 57–65.
- Jdaitawi, M. (2019). The Effect of Flipped Classroom Strategy on Students Learning Outcomes. *International Journal of Instruction*, 12(3), 665–680.
- Khalil, Z. M. (2018). EFL students' perceptions towards using Google Docs and

- Google Classroom as online collaborative tools in learning grammar. *Applied Linguistics Research Journal*, 2(2), 33–48.
- Li, G., & Ni, X. (2011). Primary EFL teachers' technology use in China: Patterns and perceptions. *RELC journal*, 42(1), 69–85.
- Li, K. L., Razali, A. B., & Baki, R. (2019). Writing Narrative Essays using E-Book Writing Software: Analyses of Students' Digital Written Works. *Journal of Asia TEFL*, 16(4), 1289.
- Mubarok, A. F., Cahyono, B. Y., & Astuti, U. P. (2019). Effect of Flipped Classroom Model on Indonesian EFL Students' Writing Achievement across Cognitive Styles. *Dinamika Ilmu*, 19(1), 115–131.
- Nor, H. (2018). Providing Web Based Learning Materials (GOOGLE CLASSROOM) For Teaching Essay Writing Course. *English Education: Jurnal Tadris Bahasa Inggris*, 11(1), 45–58.
- Ok, M. W., & Rao, K. (2019). Digital tools for the inclusive classroom: Google chrome as assistive and instructional technology. *Journal of Special Education Technology*, 34(3), 204–211.
- Santosa, M. H. (2017). Learning approaches of Indonesian EFL Gen Z students in a Flipped Learning context. *Journal on English as a Foreign Language*, 7(2), 183–208.
- Shaharane, I. N. M., Jamil, J. M., & Rodzi, S. S. M. (2016). The application of Google Classroom as a tool for teaching and learning. *Journal of Telecommunication, Electronic and Computer Engineering (JTEC)*, 8(10), 5–8.
- Suherdi, D. (2019). Teaching English in the industry 4.0 and disruption era: Early lessons from the implementation of SMELT I 4.0 DE in a senior high lab school class. *Indonesian Journal of Applied Linguistics*, 9(1), 67–75.
- Sukmawati, S., & Nensia, N. (2019). The Role of Google Classroom in ELT. *International Journal for Educational and Vocational Studies*, 1(2), 142–145.
- Sulistyo, T., Mukminatien, N., Cahyono, B. Y., & Saukah, A. (2019). Enhancing Learners' Writing Performance through Blog-Assisted Language Learning. *International Journal of Emerging Technologies in Learning*, 14(9).
- Tristiana, N. E., & Rosyida, E. (2018). Students' Perception on the Integrating of Information and Communication Technology (ICT). *English Education: Jurnal Tadris Bahasa Inggris*, 11(1), 35–44.

- Tugrul, T. O. (2012). Student perceptions of an educational technology tool: Video recordings of project presentations. *Procedia-Social and Behavioral Sciences*, 64, 133–140.
- Widiati, U., & Cahyono, B. Y. (2016). The teaching of EFL writing in the Indonesian context: The state of the art. *Jurnal Ilmu Pendidikan*, 13(3).
- Winasih, W. W. (2020). Effect of project-based learning using e-poster on EFL students' speaking ability across personality types. *SKRIPSI Mahasiswa UM*.
- Yeop, M. A., Yaakob, M. F. M., Wong, K. T., Don, Y., & Zain, F. M. (2019). Implementation of ICT Policy (Blended Learning Approach): Investigating Factors of Behavioural Intention and Use Behaviour. *International Journal of Instruction*, 12(1), 767–782.
- Yoke, S. K., Rajendran, C. B., Sain, N., Kamaludin, P. N. H., Nawi, S. M., & Yusof, S. (2013). The Use of Online Corrective Feedback in Academic Writing by L1 Malay Learners. *English Language Teaching*, 6(12), 175–180.
- Yujing, N. (2015). Influence of flipped classroom on learner's empowerment-a study based on English writing courses in China. *Journal of Literature, Languages and Linguistics*, 12(1), 1–7.
- Zhang, M. (2016). *Teaching with Google Classroom*. Packt Publishing Ltd.