

## STUDENTS' PERSPECTIVE OF USING GOOGLE CLASSROOM AS THE LEARNING MANAGEMENT SYSTEM FOR STUDENTS' WRITING SKILL

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### ABSTRACT

This study aims to describe the students' perspective toward the use of Google Classroom; 2) to describe how Google Classroom was applied in teaching writing. This qualitative study was conducted in the first semester of the law department of Universitas Muhammadiyah Bima. It was qualitative research with five participants. The theme-based analysis was used in this study. The finding showed that Google Classroom has affected the students' attitudes toward writing skills. The data from all the participants have proved that there has been significant improvement such as 1) writing enthusiasm; 2) effectiveness of timeliness; 3) easily for access to the material; 4) practicality for writing tests; 5) efficiency of google classroom for students writing. They have shown positive and negative attitudes which affected their achievement in writing. The negative aspects that appeared were the students were less confident seeing their names on the last list which means that their scores were among the lowest. Drawing on the findings, the Google Classroom application can be used to teach writing skills because it is more practical than traditional methods. This study suggests further investigation into the wider aspect of the effectiveness of Google Classroom in teaching writing.

**Keywords:** *Google Classroom, Learning Management System, Writing Skill*

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### INTRODUCTION

The usage of Google Classroom in the instruction of English is widely acknowledged by researchers such as; a study titled "The Google Classroom Engaging English Language Learners" was done by (Bakar, 2018). Google Classroom has a great potential to engage students with limited English proficiency, according to the study, Google Classroom was simple to use, flexible, and enjoyable. Google Classroom was examined by (Shaharane et al., 2016) as an efficient learning tool that increased learner satisfaction with learning activities. According to survey results, Google Classroom is largely regarded by students as a useful tool for subject-specific learning. A study titled "The effectiveness of Google Classroom: instructors' perspectives" was undertaken by (Abid Azhar & Iqbal, 2018). The findings indicated that Google Classroom has

been used successfully for communicating with students, managing the classroom, and uploading assignments.

But this study different from the ones that came before it. This study focuses on the use of Google Classroom as a tool for learning writing skills, whereas the majority of previous research focused on the use of Google Classroom to teach English as a general skill. However, the focus of this study will be on how Google Classroom impact on students' writing skills. The difference between this research and previous research is that the subject of this study also comes from the law department who learn English language, whereas previous research focused on EFL students.

## **LITERATURE REVIEW**

Google Classroom is thought to have numerous advantages for both lecture and students. With Google Classroom's announcement feature, lectures may more easily convey directions to students (Bakar, 2018). Since classes may be held at any time and from any location, using a virtual classroom also enables students to finish the curriculum on schedule. The fact that lectures believe this program aids in encouraging collaborative learning through group projects and assignments is another significant conclusion from this study. The consensus among students is that Google Classroom is useful and simple to use. It's interesting to see that the students believed Google Classroom may help them become better presenters through their exercises. Despite its advantages, lectures and students agree that utilizing Google Classroom and receiving email notifications related to the learning is most difficult when there is a poor internet connection. According to (Kgalemelo Rodnie Mafa, Desmond Wesley Govender, 2017), Google Classroom has five benefits, including: 1) management of the classroom; 2) flexibility; 3) safety and security; 4) promotion of collaboration; and 5) ease of access to information.

Many researchers have put much attention on investigating the use of google classroom for English language teaching, (Md. Sadequle Islam & Syeda Afsana Ferdousi, 2019) conducted the research about techno-aide google classroom for learning English: prospects & challenges, the research has been conducted following the quantitative method. An electronic survey was distributed among the students and teachers using Google Form for collecting and comparing responses. The prospect includes how Bangladeshi university students and teachers sense and experience this online tool to stay in touch, as well as develop and manage their work to learn English efficiently.

Another researcher who conduct the use of google classroom were (Triana et al., 2021) the tittle was an analysis of students perception on the use of google classroom in English language learning. The qualitative research methods and a questionnaire as an instrument. Twenty students from SMK Negeri 1 Bandar Masilam's Class X Tkj-1 and X Tkj-2 will participate in the study. Research and discussion have shown that students' perceptions of Google Classroom use have a positive response. Most students agree that Google Classroom is easy to use and that it helps students learn English by allowing them to save and retrieve assignments and, in the case of Google Classroom, submit assignments. As a result, using Google Classroom to learn English is a wise decision.

STUDENTS' PERSPECTIVE OF USING GOOGLE CLASSROOM AS THE LEARNING MANAGEMENT SYSTEM FOR STUDENTS' WRITING SKIL

(Sukmawati & Nensia, 2019) also conducted the research about The role of Google Classroom in ELT. The main purpose of the study is to investigate a role of Google classroom in English Language Teaching (ELT). The data was collected through an interview with 16 respondents. The finding were learning activities, the intended learning is not only in class, but also outside the classroom because students can learn wherever and whenever by accessing google classroom online. Subject that relating to discuss as in the mobile that emphasize the acquisition of observational skills; and allow students to see the concept of teaching and learning material.

In addition, (Almio Susetyo Harjanto, 2019) conducted the research about teachers' experiences on the use of google classroom. This study reveals the teacher's perception on the use of Google Classroom as a learning media. The qualitative research design which applies interview method is carried out. Seven high school teachers in Tangerang Selatan, Indonesia, who have actively integrated Google Classroom in their teaching for at least 1 year became the participants. Findings showed that teachers use it as a facilitation tool for managing students' tasks, organizing classroom and accommodating students' interaction. In general, teachers perceived the use of Google Classroom was very helpful to conduct their virtual classroom. However, teachers stated that they needed to maximize other features of Google Classroom as they hadn't explored all which would surely bring benefits for their professional development..

**RESEARCH METHOD** (Level 1:Times New Roman, 12pt, ALL CAPS, Bold)

This research was a qualitative study conducted under the interpretive research paradigm. There was no numeric data processed; only non-numeric data such as sentences, statements, or documents were used. In other words, the objects of this research were basically in the form of qualitative entities such as perceptive, social phenomena, and problems that deal with students' perspectives (Creswell, 2012). In the current study, it is the students' perspectives on using Google Classroom as the writing test

Five students of law department at Universitas Muhammadiyah Bima, West Nusa Tenggara, Indonesia became the research participants (see Table 1). Respecting the confidentiality of research participants on paper, the researchers addressed the participants by their initials rather than their real names. The selection of the participants was based on their involvement, engagement, and participation in classroom activities. The ones chosen as the participants in this study were those who were also outspoken which mean they could express their minds, ideas, and opinions clearly. Qualitative data were collected through semi-structured interviews. The semi-structured interview was meant to give an opportunity to the researchers to dig the information deeper through follow-up questions based on the responses of the participants. The questions in the interview were developed based on the research question or the objectives of this study.

The data collection started with the identification of information needed to answer the research questions. During the teaching-learning process, the researcher who was also the temporary teacher identified the students who were actively involved, showed serious engagement in the learning process and responded actively to the teacher's questions. There were more than five students

who met these criteria but only five of them were chosen due to the availability of the participants. The researchers analyzed the data from the interviews by using five steps from (Creswell, 2012) which include collecting data, preparing data, reading through data, coding data, coding for the themes and coding for description to be used in the report.

**Table 1. Research Participant of interview**

No	Initial of Participants	Criteria
1	NK	High motivation, active in the class
2	EN	Enthusiastic, active in the class
3	AH	Good motivation, enthusiastic, informative
4	MAA	Cooperative and informative
5.	HK	Showed high interest

## **FINDING AND DISCUSSION**

### **Finding**

For answering the first research question, three themes were identified; using Google Classroom increase the Students' Enthusiasm, effectiveness of timeliness, easily for access the material. While to answer the second research question, two themes emerged; using google classroom practically for writing tests, efficiently of google classroom for students' writing.

### **RQ.1 Students' Perspective Toward The Use Of Google Classroom Application For Writing Skill**

Three themes were emerged for the first research question those were using Google Classroom increase the students' enthusiasm, Google Classroom were effective for timeliness, and easily for access the material.

#### **Increasing the Students' Enthusiasm**

Students who were lack in motivation became more enthusiasm in learning since the use of Google Classroom as a new strategy in teaching writing. After using Google Classroom, the students are eager to ask the teacher questions and modify their own test results. During the interview, one of the questions was asked " what is your opinion on using Google Classroom in teaching writing?" this question was asked to know their understanding on using Google Classroom in teaching writing, and their response were positive.

The students were relatively similar perspective on using Google Classroom in teaching writing. One of the students who initial HK said that the use of Google Classroom improved their motivation for learning English language especially for writing. They are try to compete to get higher score because in Google Classroom, all of the students can access their score in the futures of the Google Classroom and the other students can see their score for each other. As pointed out from AH during the interview session:

*"Seriously, I get excited when the teacher use technology like Google Classroom in teaching because I get bored when the teacher use traditional method in learning, especially in writing. So, this is something new for me in learning"*

HK also added that:

*“Hmmm..... I think google classroom were able to improve my motivation in writing, because I try to get high score when the teacher give writing test, if I did not get high score, I am embarrassed because my friends can access the score easily.”*

Based on the students' assumption that Google Classroom can encourage their motivation to write and make them more enthusiasm to learn. With Google Classroom they became competitive for getting high score in writing.

#### **Google Classroom Were Effective For Timeliness**

The students were able to do their writing test for anytime. It is supported by the students statement during the interview when the researcher asked the students who initial MAA:

*“I like to use the Google Classroom because I can use my phone to access and doing the writing test anytime.”*

EN had similar responds with MAA, they agree that using Google Classroom help the students to manage their time. When they have ideas they can apply their ideas directly on Google Classroom for anytime without preparing the portfolio and pen to write, in this case EN pointed out:

*“I think.... Google Classroom make me easy to apply my ideas in writing for anytime because when I have ideas to write, I directly open my phone and write the test on the Google Classroom”*

NK also added that:

*“When I used Google Classroom for writing test, I can finish it early than before because this application are able to access anywhere.”*

Based on the students' perspective, Google Classroom were able to make the students active in writing without thinking about the limit time, when they have ideas they will write directly on Google Classroom. Most of the students agree that using Google Classroom more practice.

#### **Easily For Access The Material**

Students can view the outline of the material and download it directly from Google Classroom before the meeting. According to study, a lot of students entered words directly into their phones. They believed it to be simpler than having to open a laptop and wait for an internet connection. Finally, students can access the assignment's results. Students can view their grades immediately from their Google Classroom when a lecturer assigns them, In an interview session, HK told:

*“Since I used Google Classroom, it make me easier to access the learning material by mobile phone and I feel.... it remain me to the material.”*

Similar with HK, MAA added the comment that:

*“Google Classroom is good facility for us to write, when I lie down I can read the material on my mobile phone without open the leptop. It makes me comfortable to learn.”*

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### **3.Easily For Access The Material**

EN stated that when she forgot, she can review past content. Materials used in the classroom can be uploaded by the lecturer. When students forget, they can review past content. Finally, students can access the assignment's results. Students can view their grades immediately from their Google Classroom when a lecturer assigns them, In an interview session, HK told:

*"Since I used Google Classroom, it make me easier to access the learning material by mobile phone and I feel.... it remain me to the material."*

Similar with HK, MAA added the comment that:

*"Google Classroom is good facility for us to write, when I lie down I can read the material on my mobile phone without open the laptop. It makes me comfortable to learn."*

The data from NA, HK, and MAA confirmed that Google Classroom is good facility for the students to post the material and they can access easily on their phone. With Google Classroom they can use it for reread the material that they forgot before.

### **RQ.2 Google Classroom Application Was Applied In Teaching Writing Using Google Classroom practically for writing tests**

The majority of the students believed that Google Classroom was more useful for teaching writing than other options. Through the application, the material is readily available to the students. The students can use a variety of elements on Google Classroom, including videos, images, documents that help teaching and learning, and the ability to create discussion groups. Students can individually evaluate their results as well. The students claimed that the Google Classroom program made learning enjoyable, motivated them to finish the test, and encouraged them to compete for the highest grade. It is support by the the result of interview with a students who initial NK stated that:

*“Hmmm..... I think using Google Classroom application is enjoyable to use, I can submit my writing everywhere and every-time. I hope another lecture can consider to combine the technology in learning. Because it make me spirit to learn.”*

### **Efficiently of Google Classroom for students' writing**

Students used Google Classroom to complete several assignments while utilizing a computer or a mobile device. The students were able to complete their project whenever and wherever they wanted. An important factor in encouraging students to write more is Google Classroom. The amount of free time students commit to using a new tool will have a significant impact on how positively it influences the development of their writing abilities.

#### **Negative Aspect of Google Classroom**

This study revealed residual finding which deals with the negative aspect of using Google Classroom. The data from the interview showed some complaints from the students about the use of Google Classroom for announce the students' writing score. Some students confessed that they became less confident seeing their names on the last list which means that their scores were among the lowest. Some of them also complained about the data package, they cannot do the test if they can't connect to the internet or have trouble with connection. So, it can impact on their result of writing. That is why their names did not move from the low list. As confirmed by HK: I am not confident when I get a lower score than others because everyone can see my scores on the scoreboard.

### **Discussion**

This study was conducted because the researcher want to know the students' perspective toward the use of Google Classroom and to describe how Google Classroom was applied in teaching writing. Based on result finding that the students were excited to learn how to write in a better way and take advantage by using the application. This result is also consistent with the finding of research conducted by (Shaharaneet al., 2016). (Madhavi et al., 2018) who discovered that by using Google Classroom in writing is able to engage the students' writing, because there are many features that can be used on the Google Classroom such as submitting assignments, uploading videos, accessing course materials, giving and receiving feedback, responding to questions, taking quizzes, and participating in discussions. Based on the results, during the writing process, the students were excited and motivated by in writing using the Google Classroom. The results of this research are in line with (Latif, 2016), (Nasir & Ismail, 2016) who mentioned

that using Google Classroom make the students enthusiasm and motivation in english learning. A majority of the students indicated that they used English all the time in Google Classroom and they were also comfortable to express their opinions using this online platform. Considering that Google Classroom was mainly used to assign tasks to be completed by the students in their free time, it proves that blended learning does offer language learning opportunities outside the classroom.

In addition, Google Classroom facilitated students' writing skills so that they can easily conduct the writing text, when the students forgot, they can review past content. Materials used in the classroom can be uploaded by the lecturer. When students forget, they can review past content. Finally, students can access the assignment, this finding was comparable to (Almio Susetyo Harjanto, 2019) that teachers use Google Classroom as a facilitation tool for managing students' tasks, organizing classroom and accommodating students' interaction. In general, teachers perceived the use of Google Classroom was very helpful to conduct their virtual classroom. However, teachers stated that they needed to maximize other features of Google Classroom as they hadn't explored all which would surely bring benefits for their professional development.

The results of this research corroborate the findings of research conducted by (Bakar, 2018) where the Google Classroom is able to engage the English language learners Based on the result, Google Classroom is effective for students' writing; the teacher can manage the classroom well, evaluate the students' ability in writing, and give direct feedback by using Google classroom. In addition, Google Classroom made the students easy to learn, and it is accessible, flexible, and fun to use. Moreover, the teachers can make the classes better, keep track of students' progress easier, and most importantly be able to conduct classes anywhere and anytime. This finding were support (Kgalemelo Rodnie Mafa, Desmond Wesley Govender, 2017) that Google Classroom has benefits, including: 1) management of the classroom; 2) flexibility; 3) safety and security; 4) promotion of collaboration; and 5) ease of access to information.

The finding of this study also supports the research of (Shaharane et al., 2016) suggesting that Google Classroom as an effective learning tool that improves learners' satisfaction in English language learning, especially in writing skill. The students used the Google classroom application to communicate, interact and allow prompt feedback from the teacher which was useful. For their learning progress. In hand, the Google Classroom helped the students' to learn in informal way. The purpose of using Google Classroom application in writing skill is to make the students keep learning, focus, and practice their writing every time and everywhere. This is also supported by features of Google Classroom in which the students can use to access the video, document, score, and feedback of the teacher.

During the treatment in the classroom, the students were interested and excited to learn using Google Classroom. This result was also consistent with the finding of research conducted by (Fitriningtiyas et al., 2019) where the Google Classroom eases the educators to keep draft assignments of students; it is easy to access; and it can be used by educators and students both in face-to-face learning or online learning. However, during the treatment, the teacher got a lot of problems while using Google Classroom in teaching and learning process. Firstly,



STUDENTS' PERSPECTIVE OF USING GOOGLE CLASSROOM AS THE LEARNING MANAGEMENT SYSTEM FOR STUDENTS' WRITING SKIL

the students faced difficulty in organizing the Google Classroom because this was the first time for them to use Google Classroom in learning. Secondly, the teacher must have internet connection because Google Classroom cannot be used without internet connection. This result is in line with (Alsubaie & Ashuraidah, 2017) who stated that Google Classroom allows the teacher and students to share information, comment, and feedback that can be traded easily and Google Classroom is a useful platform allowing editing and sharing in a fixable and simple way. In other words, Google Classroom allows the teacher to give feedback, comment, and evaluate the students' writing. The results were in line with (Jeong, 2016), (Zhou et al., 2012), (Woodrich & Fan, 2017) who stated that the implementation of Google Classroom for EFL writing purposes to learn grammar, the fact that such tool is beneficial in providing feedback and supporting a collaborative approach to learning was highlighted.

This finding were similar with (Sukmawati & Nensia, 2019) who stated that the intended learning is not only in class, but also outside the classroom because students can learn wherever and whenever by accessing google classroom online. The difference, however, was that students still require guidance from the lecture to provide feedback on Google Classroom, and students who struggle to comprehend written English must learn the language in the classroom.

The conclusion is intended to answer the research problems or purposes. It helps the readers understand why your research should matter to them after they have finished reading the paper. It is not just a summary of the main topics covered or a re-statement of your research problem, but a synthesis of key points and, if applicable, where you recommend new areas for future research.

## **CONCLUSION AND SUGGESTION**

The aimed of this study were to describe the students' perspective toward the use of Google Classroom application for writing skill and to describe how Google Classroom application was applied in teaching writing. The result of this study indicated that using Google Classroom has affected the students' writing skill. The findings showed that the use of Google Classroom for writing test has affected the students' attitude towards learning English especially for writing. The data from all the participants have proved that there has been significant improvement in their writing enthusiasm, effectiveness of timeliness, easily for access the material, practically for writing tests, efficiently of google classroom for students' writing. activeness in the classroom and their engagement towards English subject. They have shown a positive attitude which affected their achievement in writing . but not only positive aspect that found in this research but also negative aspect were appear during the interview such as; the students have problem with data package which impact the internet connection and less confident seeing their names on the last list which means that their scores were among the lowest. Drawing on the findings, Google Classroom application can be used to teach writing skills because it is more practical than traditional methods. This study suggest further investigation in wider aspect of the effectiveness of Google Classroom in teaching writing.

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