

Student's Perceptions in Writing Class by using Google Classroom in Pandemic Covid-19

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Abstrak

This study aims to know the student's perceptions in writing class by using Google Classroom in pandemic covid-19. Perception refers to how the brain sensory information. A person's positive perception arises because of an individual's satisfaction towards the object perceived and the existence of an individual's experiences toward the object perceived. The method is a descriptive case study that investigates a single case to produce an in-depth description of implementing Google Classroom online learning in writing class at STKIP PGRI Jombang. The qualitative data by using interviews of some students using an online questionnaire through Google form. The variable of this research is teaching paragraph writing using online learning through Google Classroom, while another variable of this research is students' perceptions and consists of 30 students. The conclusion is students have positive perceptions of Google Classroom in writing class. With this finding, students maintain that Google Classroom makes their learning easier and useful for their online learning in writing class. The students thought by using Google Classroom in online learning is a good idea, and they plan to use it in the future. They also realize the importance of using technology to support their learning process. Therefore, students suggest using Google Classroom in the teaching and learning process during this pandemic era.

Keywords: *student's perceptions, writing, google classroom.*

INTRODUCTION

Perception itself is a process of how a person selects, organizes, and interprets the information inputs to create meaningful overall conception (Kotler, 2000). Perception refers to how the brain sensory information. A person's positive perception arises because of an individual's satisfaction towards the object perceived and the existence of an individual's experiences toward the object perceived. Otherwise, a person's negative perception arises because of the object perceived and the lack of an individual's experiences toward the object perceived. There is evidence in past literature of relationships between students' perceptions, approaches, and outcomes. The best outcomes students achieve is that they are taught rather than by what they learn in school. Tangible and intangible factors have a significant effect on student perception. Factors related to satisfaction and students' perceptions of equality will affect them in various directions. So that understanding students' perceptions are relative to determine what they want as different generations show different categories of acceptance.

Writing is the activity to express, develop and organize ideas into written form. The more ideas the writers have, the writing product will be better. The opinion is shown on the paper how the writer expresses their feeling. However, write the ideas into written form is not easy. Writing is not just about ideas but also the way they compose their ideas. The writer should have the ability to process to form something meaningful and logical for the reader to read. Writing is a productive skill and aims to assess students in expressing their idea written. According to Oshima and Ann Hogue (1978;23), there are some components in writing. It is consisting of vocabulary, grammar, conjunction word. Those components make their difficult and not interest especially in writing subject. What will happen if the teacher asks the students to complete their writing in one meeting. The same case in midterm and final-test where the students sit in the classroom to do the test as the formal examination held by the department or faculty is what is called "the traditional one-off writing task" that is a kind of test that requires the students to do an exam in a short time without considering the process of writing such as

searching a topic, outlining, drafting, revising, editing, and proofreading (Gibbons, 2002).

Covid-19 has become a familiar thing in the world. Covid-19 has hit all countries around the world. Many countries have decided to close schools and universities, including Indonesia, to reduce direct physical contact to prevent covid-19 transmission. Policies taken by many countries, including Indonesia, are related to the implementation of educational activities. The government has to present alternatives as an educational process for students. The Covid-19 pandemic had an impact on various sectors in education. The Ministry of Education and Culture issued a circular to schools and other educational institutions to temporarily stop conventional teaching and learning activities and encourage learning at home through online learning. Online platforms in online are the best solution to prevent the spread of covid-19. Online platforms such as Google Classroom, Telegram, WhatsApp, Google Meet, and so on are becoming popular in Indonesia because they are widely used and installed for online learning. Online classes are the right choice for all fields of education to overcome space constraints. In this case, mobile phones can be a medium that can help students learn foreign because so many students are familiar with mobile phones. Therefore, the teacher recommends applying Google Classroom.

Google Classroom is a product of Google. Google Classroom is a free online service for schools, non-profits, and anyone with a Google Account. Google Classroom makes it easy for students and teachers to stay connected, both inside and outside the classroom. It is a mixed learning platform to developed by Google for schools the creation, distribution, and assignment of tasks in a paperless way. Google Classroom is firstly introduced in 2004 by Google Apps for Education. This platform is specifically designed for educational purposes to promote interactive learning environment. This virtual classroom serves a place for teachers to create and post materials (pictures, videos, link), invite students, assign students, conduct quiz and manage administrative needs. By using Google Classroom, the teacher can create virtual classes, invite students to join the classroom, provide information related to the teaching learning process, provide teaching materials that students can learn both in the form of exposure files and learning videos, provide assignments to students, create task collection schedules and others. In the teaching and learning process, technology appears as a change from traditional to modern learning. The use of technology in the teaching and learning process is an advancement in this era of globalization, as well as in learning English as a foreign language. The integration of technology in the teaching and learning process of English in the classroom for EFL students allows them to improve their language skills, such as reading, writing, speaking, and listening (Wang, 2015).

Some previous studies of students' perceptions are to identify learners' perceptions (the benefits and the challenges) of the technology-based Google Classroom implementation for learning English. It has that some have by the learners are better to be addressed by both the teachers and the Google technical team (Sadequle, 2019). The indication of majority students showed a positive attitude toward and a willingness to use social media in the writing classroom. However, factors such as large classes, lack of training on the use of the Internet, and the lack of facilities could be possible barriers to the use of social media in the classroom (Sakkir, 2016). The students did not adapt well to the use of Google Classroom because they were usually late in submitting the assignment and ignoring it. It contributed to a few students who missed it. This can be recognized from the record of the post-test and several assignments delivered during the research. From this issue, it can be inferred that Google Classroom is effective as an instructional medium in the teaching of writing recount texts because it facilitates students to finish and collect the assignment without any bound by time and space (Muflihah&Laili, 2020).

METHOD

The research design used is a descriptive case study that investigates a single case to produce an in-depth description of implementing Google Classroom online learning in writing class at STKIP PGRI Jombang. The qualitative data by using interviews of some students using an online questionnaire through Google form. The variable of this research is teaching paragraph writing using

online learning through Google Classroom, while another variable of this research is students' perceptions. This research consists of 30 students of the English department who had low experiences in English writing by using daring class. The questionnaire found the students' perception of using Google Classroom in English paragraph writing in online learning. The measured items include perceived ease of use, perceived usefulness, attitude towards usage, and behavioral intention to use. Second, the research instrument used is an interview. The items of interview questions are adapted from the structure of the Technology Acceptance Model (Davis F. D., 1989). The interview consists of 7 items. The interview is given to some students who have the highest, average, and lowest scores in accordance with the direction of the English teachers. The interview is conducted to find out students' perception of using Google Classroom in a writing class in online learning. The measured items also include perceived ease of use, perceived usefulness, attitude towards usage, and behavioral intention to use. Before the researcher gives the research instrument to students, the first researcher tests the research instrument that use to collect data, whether the instrument is valid or not. Therefore, a validity test is conducted by the researcher before data collection. The purpose of validity is to make the research instrument valid, which means that the instrument will be used according to what will be measured or match. In this study, the researcher chose the lecturer as an expert to validate the questionnaire and interview.

The data from students' close ended questionnaire is presented in the form of percentage of statement and then interpreted for data analyzing. The online questionnaire adapted the Technology Acceptance Model (TAM) construct by Davis (1989) with some adjustment for classroom activities in English Language Teaching. The questionnaire consists of 17 close ended questions using 5 point Likert response scale where 5: strongly agree, 4: agree, 3: neutral, 2: disagree, and 1: strongly disagree. The indicator of questionnaire consists of perceived ease of use, perceive usefulness, attitude towards usage, and behavioral intention to use. In addition, the researcher also uses Miles and Huberman's theory in analyzing the data. There are three activities in qualitative data analysis, that is data reduction, data display and conclusion drawing/verification. The indicator of interview also consists of perceived ease of use, perceive usefulness, attitude towards usage, and behavioral intention to use. Both questionnaire and interview data are given to find out the students' perceptions on using Google Classroom in paragraph writing online learning.

FINDING AND DISCUSSION

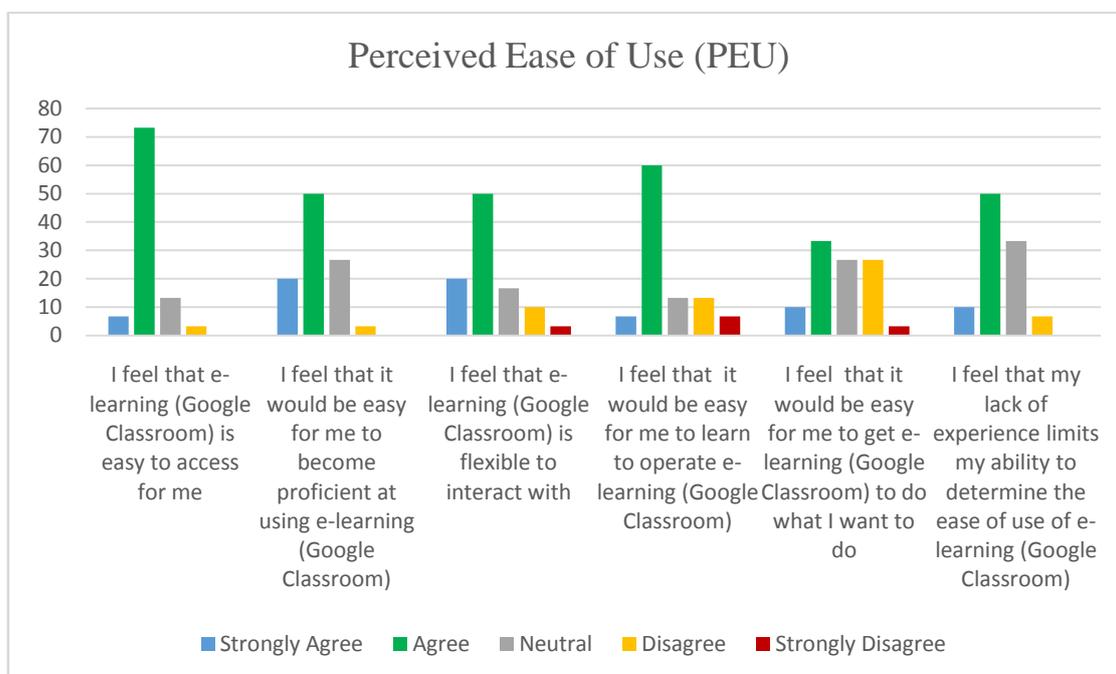
The data showed that students gave various responses toward the use of Google Classroom. However, most of the respondents of the study perceived the use of Google Classroom in positive way. The students who participated in the study agree that by using Google Classroom they can particular lesson outside the classroom. The students mentioned that Google Classroom allow them to do the tasks any time and the time given by their teacher to do the tasks tends to be a lot. They also mention that the online materials provided by their teacher through Google Classroom are easily accessible. Besides, Google Classroom allow teacher to create and share materials to support students' as well as to provided learning tasks to help them in practicing the language. The accessible platforms encourage students to learn in any location and at any time via computer, tablets, or smartphones. Students see the use of Google Classroom in learning is environment friendly. Although some of students still prefer learning activity in school, they think that online learning should be promoted since this pandemic situation and they need to get education.

Perceived Ease of Use (PEU)

The finding of students' perception on the use of google classroom in perceived ease of use. The first statement showed that strong agree gained 2 persons (6.7%), agree gained 22 persons (73.3%), neutral gained 4 persons (13.3%), disagree gained 1 person (3.3%) and strongly disagree 1 person (3.3%). The second statement showed that strong agree gained 6 persons (20%), agree gained 15 persons (50%), neutral gained 8 persons (26.7%), disagree gained 1 person (3.3%) and

strongly disagree 0 person (0%).The third statement showed that strong agree gained 6 persons (20%), agree gained 15 persons (50%), neutral gained 5 persons (16.7%), disagree gained 3 persons (10%) and strongly disagree 1 person (3.3%).The fourth statement showed that strong agree gained 2 persons (6.7%), agree gained 18 persons (60%), neutral gained 4 persons (13.3%), disagree gained 4 persons (13.3%) and strongly disagree 2 people (6.7%).The fifth statement showed that strong agree gained 3 persons (10%), agree gained 10 persons (33.3%), neutral gained 8 persons (26.7%), disagree gained 8 persons (26.7%) and strongly disagree 1 person (3.3%).The sixth statement showed that strong agree gained 3 persons (10%), agree gained 15 persons (50%), neutral gained 10 persons (33.3%), disagree gained 2 persons (6.7%) and strongly disagree 0 person (0%).The researcher concluded that the findings of this study were positive which “Strongly Agree and Agree” was preferred more than “Disagree and Strongly Disagree”. Perceived Ease of Use is the degree to which a person believes that using a particular system would be free from effort. In this study, it refers to students believe that the use of Google Classroom does not requires high workload and thinking effort. It means that Google Classroom that are applied must make learning simple and easy. The following figure describes the students’ responses

Figure 1

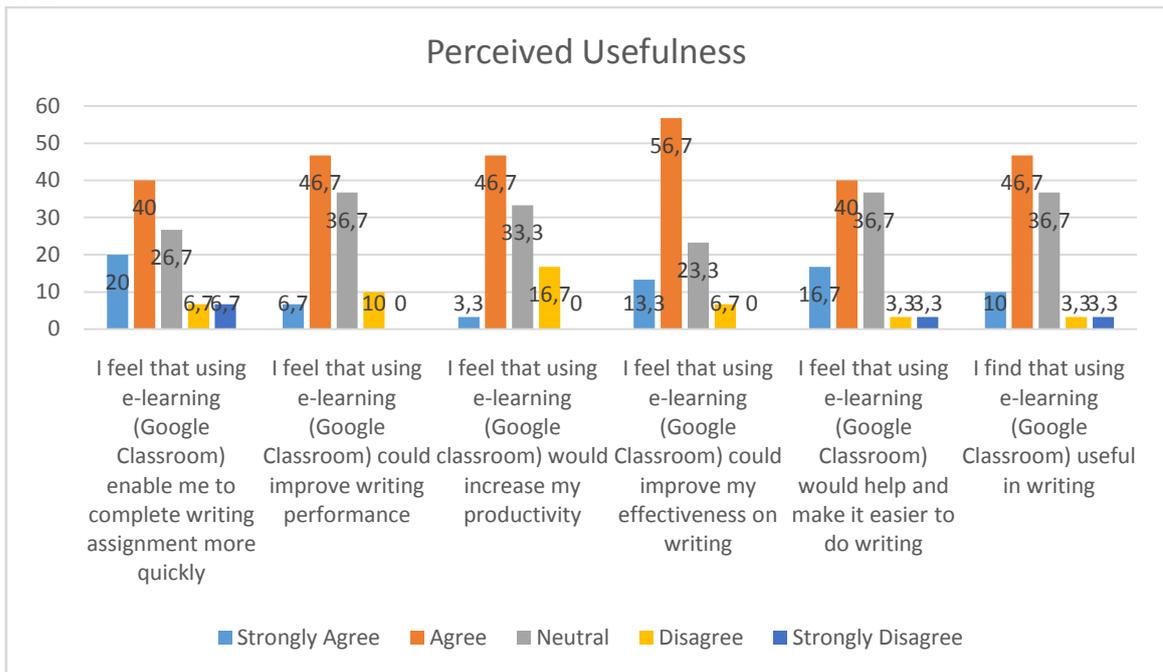


Regarding the figure above, the researcher can infer that Google Classroom seems easy for students to implement. Almost all of the students agree and perceived that Google Classroom are easy to use. In interview, some of students reveal that online learning using Google Classroom is not fully effective because they have difficulty in understanding the material. It is because Google Classroom is one of application for asynchronous online learning. So that there is no direct communication between students and teacher in learning. Nevertheless, the most of overall students admitted that using Google Classroom in online learning was very helpful and made it easier for them to learn, especially in this pandemic era. They also admitted that the use of Google Classroom in online learning during this pandemic is easy to use, easy to understand, and also easy to access. Perceived ease of use refers to students believe that the use of Google Classroom is free from workload and thinking effort. Based on these two data, the researcher concluded that the most of overall students perceive that Google Classroom is easy to use in English course in online learning during this pandemic situation.

Perceived Usefulness (PU)

Students' perception on the use of Google Classroom in perceived usefulness. The seventh statement showed that strong agree gained 6 persons (20%), agree gained 12 persons (40%), neutral gained 8 persons (26.7%), disagree gained 2 persons (6.7%) and strongly disagree 2 people (6.7%). The eighth statement showed that strong agree gained 2 persons (6.7%), agree gained 14 persons (46.7%), neutral gained 11 persons (36.7%), disagree gained 3 persons (10%) and strongly disagree 0 person (0%). The ninth statement showed that strong agree gained 1 person (3.3%), agree gained 14 persons (46.7%), neutral gained 10 persons (33.3%), disagree gained 5 persons (16.7%) and strongly disagree 0 person (0%). The tenth statement showed that strong agree gained 4 persons (13.3%), agree gained 17 persons (56.7%), neutral gained 7 persons (23.3%), disagree gained 2 persons (6.7%) and strongly disagree 0 person (0%). The eleventh statement showed that strong agree gained 5 persons (16.7%), agree gained 12 persons (40%), neutral gained 11 persons (36.7%), disagree gained 1 person (3.3%) and strongly disagree 1 person (3.3%). The twelfth statement showed that strong agree gained 3 persons (10%), agree gained 14 persons (46.7%), neutral gained 11 persons (36.7%), disagree gained 1 person (3.3%) and strongly disagree 1 person (3.3%). The researcher concluded that the findings of this study were positive which "Strongly Agree and Agree" was preferred more than "Disagree and Strongly Disagree". PU refers to students believe that using Google Classroom could enhance their English performance. The following figure describes the students' perceived usefulness.

Figure 2



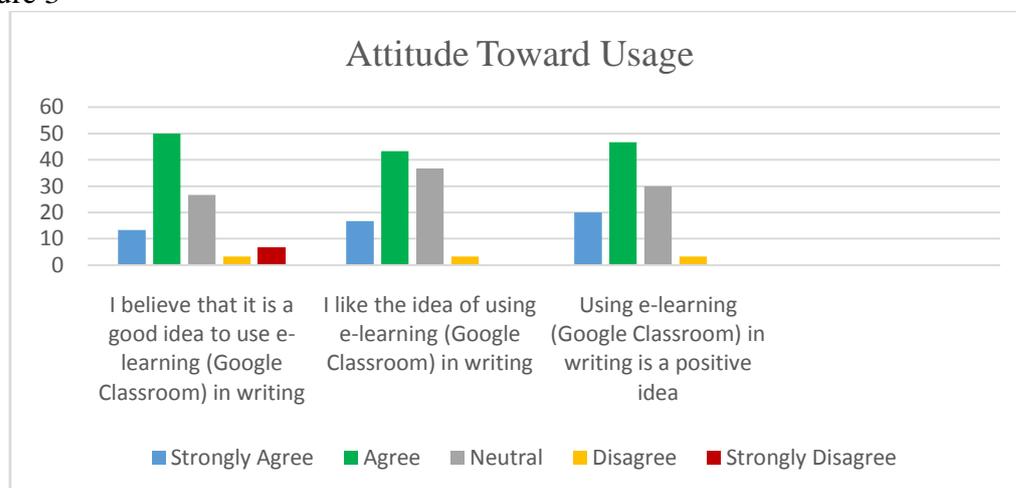
Based on the figure above, the researcher can infer that using Google Classroom in online learning can be useful to enhance students' English performance. From the whole items of students' perceived usefulness, all the students agreed that using Google Classroom in online learning in English course become useful for their performance. As students mentioned in the interview that online learning using Google Classroom was very useful in learning because they can more relaxed in doing the tasks and they can submit the task more easily and on time without requires a lot of data or internet quota. So that in online learning using Google Classroom students became more diligent and enthusiastic in learning English and also more increase their productivity. Perceived usefulness is dealing with a student believe that using Google Classroom could enhance their learning

performance. Based on the figure and also the interview, the researcher concluded that all of students perceived Google Classroom is useful to accomplish their English course during this pandemic era.

Attitude Toward Usage (ATU)

Students' perception on the use of Google Classroom in attitude toward usage. The thirteenth statement showed that strong agree gained 4 persons (13.3%), agree gained 15 persons (50%), neutral gained 8 persons (26.7%), disagree gained 1 person (3.3%) and strongly disagree 2 people (6.7%). The fourteenth statement showed that strong agree gained 5 persons (16.7%), agree gained 13 persons (43.3%), neutral gained 11 persons (36.7%), disagree gained 1 person (3.3%) and strongly disagree 0 person (0%). The fifteenth statement showed that strong agree gained 6 persons (20%), agree gained 14 persons (46.7%), neutral gained 9 persons (30%), disagree gained 1 person (3.3%) and strongly disagree 0 person (0%). The researcher concluded that the findings of this study were positive which "Strongly Agree and Agree" was preferred more than "Disagree and Strongly Disagree". Attitude toward usage determine the intention to use a specific program or learning tool. The students' attitude toward Google Classroom can be seen in the following figure.

Figure 3



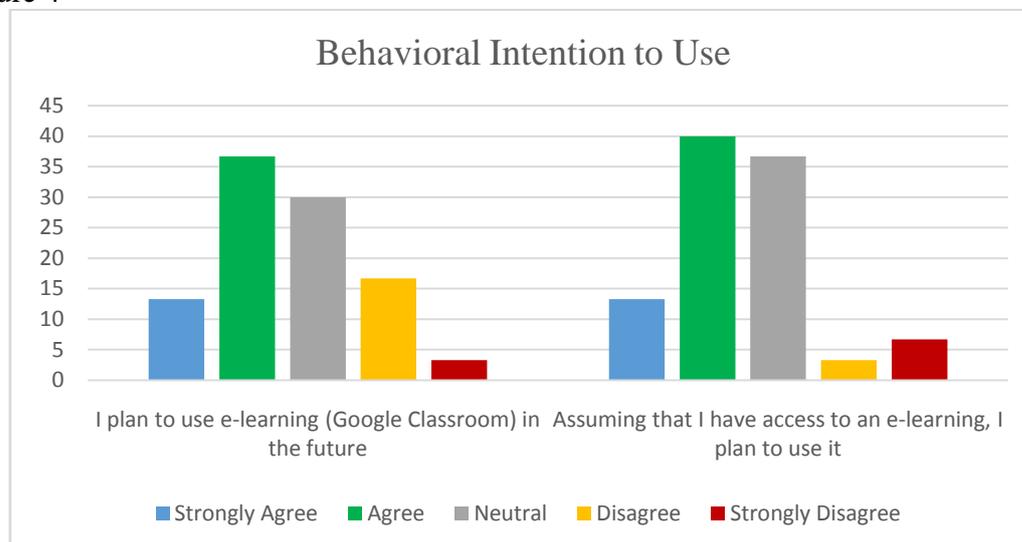
Based on the figure, the researcher can be identified that using Google Classroom in English course is a good idea. From the comprehensive data on students' attitude toward the usage of Google Classroom in English course, all students admitted that Google Classroom was good idea. As students mentioned in interview that learning by using Google Classroom can make it easier for them to learn the material and find additional information on google or other site. Although there are some students who did not really agree with the idea of using google classroom because the subject matter is not explained directly, they still like the idea of using google classroom for English course because it helps them in learning online during this pandemic. An application should present a good and positive impression on the users. Based on both of data, the researcher concluded that almost of all students revealed that using Google Classroom in online learning is good idea, so that they could still learn and do learning during this pandemic era

Behavioral Intention to Use (BIU)

Students' perception on the use of Google Classroom in behavioral intention to use. The sixteenth statement showed that strong agree gained 4 persons (13.3%), agree gained 11 persons (36.7%), neutral gained 9 persons (30%), disagree gained 5 persons (16.7%) and strongly disagree 1 person (3.3%). The seventeenth statement showed that strong agree gained 4 persons (13.3%), agree gained 12 persons (40%), neutral gained 11 persons (36.7%), disagree gained 1 person (3.3%) and strongly disagree 2 people (6.7%). The researcher concluded that the findings of this study were

positive which “Strongly Agree and Agree” was preferred more than “Disagree and Strongly Disagree”. Behavioral Intention to Use (BIU) is defined as the actual use of a given program and it determines technology acceptance. Behavioral intention to use is similar to an encourage to apply alternatively use Google Classroom. The following figure represents the students’ intention to use Google Classroom.

Figure 4



According to figure, the researcher can infer that Google Classroom can be feasible application to be recommended in supporting the learning classroom process in the future. From the comprehensive data on students’ behavioral intention to use Google Classroom, most of overall students plan to use Google Classroom in the future. In the interview with students, they revealed that Google Classroom is an easy alternative in learning. Google Classroom also makes it easier for them to learn English and doing learning during this pandemic. So that students have plan to use Google Classroom in the future if pandemic is not over. A user’s perceptions of the usefulness and ease-of-use brought impact to the user’s intention to use (BIU) to the system. Based on the figure and also the interview, the researcher concluded that almost of all students plan to use Google Classroom in the future.

CONCLUSION

This study concludes that students had positive perceptions of Google Classroom in writing class. With this finding, students maintain that Google Classroom makes their learning easier and useful for their online learning in writing class. In support of that easiness, the students thought that using Google Classroom in online learning is a good idea, and they plan to use it in the future. In addition, students also realize the importance of using technology to support their learning process. Therefore, students suggest using Google Classroom in the teaching and learning process during this pandemic era. Future research is required to address how the other variables of the Technology Acceptance Model relate to ease of use, usefulness, attitude, and behavioral acceptance. This study indicates that perception toward Google Classroom as an online platform during the learning process.

THANK-YOU NOTE

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