THE USE OF GOOGLE CLASSROOM IN LEARNING WRITING DESCRIPTIVE TEXT: STUDENTS' PERCEPTIONS

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Article Info	Abstract
	Writing is one of the four essential language skills for language learning. Writing is considered important because it's one of the communication mediums, and it makes students critical. However, writing is a significant difficulty for both native and non-native learners. Due to advancements in technology, LMS enables educators and students to communicate and engage in new ways. Google Classroom, being one of the most widely used LMS platforms, may assist students in developing their ability to write descriptive text. This research aimed to investigate students' perception of using Google Classroom in learning writing descriptive text. The subject examined students in the tenth grade at a Senior High School in Indonesia. This research used a qualitative approach with a narrative inquiry. The researcher utilized semi-structured interviews to gather the data and analyzed them using the thematic analysis of Braun & Clarke. The indicator of the research question is based on UTAUT (Unified Theory of Acceptance of Technology) by Vankavesh (2003). The study discovered that students preferred using Google Classroom to learn the descriptive text. Google Classroom helps them to know and understand descriptive writing materials easily. However, Effort Expectancy may be altered with sufficient internet use and Google Classroom upgrades.

INTRODUCTION

Nowadays, technological developments are increasingly advanced. As a result of technological advances, this also affects the education sector. Learning is no longer limited by space, distance, and time. In recent days, the learning process has been changed to online learning. Learning Management System (LMS) is one of the results of technological advances that can be used in helping the teaching-learning process. The Learning Management System (LMS), also known as the Course Management System (CMS) or the Virtual Learning Environment (VLE), is a technical advancement in the pedagogical approach. (Rhode et al., 2017). LMS allows educators and students to communicate and interact in new and fun ways (Bassam & Alshorman, 2018). LMS is made to encourage online learning. It provides with interactive multimedia, teaching materials, assignments, online discussions, video lessons, and meetings with interactive videos (R. A. Ellis and R. A. Calvo, 2007; Rabiman et al., 2020). Educators and students can engage in learning utilizing electronic devices such as cellphones, tablets, laptops, and computers connected to the internet connection. LMS consists of Moodle, Schoology, Google Classroom, Edmodo, Quipper School, Chamilo, and Khan Academy (Ramadhani et al., 2019).

One of the most used LMS platforms is the Google Classroom application. Google Classroom is a teaching and learning media developed by Google Inc. It is a learning management system for schools that aims to simplify assignments' creation, distribution, and grading (Iftakhar, 2016). It was created so that educators and students could interact and make

learning more meaningful (Singh et al., 2020). Then, this application is free and suitable for teachers and students who have limited budget costs (Abid Azhar & Iqbal, 2018). This application can be downloaded for free by teachers and students on any digital device. It can help teachers and students to be involved in teaching and learning anywhere and anytime. Google Classroom can make the students become a learning center in which they could actively participate in examining assignments, discussion, and creative thinking (Shaharanee et al., 2016). Thus, the use of Google Classroom in this research is a medium for students to easily learn to write a descriptive text.

Humans utilize writing as one of their communication methods. This is a fundamental of communication and plays a significant role in knowledge construction and assisting thinking and understanding (Jabali, 2018; Su Ping, Verezub, Adi Badiozaman, & Chen, 2019; Ghoneim & Elghotmy (2019). In language learning, writing is a language skill that must be mastered. According to Bello (1997), as cited in Nor (2018), writing enables students to successfully convey their thoughts while also improving grammar and vocabulary through exploration with words, phrases, and large chunks of writing. It stimulates the mind, helps learners concentrate and organize ideas, and maintains the ability to summarize, analyze, and criticize (Haririan, 2013; Zakaria & Aziz, 2019). Students can also provide information, explain and entertain. It is a communication act that allows us to share information, observations, thoughts, and ideas with ourselves and others (Cohen and Riel, 1989: 15; Rakhmawati, 2020). Thus, writing for students is important either inside or outside school.

On the other hand, writing is a significant problem for both native and non-native learners. Writing abilities are the most difficult tasks for students in the EFL setting since English is regarded as a foreign language (Salma, 2015; Ma'azi & Janfeshan, 2018). It is seen as difficult since it is confronted with the cognitive linked with language competence. Therefore, the teacher needs an appropriate strategy to teach writing; and Google Classroom is one of the exact strategies for it. Using Google Classroom for students learning writing makes them share ideas easily. They can also discuss and learn with their friends and the teachers anytime and anywhere.

Some studies have been conducted related to the perception of students using Google Classroom in learning writing. The use of Google Classroom found good results in learning English. They can easily learn anytime and anywhere, be active in learning to speak, be easy to practice listening skills, eco-friendly for reading exercises, and save time, money, and paper for writing skills (Islam et al., 2019). But, students need proper training on the use of Google classroom so that they can enhance their performance, and it may result from successful learning. Albashtawi & Al Bataineh (2020) found out that Google Classroom positively affects the reading and writing performance among Jordanian EFL students. The reason for this is due to its usability, simplicity, and accessibility. Google Classroom can help students improve their chances of learning English online for writing by allowing them to complete assignments faster, such as writing short texts (Sartika, 2021). Many studies have been conducted in investigating the benefits of Google Classroom in learning as described. Thus, this research aims to identify the students' perception of the use of Google Classroom in learning writing the descriptive text for the tenth grade of Senior High School students in Karawang, Indonesia.

RESEARCH METHOD
Research Design
This research used a qualitative approach. The qualitative method helps researchers discover participant experiences since they deal with subjective significance (Silverman, 2020). Furthermore, the researcher used a narrative inquiry which is one of the designs in qualitative research. In addition, Creswell (2012) has been stated that "narrative typically focuses on studying a single person, gathering data through the collection of stories, reporting individual

experiences, and discussing the meaning of those experiences for the individual." The results of this study are presented in a narrative. In this research, students' issues were explored through narrative inquiry, a process of investigation that relies on storytelling. A student's past, present, and future all contribute to their experiences. This research is valuable and can be used as a reflection to produce better results.

Research Instrument and Participants

This research setting was carried in the tenth grade English class in Senior High School, Karawang, Jawa Barat, Indonesia. There were 5 EFL students of senior high school who became participants in this research. For collecting the data, the researcher used semi-structured interviews. The researcher compiled a list of interview questions to serve as a guide for interview guidelines. The indicator of the research is based on UTAUT (Unified Theory of Acceptance of Technology) who was introduced by Vankavesh (2003). The interview consisted of nine questions related to four constructs: Performance Expectancy, Effort Expectancy, Social Influence, and Facilitating Condition. The interview was conducted in Indonesian utilizing an online platform through WhatsApp and Google Meet to make it easier for participants to respond to the researcher's questions.

Data Analysis

The researcher analyzed the data using thematic analysis. Thematic analysis is a method for identifying, analyzing, and constructing themes of qualitative data (Braun and Clarke 2006; Kiger & Varpio, 2020). The researcher reads interview transcripts, watches and listens to videos and audio recordings frequently to get acquainted with the material collected. The researcher then creates a code from the data that is thought to be relevant to the research question. Data codes of related groups will be combined into a single theme. The researcher checks to ensure that the grouped codes have been assigned to the correct theme. Following the review, various groupings of codes are assigned theme names. Finally, the researcher will compile the results into a written topic for this study.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The study results in this part provide the answer to the research question. The findings provided the results of data analysis conducted on five Senior High School students about their perceptions of utilizing Google Classroom to learn to write a descriptive text.

Facilitating Condition of the School

Before the researcher interviews the participants, the researcher makes sure that they use Google Classroom as a medium to write a descriptive text. This theme describes how schools and teachers facilitate Google Classroom as a medium in learning writing descriptive text. All respondents said that school and English teachers support Google Classroom. Schools and teachers support Google Classroom to allow students to download Google Classroom and access it on their digital devices.

R1 Vignette 1:

"Yes, my school learns using Google Classroom by downloading the application or accessing it on Google without the need to download."

R2 Vignette 1:

"Yes, strongly supported because the English teacher also told us to download Google Classroom."

R4 Vignette 1:

"Yes, my school was strongly supported the descriptive text learning process using Google Classroom by the way I was told to download the application."

Another proof that schools and teachers support the use of Google Classroom is that the teacher provides a class code from the Google Classroom that has been created by the teacher so that students can be involved in learning.

R3 Vignette 1:

"Yes, my school supports using Google Classroom by being involved in learning English in Google Classroom."

R5 Vignette 1:

"Yes, it supports using Google Classroom by teacher giving class code Google Classroom."

Figure 4.1

It shows the teacher providing descriptive text learning materials in Google Classroom.

Performance Expectancy of Google Classroom on Students Achievement

This theme is discussed how students believe that using Google Classroom will help them to achieve improvement in learning performance. The researcher includes students who perceive the usefulness of Google Classroom, students' extrinsic motivation, and the outcome expectancy.

Students' perceived usefulness means that the extent to which students believe that this application improves their learning activity.

Students perceive the usefulness of Google Classroom because it helps them in writing descriptive text. This Apps is an easy-to-use online learning medium. It can be downloaded on various electronic devices such as mobile phones.

R1 Vignette 2:
"It's really helpful for me, because since online school, I've been using Google Classroom and I've downloaded it on my cellphone. So if I'm leaving and then I'm given an assignment and I have to collect it, I can send it with MS Word file to the Google Classroom."

In addition, the use of Google Classroom helps students write descriptive text because it is paperless.

R2 Vignette 2:
"Hmm, in my opinion it really helps, because using Google Classroom saves notebooks because I can collect it using files. When I open my laptop, Google Classroom can be accessed on Google, so we don't have to download it again like on a cellphone, I think that's it."

R5 Vignette 2:
"It helps, because it's easier to write by hand and send it using a photo or you can send a file. If I'm lazy to write, I just type it on my cellphone, then send it directly to Google Classroom."

For two students, Google Classroom helps them in writing descriptive text because the application can be opened at any time.

R3 Vignette 2:
"It helps, actually, because it's nice to be able to open the Google Classroom anytime."

R4 Vignette 2:
"Yes, because when I write, I can see examples of the material that my teacher gave me in Google Classroom."

Then, students perceive usefulness of Google Classroom because this application help student active in learning descriptive text. It is confirmed by all respondents.

> R1 Vignette 3:
> *"Yes, I have become more active in studying because I can open the material at any time."*

> R2 Vignette 3:
> *"Yes, because there is no attendance list, so I can study the descriptive text as I want and then register the attendance when I have to enter Zoom."*

> R3 Vignette 3:
> *"Yes, I became active, because I can access it on the cellphone that we use, so I can learn descriptive text anywhere."*

> R4 Vignette 3:
> *"Active, it's good because I have been opened it when I was outside the house."*

> R5 Vignette 3:
> *"Yes, because there is an immediate notification when the teacher gives the material, so I can open it at any time because I have an application on my cellphone."*

Next, students get motivation to do their task when using Google Classroom. This is confirmed by all respondents.
First respondent tells that it is because she wants to have more break-time for herself.

> R1 Vignette 4:
> *"Yes, because the faster I do the work, the more time I have to rest."*

Another respondent is because of the convenience of Google Classroom.

> R4 Vignette 4:
> *"Yes, so that I can do other tasks as well. It's also practical to do, just send it on Google Classroom."*

The other respondents because the task has the deadline.

> R2 Vignette 4:
> *"It's faster, because there's a deadline, so working on it is also fast so that I can learn other things too and have a lot of leisure time when the assignments are collected in Google Classroom."*

> R3 Vignette 4:
> *"Yes, because there is not only one assignment, there are other subjects as well. So before the deadline, it's good to do it first."*

> R5 Vignette 4:
> *"Yes, because there is a deadline. I actually can't stack my assignments so if I can finish that day why not. I'm afraid there are more assignments from other subjects."*

The outcome expectancy of students toward the use of Google Classroom in learning descriptive text helps them to know and understand the material of writing descriptive text easily.

Students understand the material for writing descriptive text well because Google Classroom has features for teachers to provide learning materials to students.

> R1 Vignette 5:
> *"Yes, it's so easy, because in Google Classroom the teacher also gives the material first in the feature, so when there is a descriptive writing assignment, I understand."*

> R2 Vignette 5:
> *"Yes, because the material was given by the teacher which was clearer than the book. Then you can discuss with the teacher if you don't understand in the chat column the teacher gives the material."*

> R5 Vignette 5:
> *"Yes, because from books, sometimes there is no picture. In Google Classroom, the teacher gave the material usually in the form of video and PPT (power point) so the description was clearer."*

In one respondent, the material is easy to understand because there is a personal discussion column on the task assignment feature.

> R3 Vignette 5:
> *"Yes, because when I sent an assignment incorrectly, I was notified in the private assignment chat column by the teacher, so I understand the material better. Then there is also a feature section for submitting material, where the teacher sends material for us to study so that we understand better before doing assignments. At that time, I was given the wrong assignment, so it was good that I was told it wasn't caught by the others."*

Meanwhile, one other person is because this application is cloud-based which allows Google Classroom users to access personal data access materials through electronic devices with internet access.

> R4 Vignette 5:
> *"Yes, because the material is saved directly in what is it called, Google Drive so you can re-read it to understand the material."*

Students' Effort Expectancy Using Google Classroom

In the learning process of writing descriptive text towards Google Classroom, students can face the ease and complexity of using this application. The ease experienced by students when accessing the application is because it is easy to use.

> R3 Vignette 6:
> *"There's nothing. I think because the application is easy to understand."*

> R5 Vignette 6:
> *"I don't have. So far, I've never had a problem accessing Google Classroom."*

However, some respondents had difficulty accessing Google Classroom. The main problem is because of the internet. One other person is facing difficulties using Google Classroom because of its feature.

> R1 Vignette 6:
> *"The access must use internet data, if you don't use internet data, you can't enter the application. That's my problem."*

> R2 Vignette 6:
> *"In my opinion, the internet is the main thing because if there is no internet, I can't access learning materials and can't submit assignments."*

> R4 Vignette 6:
> *"Yes, when I open the video from Google Classroom, it takes a long time. Then, I've had problems when I want to input assignments."*

In addition, students do not face any complexity when writing descriptive text with Google Classroom.

> R5 Vignette 7:
> *"Nothing, I feel don't have difficulties, Alhamdulillah."*

For two respondents, this is because writing activities are used as timed assignments.

> R1 Vignette 7:
> *"It's not difficult for me, because the teacher often gives me a deadline to write a descriptive text so I can understand more deeply about the material the teacher has given me."*

> R4 Vignette 7:
> *"I don't have. I was given time to collect it, it really affected me, so I didn't find it difficult to think about the idea of writing a descriptive text."*

While other respondents said that because it is paperless. They can deepen their understanding by accessing material on the internet.

> **R2 Vignette 7:**
> *"I don't have, it's good to write through Google Classroom because it saves books because you can collect it using MS Word."*

> **R3 Vignette 7:**
> *"It seems that I don't have because with Google Classroom I can search for the material on the internet first so that I can understand it better."*

Students' Influence Using Google Classroom

In the use of learning media, of course, students can be influenced by the school environment. This theme discusses whether other people should use Google Classroom as a learning tool the same as them and the reasons why students use this application.

On the subjective norm, all students will recommend the use of Google Classroom to other appropriate subject teachers.

One respondent recommends this application because of the memory device.

> **R2 Vignette 8:**
> *"Yes, because some lessons also use Google Classroom. It's efficient if everyone uses it, so it doesn't use up phone memory if other subjects use different ones."*

While the other respondents are due to the ease of features provided by Google Classroom, they have different views on google classroom.

> **R1 Vignette 8:**
> *"Yes, the features are good in Google Classroom. It's not complicated, at least you have to have internet so you can access it."*

> **R4 Vignette 8:**
> *"Yes for sure, because the tasks that have been sent are also backed up directly to Google Drive. So if all the lessons use Google Classroom, it will be good."*

> **R3 Vignette 8:**
> *"Yes, because Google Classroom is also easy to use, so I will recommend it."*

> **R5 Vignette 8:**
> *"Yes, it's also comfortable in Google Classroom. At there, you can also send files, photos or videos, so it's good if all subjects use Google Classroom."*

Regarding how students use Google Classroom, all respondents answered because it was influenced by the school and the teacher concerned.

> **R1 Vignette 9:**
> *"The influence of other people, because if the teacher doesn't tell me, I won't download it."*

R2 Vignette 9:
"Other people, because the teacher use Google Classroom so I also use Google Classroom on the teacher's orders."

R3 Vignette 9:
"Other people, from school, the teacher suggested using Google Classroom."

R4 Vignette 9:
"Other people, because of the teacher."

R5 Vignette 9:
"Others, the reason is because of the teacher. For English subjects, use Google Classroom on the orders of the teacher."

Discussion

The aim of this research was to investigate tenth-grade students' perception of using Google Classroom in learning to write a descriptive text. This research used the UTAUT by Vankavesh (2003) to describe the students' perception. The result indicates that most students of the tenth grade have a positive perception of learning to write descriptive text using Google Classroom.

Firstly, the author ensures that schools and teachers support the use of Google Classroom in learning English. Facilitating Condition was found good result. Schools and teachers allow students to learn English, especially learning to write descriptive text using Google Classroom. Schools and teachers prove that they use Google Classroom in learning English because students download the Google Classroom application and give the class code to the students.

Secondly, Google Classroom has a positive response to help students in learning performance. Internet access and digital devices is one reason. Because of the implementation of online learning as it is today, mobile access to interesting and easy to interactive learning materials is very important in the learning environment (Janzen, 2014; Iftakhar, 2016). Students are actively involved in learning to write because Google Classroom, which can be accessed on mobile phones and the internet, allows them to be actively involved anytime and anywhere. It can be found by R1 Vignette, *"It's really helpful for me, because since online school, I've been using Google Classroom and I've downloaded it on my cellphone. So if I'm leaving and then I'm given an assignment and I have to collect it, I can send it with MS Word file to the Google Classroom."* Then, it helps students write descriptive text and do assignments quickly because it is paperless. R5 and R4 Vignette confirm it. They can write descriptive text with mobile phones and then send assignments quickly. This is in line with Sepyanda (2018) stated that Google Classroom is a teaching and learning media to help the assessment process and paperless assignment.

In addition, the ease of features offered by Google Classroom has a positive impact on students' perceptions of learning writing descriptive text. Google Classroom is designed with many features but is very easy to use. According to Janzen, M (2014) as cited in Iftakhar (2016)

stated "Google Classroom's design purposefully simplifies the instructional interface and options used for delivering and tracking assignments; communication with the entire course or individuals is also simplified through announcements, email, and push notifications." The teacher can upload materials and give assignments to students. Students get additional useful material to deepen their knowledge and practice writing descriptive texts with assignments.

However, students' effort expectancy using Google Classroom was found low because there were three among five students who answered bad perception. According to Sudarsana et al., (2019), Google Classroom is packaged online learning collaboration between teachers and students. This means that to get access to Google Classroom, students need the internet. They point out that the internet is the main reason they can't connect to Google Classroom. In conclusion, Google Classroom has a good perception of students. Subjective norm founds good perception with all respondents will recommend the use of Google Classroom to other appropriate subject teachers. It is confirmed in R1 until R5's Vignette.

CONCLUSION

In this research, students' perceptions were investigated using interviews with several indicators by Vankavesh (2003). The indicators are Performance Expectancy, Effort Expectancy, Social Influence, and Facilitating Condition. The researcher found that the students had a good perception of using Google Classroom in learning to write a descriptive text. The school supports learning descriptive writing with Google Classroom by letting the teacher conducts learning activities in Google classroom, and students are required to download this application on their cellphones. Students also recommend this application to teachers who have not used Google Classroom in learning. In performance expectancy, students show a positive response in learning activities to write a descriptive text. Google Classroom helps them to know and understand descriptive writing learning materials easily. In addition, others have proven that using Google Classroom makes them do assignments quickly. Besides the positive perception, Effort Expectancy was found low. But, Effort Expectancy can be changed with adequate internet usage and updates from Google Classroom.

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