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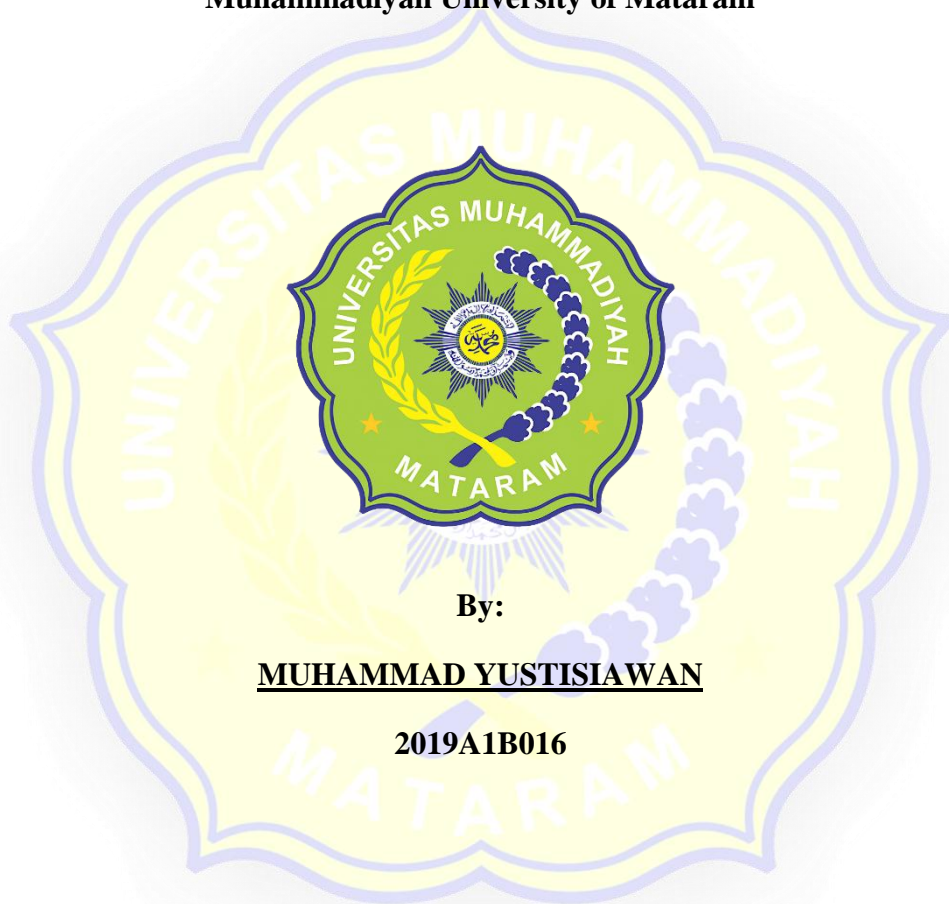
EXPLORING THE USE OF GOOGLE CLASSROOM FOR WRITING FROM THE PERCEPTION OF DIVERSE LEARNERS IN ONLINE LEARNING

Presentes as A Partial of The Requirement for The Bechelor's Degree (S1) in English Language Teaching Faculty of Teacher Training and Education Muhammadiyah University of Mataram

By:

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2019A1B016

ENGLISH EDUCATION PROGRAM FACULTY OF TEACHER TRAINING AND EDUCATION MUHAMMADIYAH OF MATARAM 2022/2023

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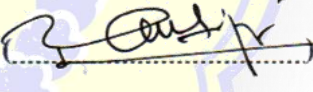A Thesis by   : Muhammad Yustisiawan

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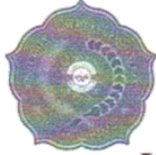
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MOTTO

Stepping with determination, reaching for the stars of knowledge, and engraving an indelible mark on the sheets of time. Like a river that never stops flowing, I will continue to flow passion, dedication and innovation in every step I take, proving that limits are only illusions and dreams can come true. With faith as a compass, and struggle as a provision, this thesis is the beginning of my long journey to color the world with meaning and achievement.

DEDICATION

Alhamdulillah, all praise be to Allah SWT for His blessings. My highest gratitude and appreciation goes to the following people:

- First of all, I dedicate this thesis to my beloved parents who always pray for and encourage me to complete this study. Your kindness, patience and responsibility will be forever forgotten.
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The writing of this thesis is entitled " exploring the use of google classroom for writing from the online learning". This thesis was written to fulfill one of the requirements for obtaining a Bachelor's degree in the Department of English Language Education, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram.

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The author realizes that in the preparation of this thesis there are still deficiencies and errors. Therefore, I really hope for criticism and suggestions for improvement.

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Muhammad Yustisiawan. 2023.**Exploring the Use of Google Classroom for writing from the perception of diverse learners in online learning.** Thesis. Universitas muhammadiyah mataram.

Advisor 1 : Hidayati, M.Hum.

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ABSTRACT

This study explored the use of Google Classroom for writing from the perception of diverse learners in online learning. Qualitative phenomenological approach was used to collect data from student interviews. The results indicated that students perceived Google Classroom as practical and simple, which facilitated autonomous learning and self-discipline. They appreciated features such as easy access, submission of assignments, repeated access to material, comments and notifications from teachers, and the ability to submit assignments from their phone. However, there was no improvement in grammar, and students still found it challenging to use proper grammar. In conclusion, Google Classroom can be an effective tool for online writing learning, but it should be supplemented with direct instruction and other learning materials to improve grammar skills.

Keywords: google classroom, writing, perception, online learning, EFL students

Muhammad Yustisiawan. 2023.**Exploring the Use of Google Classroom for writing from the perception of diverse learners in online learning.** Skripsi. Universitas muhammadiyah mataram.

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ABSTRAK

Goggle Classroom bermanfaat dalam meningkatkan keterlibatan dan interaksi virtual di antara siswa, memfasilitasi penyebaran pengumuman dan penyerahan tugas, serta mendorong pembelajaran kolaboratif. Oleh karena itu, penelitian ini menyelidiki seberapa beragam persepsi pelajar online dalam menggunakan google classroom untuk menulis. Data dari wawancara siswa dikumpulkan dengan menggunakan pendekatan fenomenologi kualitatif. Berdasarkan temuan, para siswa menganggap Google Classroom mudah digunakan dan praktis, sehingga mendorong pembelajaran mandiri dan pengendalian diri. Mereka menghargai layanan seperti akses yang mudah, penyerahan tugas, akses terus-menerus ke konten, komentar dan pemberitahuan dari guru, dan penyerahan tugas melalui perangkat seluler. Namun, tata bahasa tidak mengalami peningkatan yang signifikan, dan siswa masih mengalami kesulitan dalam menggunakan tata bahasa yang tepat. Singkatnya, Google Classroom dapat menjadi alat yang berguna untuk pengajaran kelas melalui online, tetapi harus dikombinasikan dengan pengajaran langsung dan sumber daya pendidikan lainnya untuk mengembangkan pemahaman tata bahasa.

Kata kunci: google classroom, menulis, persepsi, pembelajaran online, siswa IFL.

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CHAPTER 1

INTRODUCTION

1.1. Background

Learning is no longer constrained by geography, distance, or time. With electronic devices like smartphones, tablets, laptops, and PCs that are connected to the internet, teachers and students can engage in learning activities. The concept of learning media centers on utilizing collaborative spaces to convey ideas and generate targeted educational materials, with the aim of enhancing the performance of both educators and learners (Hansch *et al.*, 2015).It emphasizes that traditional constraints such as geography, distance, and time are no longer significant barriers to learning. This transformation is largely driven by electronic devices like smartphones, tablets, laptops, and PCs that are connected to the internet.the transformative impact of technology on education, emphasizing how electronic devices and collaborative spaces are reshaping the learning landscape by overcoming traditional limitations and enhancing the effectiveness of teaching and learning through the creation and sharing of targeted educational materials.

The LMS includes Quipper School, Chamilo, Google Classroom, Edmodo, Moodle, Schoology, and Khan Academy(Ramadhani *et al.*, 2019).The study you've mentioned appears to be focused on different Learning Management Systems (LMS) used in the field of education. An LMS is a software application or platform that facilitates the management, delivery, and tracking of educational content and activities. In this context, the study is listing and possibly comparing several specific LMS options.

One platform that has gained popularity in recent years is Google Classroom, which is a free web service developed by Google for schools that aim to simplify creating, distributing, and grading assignments in a paperless way. Google Classroom is advantageous in enhancing virtual engagement and interaction among students, facilitating the dissemination of announcements and submission of assignments, as well as fostering collaborative learning(Iftakhar, 2016). Many studies have been conducted in investigating the benefits of Google Classroom in learning as described. (Northey et al. 2015, Daud, 2019, Salam 2020, Febiyanti, Srisudarso, and Utami 2021,) argue thatGoogle Classroom offers significant advantages, is ample in its features, and presents novel challenges in the realm of lifelong learning in a unique manner. Through Google Classroom, students can enhance their prospects of mastering English writing online by

expediting the completion of assignments, such as composing brief texts(Islam, 2019).

Writing, in particular, can be a challenging task for many learners, and finding effective ways to support writing instruction in an online environment is an ongoing challenge for educators. (SUHAIRA, 2021) said Students encounter difficulties in achieving proficiency in English writing due to the distinct grammatical structure of English in comparison to their native language. In language production, students are required to employ their comprehension in order to generate speech or written content for the purpose of effective communication(Brown, 2003).Therefore, To communicate effectively, students need to use their understanding to produce spoken or written language through language production(Harmer, 2007).

This study aims to explore the use of Google Classroom for writing instruction from the perspective of diverse learners in online learning. The investigation will center on the perspectives of varied learners regarding the utilization of Google Classroom for writing guidance, along with the advantages and obstacles they encounter during platform use. A qualitative research framework will be employed for this inquiry. The outcomes of this exploration will enrich comprehension of employing Google Classroom for writing instruction within an online educational setting. Furthermore, it will offer significant observations into educators' potential employment of the platform to aid diverse learners. Additionally, this study will augment the wider dialogue concerning the role of technology in bolstering writing guidance, and how educators can aptly integrate technological tools into their teaching methodologies to enhance student learning.

1.2. Reasearh Problem

1. How is the perception of diverse students regarding the practicality and features of Google Classroom for writing assigments influenced within the context of the online learning?
2. What do varied learners report about the advantages and drwabacks of employing Google Classroom for witing guidance, as they experience it?

1.3.Research objectives

1. To examine how diverse learners view the practicality and features of Google Classroom when it comes to completing writing assigments within an online learning setting.

2. To pinpoint the advantages and constraints that diverse learners attribute to the utilization of Google Classroo m for writing instruction, as shared in the reports.

1.4. Research Benefits

1. Access and Fairness: The utilization of Google Classroom facilitates straightforward and impartial entry to educational materials and resources, benefiting students with a variety of learning requirements. This encompasses individuals with disabilities, those with physical impairments, and students residing in geographically distant locations.

2. Collaboration and Participation: Google Classroom offers tools for collaboration, enabling students with diverse backgrounds to engage and collaborate on writing assignments. This has the potential to enhance student engagement in the educational journey and broaden their viewpoints by facilitating the sharing of ideas.

3. Feedback and Enhancement: Google Classroom empowers educators to offer immediate feedback to students concerning their writing. Leveraging features for comments and revisions, students can enhance and refine their writing using input from both instructors and peers. This has the potential to substantially enhance their writing abilities.

4. Versatility in Time and Location: Google Classroom permits students to reach assignments and educational resources at their convenience and from any location, using devices connected to the internet. This flexibility accommodates students managing demanding timetables or dealing with specific geographical limitations.

5. Cultural and Linguistic Assistance: Google Classroom has the potential to aid students hailing from a variety of cultural and linguistic backgrounds. Utilizing attributes like automatic translation and comprehensive language support, students who communicate in distinct native languages can sustain their involvement and access learning resources with enhanced ease.

6. Tracking and Assessment of Progress: Google Classroom enables instructors to oversee students' advancement in real-time and deliver more focused assistance. Utilizing the platform's available reporting functionalities, teachers can gain insight into students' development in writing and pinpoint areas necessitating enhancement.

7. Technological Proficiency and Digital Literacy: The utilization of Google Classroom can facilitate the cultivation of students' prowess in technology and their understanding of digital fluency, crucial attributes in today's digital era. Students will become familiar with diverse technological tools and applications within educational scenarios,

thereby augmenting their proficiency in utilizing technology for academic pursuits.

1.5. Scope of problem

The extent of the issue encompasses several pivotal dimensions. Firstly, it entails an investigation into the assorted attributes, tools, and functionalities provided by Google Classroom that facilitate writing tasks, including actions like sharing documents, providing comments, and reviewing revision history. Secondly, the study concentrates on the pedagogical process of cultivating writing skills within an online context. This involves the exploration of effective techniques, strategies, modes of feedback, and methods of evaluation that can be facilitated through Google Classroom. Thirdly, the research encompasses a diverse learner population, encompassing individuals from varying cultural, linguistic, socio-economic, and educational backgrounds. Its aim is to comprehend their distinct encounters, perceptions, and obstacles when participating in writing assignments in an online environment. The research dives into how factors like cultural and linguistic variety, differing educational foundations, and socio-economic inequalities shape learners' involvement, motivation, and outcomes in writing tasks. Furthermore, the study probes into learners' outlooks and perceptions concerning the utilization of Google Classroom for writing tasks, aiming to unravel their attitudes, convictions, and experiences linked to the platform's efficacy in fostering writing skills and enriching the broader learning journey. Moreover, the research acknowledges the specific context of online education, encompassing aspects like collaborative online efforts, communication, time management, self-regulation, and access to technology. By investigating these domains, the study aspires to furnish valuable insights into the perceptions of diverse learners regarding the role of Google Classroom in honing writing abilities within online learning landscapes.The findings will contribute to improving online writing pedagogy, informing instructional practices, and offering recommendations to enhance the educational experiences of diverse learners in online settings.

CHAPTER II
LITERATURE REVIEWS

2.1. Online learning

The use of online learning and teaching is not very common in both universities and school systems(Nartiningrum and Nugroho, 2020).The option of online learning and teaching methods is not extensively practiced in universities and school systems. This means that the use of digital tools and technologies for conducting classes, delivering educational content, and facilitating interactions between teachers and students is not widespread within these educational institutions. The traditional in person mode of teaching and learning still predominates in both universities and schools, indicating a limited incoporation of online approaches despite the potential benefits they may offer. The study may highlight challenges of barriers that hinder the widespread implemention of online learning and teaching methods across these educational settings.

"Online learning is a form of instructional activity that utilizes digital technology. Additionally, as mentioned by (Nunan, Terrell and Brown, 2003), the process of online learning also leverages networks. Supported by the presence of the fourth industrial revolution that drives the rapid development of information and communication technology. As a result, teachers and students can effectively utilize information and communication technology in the implementation of online learning". This study defines online learning as a method of teaching and learning that makes use of digital technology. In this context, digital technology refers to electronic devices, software applications, and internet-based platforms that enable the delivery of educational content and facilitate interactions between teachers and learners. Online learning involves the use of various digital tools, such as virtual classrooms, multimedia presentations, discussion forums, and online assessments, to deliver educational material and engage students in the learning process. This definition emphasizes the fundamental role of technology in the instructional process, highlighting how it has transformed the traditional classroom experience by providing opportunities for remote learning and flexible access to educational resources.

At present, the majority of the population is already familiar with the use of smartphones that utilize networks. The field of education is one area that also leverages networks to support learning activities. Learning activities are conducted online to enable teachers and students to engage in remote learning. From the various opinions on online learning above, researchers can conclude that online learning is a form of distance learning that utilizes internet networks to facilitate interactions between teachers and students, even though they are not physically present face-to-face.

2. Perception

According to (Khalil, 2018), perception is the act of seeing, responding, or reacting, the process of organizing and interpreting stimuli received by the senses will become more meaningful, and this is referred to as perception. He also adds that perception is an integrated response from an individual. Perception as the process of deducing information and interpreting a message that results in an experience about an object or event, the process of interpreting all the information obtained from the surrounding environment through the senses – namely, sight, hearing, awareness, and feelings – is referred to as perception.

Factors influencing perception

(Kaufman and Schunn, 2011) states that the factors influencing perception are internal and external factors. (Kaimara, Oikonomou and Deliyannis, 2022) mentions that there are three factors that affect an individual's perception: the object, sensory tools, and attention.

a. The Process of Perception Occurrence

The process of perception occurrence, according to Walgito in (Lupyan *et al.*, 2020), begins with the senses receiving stimuli, referred to as the physical process. Once received by the senses, the stimuli are then transmitted to the brain, which constitutes a psychological process. Subsequently, the brain processes the received stimuli, which is still considered a psychological process. This psychological process marks the peak of perception.

2.2. Google Classroom as a Learning Medium

a. Learning Medium

According to Cahyadi, tools and facilities for sharing something, whether it's a message or an idea, in a way that can influence the thoughts, interests, actions, attention, and feelings of students, thus facilitating the process of learning within the individual (Mathematics, Bausir and Rahmasari, 2023). Anything useful for conveying a message in a manner that can influence students' thinking, attention, feelings, and desire to learn falls under the definition of media. Media are instruments that teachers can use to convey information from a learning source to students. From the various opinions above, learning media can be concluded as intermediaries or tools for delivering instructional information from teachers to students, supporting the teaching and learning process

(Setyaningrum, Purwati and Sabgini, 2022) state that instructional media have fixed, manipulative, and distributive characteristics. Online learning media serve as supplements, complements, and substitutes.

3. Google Classroom as a Learning Medium

According to (NG, NG and CHU, 2022), Google Classroom is an application available in Google for Education that serves to provide an online classroom space. This application is highly beneficial for educators and learners, enabling them to engage in learning activities even at a distance. Educators and learners can conduct online learning through the Google Classroom platform, even when they are physically apart.

Google Docs, Google Drive, and Gmail collaborate with Google Classroom, allowing teachers to provide teaching materials attachments, links, images, and documents to the assignments feature. All activities are carried out online using smartphones or computers (Sudrajat and Purnawarman, 2019)As a result, anyone with a Google account can utilize this Google Classroom service. Teachers and students can engage in online learning amidst the COVID-19 pandemic using the Google Classroom learning platform.

a. Benefits of Google Classroom

According to (Shadiev and Dang, 2022)there are several benefits of Google Classroom, including easy preparation, time and paper savings, improved management, enhanced communication and feedback, integration with other Google applications, security, and affordability.

b. Advantages of Google Classroom

The online learning platform, Google Classroom, has several advantages, including making learning more meaningful, productive, and collaborative; effective handling of administrative tasks; optimal and free learning management; flexibility; and providing ample opportunities for more meaningful feedback.

CHAPTER III
RESEARCH METHODOLOGY

3.1. research type

This research will use a descriptive qualitative method with a phenomenological approach. Tyuhe goal is to gain a rich and deep understanding of the meaning and essence of the phenomenon under investigation (John W. Creswell, 2013). The interview was simply one of the tools employed in this study. By conducting an interview, the data was obtained to gain an understanding of the students' perceptions regarding the utilization of Google Classroom for enhancing their writing skills.(Creswell, 2012) state that theone way to elicit unrestricted responses from participants and document them is by conducting an interview, which involves asking open-ended questions. Furthermore, in this study, the researcher employed a semi-structured interview to get detailed information. This method is used to explain the phenomenon of using Google Classroom for writing from the perspective of various students in online learning.

3.2. Data