

# Google Classroom for Learning Writing : Students' Initial Perceptions

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Received: January 10, 2020

Accepted: January 17, 2020

Published: February 31, 2020

**Abstract.** This study is aimed to explore student's initial perceptions of the application of Google Classroom to learning writing at seventh grade students. The design of this study is a survey. The researcher used a questionnaire adapted from the theoretical foundation of UTAUT2 (Unified Theory of Acceptance of Technology) to collect the data. Before conducting the research, the researcher did a preliminary study to choose the subject of the study and select 54 students from different classes that is VII-A and VII-B. The data gathered from an online questionnaire by using Google Form.

The result of this study with quantitative data showed that Seventh Grade Students had a good (high) perception toward all statements of the questionnaire. Most of the student's initial perceptions of Google Classroom application for learning writing in this study is an indicator of Performance Expectancy. It shows that (1) students find Google Classroom useful for learning English online especially writing. (2) students find Google Classroom useful which allows them to do assignment quickly. (3) using Google Classroom, students will increase their chance of learning English online for writing. The researcher recommends that this research offers several implications for the adaptation of Google Classroom in learning writing. The students' initial perception, as evidence of students' behavioural intentions in learning writing through learning platform and it gives beliefs to teachers in applying learning innovations refers to the usefulness of the learning platform as well as the most influential factors during implementation.

**Keywords:** Google Classroom, Perceptions and Initial perception.

## Introduction

The advancement of technology has wide impacts on education. Some students and teachers are familiar with using technology in various ways. Even the students often apply to technology every day. They are known as the original millennium and digital generation who are inseparable from technology in aspects of their lives. As stated by Mohammadyari and Singh (2015:1) online learning has advantages such as encouraging self-regulation of learning but also the flexibility of time and place. Some Junior High Schools using online learning lately. In which, online learning can be accessed through mobile devices. According to Hwang et.al (2009:1), the use of mobile devices can enable students to easily access learning management system so that they support online or mixed education to provide insight and ability in using new learning applications.

Related to the use of mobile technology, This Google Classroom is not only applied in universities and even in schools too (Dicicco 2016; Ballew 2017). Besides Jordan and Duckett (2018:3) inform that Google Classroom is more used than other LMS, this is because Google Classroom can be accessed as a free, reliable, easy to use a mobile application and provides a platform for the little bit same of network groups with Facebook users. Google Classroom is one of an example of Learning Management System (LMS). The previous study found that students



begin to enjoy and feel happy in using these two social learning accounts, they develop positive intentions in using Google Classroom and Facebook for pedagogical and other social activities (Duckett 2018:17). Google Classroom is one of the applications that can be used by Education such as lecturers and teachers in learning English (Wats 2009, Syakur, 2019:1). In fact, Google Classroom application is the main innovation for educators in Indonesia from the many learning application menus (Ortega-Moran et al.,2020, Syakur dkk.,2020). This service is believed to be one of the services in answering learning innovation and awaited by students. Such as the limited time in class for discussion and learning writing like the current pandemic situation.

The writing is a skill that students should have in English component. While a result that revealed the reduced interest in learning acted as an important factor in writing. It is proven study by that personal interests or desires are detrimental to learning (Sakai & Kikuchi, 2009:2). Furthermore, Tsiakyrudi, (2018:6) online writing practice is the effective potential of pedagogy to deal with motivational issues among EFL students. Learning writing is one of the skills that are appropriate for students in English learning. So in this modern era, EFL students learning writing can be done in a virtual form like Google Classroom that has some advantages but every learner have a natural level to use the application of mobile learning.

Google Classroom is a learning tool that has many advantages and benefits such as being able to replace face to face learning so that teachers can design learning, as well as students who are still early to use Google Classroom easily use it because Google Classroom display is easy to use, besides that students can express ideas in the form of writing. It is supported by Haideasggart et al. (2018:7) confirm in their study that students find Google Classroom easy to use, learn, also they can express ideas in the application so that interaction and a sense of togetherness learn. Because Google Classroom it can use as a tool to increase confidence in expressing students ideas like students can do writing online according to their respective ideas and students can interact with others. Shahroom and Hussin (2018:3) formulate the use of Google classroom which is a means of distributing question exercises, handing assignments to students, then assessing the question exercise that has been collected. It has certain advantages compared to other learning management system (LMS). Followed by Jakkaew and Hemrungrrote (2017:3) it is supports face to face learning.

So far there has been no research that discusses student's initial perception by applicated Google Classroom for learning writing. There is limited research related to online learning platforms using Google Classroom (Al-Marouf and Al-Emran 2018; Heggart and Yoo,2018:3) challenges and advantages of this application or platform (Heggart and Yoo, 2018:3). Because if the student's natural level or perception is high in using cell phones, then students will have higher use and utilization intentions than students who have lower use and utilization intentions (Yang, 2013:4). Students' perception and actual benefits of mobile technologies in their education are influence the direction of further developments of mobile learning (Vrana 2018:2). In the process of students' initial perceptions while using learning technology can be influenced by social and individual feelings of perceived usefulness. This supported by Jiin et al. (2012:3) Significance during the initial and early stages adoption of this technology there is a relationship between social influence and perceived usefulness. Therefore, using Google Classroom to learning like writing is not easy because it looks like students are experiencing factors or challenges using this platform to learning writing. However, some students feel benefit from Google Classroom as a learning writing platform.

In addition, students have different initial levels of perception about the use of Google Classroom in their learning process. The assumptions come from the notion of a Google Classroom application's point of view and case. Alnujaidi (2017:34) states that perception is an external factor that leads to a point of view or perception, understanding, belief and reaction to applied innovation. The previous study by Ajzen, (1985:7) and Quintal et al., (2010:7) students' perception risk determine attitudes, which will turn affects behavioural intention. So perception having an impact on the use of using an application, it also has an impact on learning innovations by teachers on learning writing. Hence, this study wants to explore students' initial perceptions of the factors or challenges involved in using Google Classroom to learning writing. We target novice users also have an initial perception of the application of a learning platform to support their English learning writing. Clarkson et al, (2013:3) focus on novice users because they are usually the most users of applications or learning platforms and the success of applying a system significantly depends on student's perceived usefulness and their initial perceptions.

## Methods



Survey study is the design of this study. Kerlinger (1973:1) explained that survey research is focused on people, their beliefs, opinions, attitudes, motivations and behaviour, some of these focus called social scientific research. Descriptive survey research design is chosen for this study concerning with the purpose of the study, which is a research method that takes a sample from a population to look for facts and uses a questionnaire as a data collection tool. As stated by Whitney(1960:4) said that the act of finding facts with the right interpretation is an activity of a descriptive method. And the time approach used in this study is Cross-Sectional which is useful to decide about the relationship between risk and factors for students' perceptions in this situation. Cresswell (2012:p377) said this is a Cross-Sectional Survey was conducted because all information or data was collected at one point in time. The researchers choose a Cross-Sectional Survey because learning English online is only at certain times and conditions.

The purpose of this study is to examine about arises initial significant perceptions of students in the use of Google Classroom for online learning writing in Google Classroom application for seventh-grade students. This study uses a descriptive survey research design to investigate factors in the acceptance of Google Classroom that build student's perceptions toward learning writing.

The researcher uses the techniques of data collection: the first step the researcher will prepare the instrument, that is a questionnaire. The items of questionnaire based on UTAUT2 model by Venkatesh et al (2012) and the questionnaire adaptation by Jeya Amantha Kumar & Brandford Bervell (2019). The second step is the researcher will adapting the questionnaire by using online chat in one group WhatsApp. The third step is the questionnaire will be given to students as respondents by using Google Form. The researcher uses Google Form because it easy use for students and the researcher can share link address in group WhatsApp. As mentioned by Conlon (2016:2) he said that to find out the result of good documentation on the online survey is to use Google Forms, the tool can be useful for teachers in supporting class efforts that contain their students.

The subject of this research consists of 54 students from different classes that is VII-A and VII-B in SMP 4 Muhammadiyah Gresik. The researcher has criteria to select that subject, the first is before use google classroom with distance learning the teacher share how to use google classroom in the video. The second is the first time students use Google classroom for learning writing at the Junior High School level. And the third are students at the same level.

This research used instrument that is supportive toward the technique of data collection. In this part, the result of data or sources of data in this research is closely related to responses of the respondents. The questionnaire was distributed to the respondents. The questionnaire has six factors include Performance expectancy, Effort expectancy, Social Influence, Habit, Facilitating Condition, and Hedonic Motivation. There are 21 statements in the questionnaire.

The questions related closely to students initial perception using technology as Google Classroom.

Data analysis technique in this study uses the analysis of descriptive statistics. The researcher uses Descriptive statistics in SPSS version16.0. It aims to find a description of the characteristics of sample uses in this study. These descriptive statistics include the number of Samples (N), sample Average (mean), Maximum scores, Minimum scores and Standard Deviation. The percentage of all statements in six factors was analyzed to know which the lower and highest percentage statements. The percentages and component descriptive statistics reflect students initial perception toward Google Classroom application for Learning writing.

## Results

Before conducting the survey, the researcher analyzed the validity and reliability. Both validity and reliability analyzed by using SPSS version16.0. From the result of test validity, showed all statements from construct on the questionnaire is valid. It is showed that the Pearson Correlation value on all statements from S1-S21 is 0,129 so that it is above the Pearson Correlation value of 0,3. The researcher concludes that all statements from S1-S21 are valid. The Cronbach alpha value is 0,914, while the standard number of reliability is 0,70. So it can be stated that the questionnaire in this study is sufficient for the Reliability Test. Because the value of Cronbach alpha is above the standard number of reliability.

Among 54 students as a sample in this research, the result showed that the highest score on the first statements of the questionnaire (I find Google Classroom useful for learning English online especially writing.). The mean of that statement is 4.25. While standard deviation is  $\pm 0,731$ , it means the deviation of the data is  $4.25 \pm 0,731$ . So the finding indicates that most seventh-grade students find Google Classroom useful for learning English online especially learning writing. They find the benefit of a certain activity that is learning writing. The second

grade of the questionnaire is the second statement (Using Google Classroom allows me to do assignments quickly such as writing short text). The mean of the second questionnaire is 4.19. Most of the seventh-grade students feel the benefit of Google classroom that does assignments quickly such as writing short text. And the maximum score is 5 means strongly agree in all statements, while the minimum scores is 1 means Strongly disagree only seen two low statements that is statement 18 and statement 19.

However, four statements have the same mean of 4.04 namely fourth statement (If I use Google Classroom, I will increase my chance of learning English online for writing), sixteenth statement (Participating in learning English such as writing short text in Google Classroom is normal), twentieth statement (I have the knowledge needed to participate in Google Classroom (like a teacher giving a video tutorial on using Google Classroom or I search the internet for the way to use it) and the last is the statement number twenty one (I got help from a friend when I had difficulty using Google Classroom, especially writing short text in English). So we know that seventh-grade students will increase the opportunity to learn English online especially learning writing which writing short text is a normal or routine activity in learning English online. And they know the tutorial of using Google Classroom because students have been guided by the teacher how to use it by giving them video tutorial about the use of Google Classroom. Even their friends help each other if they have difficulty using Google Classroom.

The least scored of student's perceptions were the fifteenth statement of the questionnaire (Using Google Classroom in learning English like writing short text became a habit for me). The mean of that statement is 3,81. It means that most of the seventh-grade students do not fully write short text as their habit.

### Discussion

The goal of the present study was to examines the seventh-grade students' perception to know students' behavioural intention in their learning writing through Google Classroom. This study integrates the UTAUT2 theory to describe the students' perception. This students' perception aims knowing students' behavioural intention for the continuance of using mobile learning. Based on statistical data. Most of the students seventh grade "agree" with all statements of the questionnaire so most of the students have positive perceptions of Google Classroom for their learning writing. There are several reasons about Google Classroom application is good and positive for their learning writing. Firstly, Google Classroom useful for learning English online. The result shows that the mean of the statement is 4.25 (based on *Output Descriptive Statistics*). It supported by the result of some study such as Pheeny (2019:14) the use of the platform will facilitate the formation of an online community because of unlimited access for active learning. The integration of this application attracts attention (de Campos Filho et al. 2019:3) as well as the freedom to support small to large scale learning participation (de Campos Filho et al. 2019:3). Thus Google Classroom was most fastest adopted as online learning platform (Jakkaew and Hemrungrote 2017:3). It has been considered an online learning platform that rapidly adopted (Jakkaew and Hemrungrote 2017:3). On the other hand, we also presume to support face to face learning is to use Google Classroom (Subandi et al 2018:3). Even anyone who has a google account has the opportunity to do online learning because Google Classroom is part of Google Apps for Education (Kumar and Bervell 2019:2).

Google Classroom has several benefits obtained as a Learning Management system (LMS) (Soliman, 2014, Syakur, 2019:3). Confirm that the Google Classroom platform has been successful to date because it is deliberately designed to be mobile-friendly (Bayarmaa and Lee 2018:12). Students can access it easily and quickly without a computer so that students can access only through mobile devices. And the result agreed and mirrored most of the previous finding on this Google Classroom successful in reducing the complexity of online learning and believed influences perceptions of use (de Campos Filho et al. 2019:13).

Secondly, we found student's high positive perceptions of Google Classroom. It is helps them do tasks quickly like writing because they don't need to write on paper, they only type in Google Classroom. When they asked by the teacher to make some text they felt it. So that Google Classroom helps students to learning writing and allows them to do assignments quickly. This result explains the need for virtual tools in learning writing. It is a reason why Hwang et.al (2009:1), emphasized the use of mobile devices can enable students to easily access learning management system so that they support online or mixed education to provide insight and ability in using new learning applications. The platform is very important and needed to continue and succeed in learning writing although with limited face to face classes. This respondent of research was learning writing with limited face to face classes too or this situation called online learning writing. Then according to Apriyanti et al. (2019:2); and Sudarsana et al.(2019:2) there are many kinds of benefits of Google Classroom such as easy and fast access to learning, secure cloud storage, collaboration learning between students, learning management, and a communication platform that facilitates paperless online classrooms and effective. Since students using Google



Classroom is more paperless online classrooms because this platform facilitates and help students during completing writing assignments.

The third in reference student's high positive perceptions, all students in this research stated that they want to increase the chance of learning English online for writing, even they participate in the learning writing process. The appearance of student's effects such as attitudes, the enthusiasm of student involvement, and support each other are positive effects of mobile device use in language classes (Kukulska-Hulme and Viberg 2018:3). We observe to contributed skill and motivation, this mobile device as a tool used to obtained skills (Ferlazzo, 2016:38). The skills include the skill of using the platform and skill of English writing, it will happen if students' have positive behavioural intention. Because the resulting study by Tsiakyroudi's (2018:6) stated that online writing practice is the effective potential of pedagogy to deal with motivational issues among EFL students. This study agreed with Tsiakyroudi's statement because students want to increase the opportunity for learning writing. We conclude that the high students' perception in learning writing is indicator performance expectancy. Then behavioural intention can be tested through performance expectancy. Because in most of studies the effect of performance expectancy was stated as a strong effect on behavioural intention (Dwidevi et al. 2017; Venkatesh et al. 2003, 2016; Williams et al.2015). This evident about the indicator of performance expectancy can estimate behavioural intention for Google Classroom users (Amadin et al. (2018:17).

In the quantitative findings, students' Habit was found low on intention and actual use of technology because there was a little number of students who answer bad perception but larger of students who answer good perception. The indicator of habit is to determine students' intention. a person unconsciously performs habits that determine their behaviour (Venkatesh et al., 2012:8). But habits are not often emphasized in research, there is a small amount of literature that directly emphasizes the role of habits in information technology research (Alalwan et al.2015; Alwahaishi dan Snaesl 2013; Gaitan and Peral 2015). Sometimes habit is aims investigated to determine the level of individual trust in behaviour that becomes automatic or natural due to the influence and learning of a technology (Venkatesh et al. 2012:4). The habit indicators need to change with experience indicator like this research about Google classroom application for learning writing. We agree some study by (Alshare et al.2015; Gogus et al.2012; Lin et al.2013:15) to removing habit indicator because still irrelevant with new technology that is still being used and replacing habit indicators with indicators of previous experiences or experiences that they think are similar to habit. Students as respondents in this study also applied mobile learning for the first time by using Google Classroom which has recently become a new learning application. It makes a few students who answer bad perception. In the context mobile learning, Venkatesh et al.(2012,2016:15) describe habit as part of perception, a reflection of previous experiences as well as automatic behaviour that causes long use, continuous, frequent and intensive use of certain technologies. In the current era, mobile technology is important in the world of education to deal with situations and increase the innovation of learning. Therefore, the experience and habit of using mobile learning technology in students' learning routine stimulate the adoption and use of continuous learning innovations that are acceptable to students.

Then the point of facilitating condition allows students to behaviour intention during learning writing. The students in this research agreed about a person's view of sufficient resources and support to perform a particular behaviour (Brown et al. 2005; Venkatesh et al. 2003). Such as teacher giving a tutorial on using Google Classroom and their friend would help each other if individual difficult to use it. We agree with the availability of technological resources to support individuals in applying technology (Venkatesh et al., 2003:5). And User's perception who are related to discuss the resources and support available to perform a behaviour (Venkatesh et al, 2012:4 Brown, S.A & Venkatesh, V 2005:4). So far facilitating conditions have effects on students as users. If the teacher does not support telling how to use the platform and students who are shy to ask the teacher can ask their friends so that they help each other if individual difficult to using the learning platform.

## Conclusion

From the foregoing description, it can be concluded that students' perceptions of Google Classroom application for learning English in learning writing context showed in questionnaire results that mostly seventh-grade students significance good perception (strongly agree) in Performance Expectancy. It shows that they find Google Classroom useful for learning English. The other proved using Google Classroom allows them to do assignments quickly such as writing short text. And if they use Google Classroom they increase their chance of learning English online for writing. The exploration students' perception for learning writing can be seen indicators, namely Performance Expectancy, Hedonic Motivation, Effort Expectancy, Social Influence, Habit and



Facilitating Condition. While Habit indicator can be changed by previous experiences or experiences cause still being used new technology.

The application of Google Classroom is believed by students to learning writing and their behavioural intention increasingly. This Google Classroom build good perception especially in indicator of Performance Expectancy. The conclusion of this research is the application of Google Classroom to increase student's Performance Expectancy in learning writing because students have high initial perception indicator of Performance Expectancy with positively. Not only that, this Performance Expectancy indicator has been shown to have an impact on students' learning behavioural intention. Then the learning writing can be achieved.

### Suggestion

Based on the result of the study and conclusion, several suggestions can be addressed for the English teacher and future researcher :

#### 1. The teacher

Based on these findings the learning almost success based on positive students' initial perception. So that the teacher may continue in the application for learning writing through technology. And the teacher should control other factors of perceptions like habit indicator. Because the habit factor needs to be improved. Such as teacher does repetitive online writing practice through the technology of learning.

#### 2. Future researcher

For the future researcher can conduct similar to this research. It does not only identify student's perceptions in English learning especially writing by using Google Classroom, but it can also identify mobile learning in different LMS(Learning Management System) mobile devices such as Edmodo, Moodle and many more. The application or features may be different from Google Classroom but the purpose is the same. Additionally, the importance is the instrument. Because this study is an online survey by using Google Form and the researcher do not conduct an offline survey because there is Covid-19 pandemic. So that the researcher cannot collect the data by offline. Then my study using survey research questionnaire in the form of multiple choice. So there is no clarification of the statement that they explain in a questionnaire. So for the future researcher can use offline survey if the situation allows us to do research.

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