TEACHER'S PERCEPTIONS ON THE USE OF GOOGLE CLASSROOM IN TEACHING WRITING: A CASE STUDY AT SMK NEGERI 3 SEKAYU

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Abstract:
New technologies are being developed to make learning process easier. One of the examples of online learning platform is Google Classroom. The study's aim is to identify teacher's perceptions on the use of Google Classroom in teaching writing. The participant of this study is an English Teacher at SMK Negeri 3 Sekayu. This study used qualitative research and case study as the research methodology. In collecting data, the writers used interviews. The data were analyzed using thematic analysis techniques. The results of this study revealed the process of writing from the teacher's perceptions were (1) Google Classroom eased the Teacher to give feedback to students directly, (2) Google Classroom helped the teacher post and share the materials, (3) Google Classroom eased the teacher to give score students" assignment, and (4) Google Classroom helped the teacher to remind students about the task.

INTRODUCTION

As the world surrounded by technology, people today are being part of digital generation that cannot be separated by their element of lives, such as in social communication, business, and education, especially in teaching method. Technology in teaching method itself known as ICT (Information and Communication Technology) in which use as teaching tools in teaching and learning process. Vrasidas and McIsaac (2001) stated that teachers who are ready to use technology in their classroom can use and adopt technology since they assume it is a tool that can be used by both teachers and students to acquire more information and share meaning. In short, technology is one of the helpful tools in teaching and learning process which called as teaching and learning medium to transferring the knowledge.

Indonesian teachers should change their teaching and learning process to be online. It is because of the corona virus diseases-19. However, ICT is the most important tools which can be used in teaching and learning process. According to Yang (2012), the underlying education purpose bringing ICT tools into school has the potential to realign the information and skills learned in schools with the types of knowledge and skills that students need to survive and perform at school in modern society. In the other words, the use of ICT is being crucial in teaching learning process in pandemic situation.

There are many kinds of applications which can be used in teaching and learning process such as Facebook, WhatsApp, Schoology, Google Classroom and so on. Beal (2017) states that Google Classroom is a free online classroom tool that allows students and teachers to collaborate more easily. It also allows teachers to create and distribute assignments to students. It makes it easier for teachers to communicate, to share tasks and notifications from group. It is in line with Shaharanee et al.'s research (2016), they found that Google Classroom that was introduced in Google applications for education in 2014. This classroom makes it easier for teachers to set up and organize assignments quickly. It also provides feedback efficiently and communicates easily with their classrooms. Furthermore, Iftakhar (2016) mentioned that Google Classroom is designed to help teachers manage the creation and collection of students assignments in paperless in environment, primarily by leveraging the Google Docs framework, Drive, and other apps. It means Google Classroom is an application on google applications that can be supported in teaching and learning process become more effective and flexible.

The use of Google Classroom also gives the benefit to English language teaching. According to Yates (2017) Google Classroom will provide a blended learning platform for school to simplify the development of assignments and the delivery of grades to students in a paperless manner. Sukmawati and

Nensia (2019) claimed that Google Classroom allowed teachers to build and arranges assignments easily, provides input quickly, and interacts with their learners with ease. Moreover, this classroom provides benefits over conventional classroom teaching styles including online or blended learning. In short, the use of Google Classroom can provide significant benefits as a medium for learning English in school.

Related to learning English, it is inseparable from the four skills that must be mastered by students, especially writing skill. Writing skill is known as one of the most difficult English skills. Writing is the mental process of generating ideas, deciding how to express them, and organizing them into understandable sentences and paragraphs for the reader. In learning writing process, the important things that can affect students' writing achievement is a teacher (Nunan et al., 2003). Patrick and Sturgis (2015) found that teachers today are supposed to have a better learning experience both within and outside the classroom, a concept known as "beyond the classroom" learning. Nowadays, learning writing can be done inside and outside the classroom with the help of learning tools especially ICT.

Preliminary study was conducted by interviewing one of the teachers of English at SMK Negeri 3 Sekayu. Based on the interview, the teacher used Google Classroom for teaching and learning process, especially teaching writing. The teacher used Goggle Classroom for teaching writing of the tenth-grade students once a week. Therefore, an investigation of teacher" perceptions on the use of Google Classroom in teaching writing will be conducted to the 10th grade students at SMK Negeri 3 Sekayu. The result of the preliminary study about teacher's perceptions on the use of Google Classroom in teaching writing becomes the main concern of this research.

Some previous studies are needed in order to find the gap between several studies. Google Classroom in teaching and learning writing showed positive impact to the students; it motivated and made the students enjoy learning writing (Ratnaningsih, 2019; Janah & Yuniarti, 2019). However, a study conducted by Azhar and Iqbal (2018) revealed that Google Classroom is as merely a document management and basic classroom management tool with no great impact on instructional methods.

LITERATURE REVIEW

Perceptions

Perception is from the Latin word. It refers to receive, collect, take possession of, and mind or sense apprehension (Qiong, 2017). Kotler (2000) defined it as the process through which a person picks, organizes, and analyses information inputs to build a meaningful overall notion is referred to as perceptions. It is in line with Gibson et al. (1996) provides a definition of

perception as a cognitive process through which people interpret and perceive the world around them (the object). They further explain that perception is the process by which people give meaning to their surroundings. As a result, even on the same object, each individual assigns a different meaning to the stimulus.

Teacher's perception is very important to know because the teacher can evaluate the system in teaching after know the results in the learning system. Pajares (1992) claimed that teacher's perceptions are the same as teachers' beliefs, which are clearly expressed ideas about the subjects they teach, their roles as educators, their students, the curriculum, and their classroom. In addition, obtaining information on learning outcomes and part solutions, indicators in explaining classroom conditions for the purpose of teaching development, is critical for the teacher's perception.

Concept of Writing

In an EFL situation, writing is a crucial ability. It aids learners in learning English by stimulating their brain and allowing them to build some language abilities at the same time. Bello (1997) stated that writing as a productive language skill, is critical for language acquisition because it allows students to experiment with words, sentences, and big chunks of writing in order to effectively communicate their thoughts and reinforce the grammar and vocabulary they learn in class. Writing is not just a way for pupils to express themselves and share their ideas; it is also a requirement for mastering other language abilities.

Writing is the process of creating a written product. The process entails a series of thinking tasks in which the authors must translate their ideas into written language in a coherent and cohesive manner. According to Elbow (in Brown, 2001), writing is a conversation in which you separate yourself from what you are now thinking, feeling, and perceiving. It means, writing is a process in which the writer would have to use various aspects of writing all at the same, including such subject matter, format, sentence structure, vocabulary, punctuation, spelling, and letter formation, to demonstrate knowledge and express ideas, feelings, and thoughts in written form so that everyone can receive the meaning.

The Process of Writing

In writing, there is a process. Harmer (2004) proposed that there are four elements in writing process. Those are planning, drafting, editing (editing and revising), and final version.
(1) Planning
    Writers plan what they want to write before they begin. Making thorough notes of a few words, for example. Others may not take any notes at all because they conduct all of their planning in their thoughts.

(2) Drafting

A draft refers to the first version of a piece of writing. It's frequently done with the intention of writing it down later.

(3) Editing

Writers frequently check over their drafts once they've finished them to assess what works and what doesn't. They may use various words or sentences if the sequencing of the information is unclear.

(4) Final Version

After revising drafts, writers make changes to their writing. It may differ from both the initial plan and the first draft due to adjustments made during the editing process.

The Criteria of Good Writing

A good paragraph has two characteristics: coherence and cohesion. Coherence and cohesion are instances of these (Harmer, 2007).

(1) Coherence

When supporting sentences are organized according to rules, a good writing paragraph has coherence. All sentences are carefully organized so that readers may readily comprehend the topic, concept, and ideas.

(2) Cohesion

Cohesion is the connection of all support sentences in a paragraph with the help of the topic sentences. The paragraph or text composition is similar to organization to allow for a suitable combination as guidance.

Teaching Writing

One of most basic reason for teaching should be to provide students with a basic language that is as vital as speaking, reading, and listening. English language learners are able to send and receive messages to readers across regions and time by writing from EFL. Concerns regarding writing teaching extend back thousands of years. However, until the early twentieth century, writing instruction was based on a somewhat rigid set of assumptions: good writing has been done according to a set of rules and principles, the teacher's job was to relate these rules, and students then wrote in response to selected written texts, adhering to the rules of good writing. A student essay was rated on its grammatical quality, right arrangement, and topic (Nunan et al., 2003).

Google Classroom as Learning Media

Google Classroom is one of the applications that has been developed by Google Inc. for educational space, the media is to find out the difficulty of creating, delivering, and classifying any paperless assignments (Perez, 2015). This program may be used on smartphones, gadgets, computers, and other devices, and both teachers and students can quickly download and log in. The

professors merely need to establish a class and share the class code with the students in order for them to join the class. Students may use this program to simply submit their assignments, edit their assignments, and check their professors' grades. According to Ventayen et al. (2018), Google Classroom is a free service provided by Google for educational purposes. It provides certain advantages, such as being paperless in the learning process and being accessible from any device as long as there is an internet connection, to interact between teachers and students, and to provide feedback to students.

Google Classroom has so many features but the general features referred in Edtechteacher (2017). There are some features of Google Classroom as follows:

(1) Posting and Sharing
    The most useful tool is Google Classroom, which allows teachers to add connections to class websites, files for students, instructional material, and other items. This is an effective method for teachers and students to share instructional materials.

(2) Assignment
    Teachers and students may quickly and easily create, distribute, and collect assignments.

(3) Grading
    Teachers may assign any point student homework and provide comments on their work.

(4) Question
    Teachers can assign any questions to students for an assignment and provide comments.

(5) Calendar
    Google classroom creates automatically scheduled deadlines for an assignment student and it can remind the teacher to collect assignments.

Advantages of Using Google Classroom

As a learning platform, Google Classroom provides great opportunities both for students and teachers. Korman (2020) provide the following Google Classroom benefits: (a) accessibility, (b) exposure, (c) paperless, (d) time saver, (e) communication, (f) collaborate, (g) engagement, (h) differentiation, (i) feedback, and (j) data Analysis.

Disadvantages of Using Google Classroom

According to Ahmad et al. (2020), in using Google Classroom, there are two disadvantages.

(1) Internet Network Aspect.

If the learners' internet connections are poor, they will miss their teacher's presentation or discourse of the lessons. It takes more time to stabilize their internet network.

(2) Lack of motivation

In this context, students lack desire to participate on the class and share their projects or activities in Google Classroom.

RESEARCH METHODOLOGY

The design of this research was qualitative with case study. Creswell (2012) explained that a case study is a problem that will be explored in-depth of a bounded system which involves understanding an activity, event, process, or individuals.

The participant of this research was selected by one of the English teachers at SMK Negeri 3 Sekayu by using used convenience sampling methods. According to Saunders et al. (2012), a convenience sample is a type of non-probability sampling method in which a sample is taken from a group of people who are easy to contact or meet. This form of sampling is also known as availability of sampling. There are no more conditions for the sampling approach except that people are available and willing to participate.

In this study, the interview became the main data collection to know how the teacher's perceptions on the use of Google Classroom in teaching writing. To obtain in-depth information, all of the interviews was recorded and transcribed into English. Before conducting the interview, the writers explained the purpose of the interview and used an audio recorder to record the interview sessions.

Furthermore, thematic analysis was used to analyze the data. Creswell (2012) suggested six steps data analysis process was used with theme analysis for this study. First, the data collected from interview. Second, the information was then transcribed. Third, the writers read the data. Fourth, the writers created data code. Fifth, as a final summary of this research, the writers developed a personal interpretation, began to theme and code. Finally, the research findings were validated to check accuracy.

FINDING AND DISCUSSION

FINDING

Based on the data gained from interview, the writers found that teacher's perceptions on the use of Google Classroom in teaching writing. The writers create a theme and code analysis to illustrate the results of the research. The

themes and code analysis were obtained from qualitative data through in-depth interviews which were presented in the following table:

Table 1
Teacher's Perceptions on The Use of Google Classroom in Teaching Writing

Themes	Codes
Google Classroom eased the teacher to give feedback to students directly.	Teacher stated that Google Classroom has a comment page in which teachers can comment or even provide feedback on the students' tasks.
Google Classroom helped the teacher post and share the materials.	Teacher claimed that in Google Teacher stated that Google Classroom there is a section for posting and sharing assignments so that students can easily access them.
Google Classroom eased the teacher to give score students" assignment.	Teacher mentioned that Google Classroom has a feature that allows teachers to directly assess their students" assignments.
Google Classroom helped the teacher to remind students about the task.	Teacher stated that the feature Calendar in Google Classroom is very helpful remind the students about the task.

Themes and codes formulated from qualitative data as listed in table 1. are explained to determine teacher's perceptions the use of Google Classroom in teaching writing: Google Classroom eased the teacher to give feedback to students directly, helped the teacher post and share the materials, eased the teacher to give score students' assignment, and helped the teacher to remind students about the task.

DISCUSSION

After analyzing the final data by using thematic analysis, the writers found some advantages and some issues the use of Google Classroom in teaching writing activities at SMK Negeri 3 Sekayu from Mrs. MA as a teacher. Those all things are (1) Google Classroom eased the teacher to give feedback to students directly, (2) Google Classroom helped the teacher post and share the materials, (3) Google Classroom eased the teacher to give score

students' assignment, and (4) Google Classroom helped the teacher to remind students about the task.

The result of using Google Classroom for teaching writing, the first perception was Google Classroom eased the Teacher to give feedback to students directly. Google Classroom is a free online classroom collaboration tool for students and teachers. Teachers can also create and assign homework to students (Beal, 2017). This application is simple to use, takes up little memory on the smartphone, and helps both the teacher and the student stay on track with the lesson. This application makes it simple for teachers to create groups in which they can share assignments and announcements. Google Classroom has the potential to transform students into active learners. Teachers can use Google Classroom to create active lessons that are student-centered, collaborative, and memorable because it provides simple learning elements and allows students of various types to collaborate (Nagele, 2017). In short, Google Classroom platform eased the teacher to giving feedback.

The second perception was Google Classroom helped the teacher post and share the materials. Google Apps for Education first introduced Google Classroom in 2004. This platform was created specifically for educational purposes in order to promote an interactive learning environment. Teachers can use this virtual classroom to create and post materials (pictures, videos, links), invite students, assign students, conduct quizzes, and manage administrative needs. Iftakhar's study (2016) focused on teachers' and students' perceptions of using Google Classroom revealed that generally use Google Classroom because it is required by the university. The use of Google Classroom improves interaction between teachers and students, and students believe that this platform is useful because they can easily access learning materials uploaded by teachers. This finding is supported by Shonfeld and Mesihar-Tal (2017), who claimed that exposing popup messages, games, and online communication creates opportunities for students to be distracted while learning. That is, teachers must establish ground rules and agree on the dos and don'ts of learning.

The third perception was Google Classroom eased the teacher to give score students' assignment. Google Classroom supports a variety of assessment methods. Lecturers can monitor each student's progress on each assignment and provide feedback and edits. The teacher can grade modified assignments and return them with comments, allowing students to change and return their work. The assignment can only be modified by the teacher unless the instructor returns it after it has been assessed. The student will also be able to see their score as soon as the teacher has graded their work. As according Itsna (2021), categorization is used by teachers to have an evaluation of the outcomes of collected student work. These features' functionality is extremely beneficial in the implementation of the learning using Google Classroom.

Google Classroom has many features that can help students and teachers learn online effectively. Furthermore, teachers can work more effectively with Google Classroom because it allows them to easily manage the class, particularly in terms of assigning assignments and assigning grades, all while using their smartphone (Mona, 2021).

The last perception was Google Classroom helped the teacher to remind students about the task. Google Classroom includes a calendar to assist its users in carrying out class activities according to their schedule. The teacher can also set a schedule for the task delivery dateline in Google Classroom, and the teacher will be alerted when students submit their assignments on time, are late, or do not submit tasks (Destari, 2021). Such a system can help students be more diligent in having to carry out their obligations during the learning process. In line with Mona (2021), having a calendar showcase for reminding student assignments is useful because it helps students to remember when the date to submit assignments is. Notifications are generated by a calendar, which reminds students of the due dates for assignments given by the teacher.

CONCLUSION AND SUGGESTION

Based on the result of this study that was collected through interviewing the teacher of English at SMK Negeri 3 Sekayu, the writers found some perceptions discussed in the previous chapter are included. Based on findings and discussions in the previous chapter, there were some perceptions on the use of Google Classroom discussion in teaching English, as follows: are (1) Google Classroom eased the Teacher to give feedback to students directly, (2) Google Classroom helped the teacher post and share the materials, (3) Google Classroom eased the teacher to giving score students' assignment, and (4) Google Classroom helped the teacher remind students about the task.

Moreover, the writers would like to convey some suggestions that teacher felt in teaching writing by using Google Classroom. The writers suggest for teacher of English to use online platform to teach their students. This study indicated that the use of Google Classroom can be an alternative way to know the students' progress. The writers also expect that by using Google Classroom for writing activities it can provide new experiences for the teachers and the students.

For further researchers, the writers hopes that they can conduct similar research in depth and get new result from the teacher's perceptions on the use of Google Classroom in writing. The writers also hope that other research can develop this research to not only focus on writing skills but also cover other skills such as speaking, reading, and listening skills. Also, it is hoped that the

next researchers will be able to find the teacher's perceptions on the use of Google Classroom in other skills.

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