The Use of Google Classroom in Learning Writing Descriptive Text: Students' Gifted Perceptions

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ARTICLE INFO	ABSTRACT
	English is one of the essential language skills for language learning. reading 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, Google Classroom 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 fifth grade at an Elementary school. This research used a qualitative approach with a narrative inquiry. The researcher utilized semi-structured interviews to gather the data and analysed them using the thematic analysis of Braun & Clarke. The study discovered that students preferred using Google Classroom to learn the descriptive text. Google Classroom helps them to know and understand teaching materials easily. However, Effort Expectancy may be altered with sufficient internet use and Google Classroom.

1. Introduction

Education is no longer constrained by geography, distance, or temporal limitations. Recently, the educational process has transitioned to online learning. A Learning Management System (LMS) is a product of technical advancements that aids the teaching and learning process. The Learning Management System (LMS), alternatively referred to as the Course Management System (CMS) or the Virtual Learning Environment (VLE), represents a technological progression in educational methodology (Dutton et al., 2020). LMS facilitates innovative and engaging communication and interaction between instructors and students (Simelane-Mnisi, 2023). The LMS is designed to facilitate online education. It offers interactive multimedia, instructional materials, assignments, online conversations, video lessons, and meetings using interactive videos (Camilleri & Camilleri,

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2022). Educators and students can participate in learning through electronic devices, including cellphones, tablets, laptops, and computers with internet connectivity. The Learning Management System (LMS) comprises Moodle, Schoology, Google Classroom, Edmodo, Quipper School, Chamilo, and Khan Academy (Lee, 2024).

The Google Classroom application is among the most utilized LMS platforms. Google Classroom is an educational platform created by Google Inc. It is an educational management system designed for schools that seeks to streamline the preparation, delivery, and assessment of assignments (Ibrahim et al., 2022). It was to facilitate interaction between instructors and students in enhancing the significance of learning (Ong & Quek, 2023). This application is free and appropriate for educators and students with constrained financial resources (Zickafoose et al., 2024). This application is free download by educators and students on any digital device. It facilitates the engagement of educators and learners in the teaching and learning process at any location and time. Google Classroom enables students to become a learning hub where they can actively engage in analyzing assignments, discussions, and creative thinking (Jumadi et al., 2021). Consequently, the use of Google Classroom in this study serves as a platform for students to effectively learn to compose descriptive texts.

Humans employ writing as a means of communication. This is a fundamental aspect of communication that significantly contributes to knowledge construction and aids in thinking and understanding (Jabali, 2018; Su Ping, Verezub, Adi Badiozaman, & Chen, 2019; Ghoneim & Elghotmy, 2019). Writing is an essential language skill that requires mastery in language learning. Bello (1997), as cited in Nor (2018), asserts that writing allows students to effectively communicate their ideas while enhancing their grammar and vocabulary through the exploration of words, phrases, and extensive writing practices. It enhances cognitive function, aids in concentration and organization of ideas, and preserves the capacity for summarization, analysis, and critique (Haririan, 2013; Zakaria & Aziz, 2019). Students are capable of providing information, explaining concepts, and entertaining audiences. It constitutes a communicative act enabling the sharing of information, observations, thoughts, and ideas among individuals (Cohen and Riel, 1989: 15; Rakhmawati, 2020). Therefore, writing for students is essential both within and beyond the school environment.

Conversely, writing presents a considerable challenge for both native and non-native learners. Writing skills present significant challenges for students in the EFL context, as English is considered a foreign language (Salma, 2015; Ma'azi & Janfeshan, 2018). It is perceived as challenging due to the cognitive aspects associated with language competence. Consequently, the teacher requires an effective strategy for teaching writing, and Google Classroom serves as a suitable option for this purpose. The utilization of Google Classroom facilitates the easy sharing of ideas among students engaged in writing activities. They can engage in discussions and learning with peers and instructors at any time and in any location.

Research has been conducted on students' perceptions of using Google Classroom for writing instruction. The implementation of Google Classroom yielded positive outcomes in English language learning. Individuals can learn at their convenience, engage actively in speaking practice, enhance listening skills, utilize eco-friendly reading exercises, and conserve time, money, and paper for writing skills (Islam et al., 2019). Students require adequate training in the use of Google Classroom to improve their performance, which may lead to successful learning outcomes. Albashtawi and Al Bataineh (2020) demonstrated that Google Classroom has a positive impact on the reading and writing performance of Jordanian EFL students. This is attributable to its usability, simplicity, and accessibility. Google Classroom facilitates the enhancement of students' online English writing skills by enabling quicker completion of assignments, such as writing short texts (Sartika, 2021). Numerous studies have examined the advantages of Google Classroom in the learning process as outlined. This

research seeks to identify the perceptions of tenth-grade Senior High School students in Karawang, Indonesia, regarding the use of Google Classroom for learning to write descriptive texts.

2. Methodology

2.1 Research design

This study employed a qualitative methodology. The qualitative method enables researchers to uncover participant experiences by addressing subjective significance (Silverman, 2020). The researcher employed narrative inquiry, a design within qualitative research. Creswell (2012) states that narrative typically focuses on studying a single individual, gathering data through the collection of stories, reporting individual experiences, and discussing the significance of those experiences for the individual. This study presents its results in a narrative format. This research examined students' issues using narrative inquiry, an investigative process that utilizes storytelling. The past, present, and future of a student collectively shape their experiences. This research is significant and can serve as a basis for generating improved outcomes.

2.2 Research Instrument and Participants

This research was conducted in a Fifth-grade English class at a elementary school in Aceh, Indonesia. Five students from elementary school participated in this research. The researcher employed semi-structured interviews for data collection. The researcher developed a list of interview questions to function as a framework for interview guidelines. The research indicator is grounded in the UTAUT (Unified Theory of Acceptance of Technology) framework introduced by Vankavesh (2003). The interview comprised nine questions pertaining to four constructs: Performance Expectancy, Effort Expectancy, Social Influence, and Facilitating Conditions. The interview was conducted in Indonesian thorugh face to face to facilitate participant responses to the researcher's questions.

2.3 Data Analysis

The researcher conducted a thematic analysis of the data. Thematic analysis is a method used to identify, analyze, and construct themes from qualitative data (Braun and Clarke, 2006; Kiger & Varpio, 2020). The researcher frequently reviews interview transcripts and engages with video and audio recordings to familiarize themselves with the collected material. The researcher subsequently generates a code from the data deemed pertinent to the research question. Data codes from related groups will be integrated into a unified theme. The researcher verifies that the grouped codes are accurately assigned to the appropriate theme. Subsequent to the review, different groupings of codes are designated with thematic names. The researcher will compile the results into a written report for this study.

3. Results

3.1 Research Findings

This section's findings address the research question directly. The findings present the results of a data analysis conducted on five Senior High School students regarding their perceptions of using Google Classroom for learning to write descriptively.

a. Facilitating Condition of the School

Prior to conducting interviews with participants, the researcher ensures that Google Classroom is utilized as a platform for composing a descriptive text. This theme examines the role of schools

and teachers in utilizing Google Classroom as a platform for teaching descriptive writing.   All respondents indicated that school and English teachers endorse Google Classroom.   Educational institutions and educators endorse Google Classroom to facilitate student access via digital devices.

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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 is on board with Google Classroom since we use it for English classes."

R5 Vignette 1:

"Yes, it works with Google Classroom. Teachers may provide a class code to get started."
It shows the teacher providing descriptive text learning materials in Google Classroom.

b.   Students Performance of Google Classroom on Students Achievement.

This subject explores students' impressions of Google Classroom's capacity to improve their academic achievement. The study includes students' perspectives of the use of Google Classroom, their extrinsic motivation, and the expected outcomes. Students' perceived usefulness denotes the extent to which they feel this application augments their learning activities. Students acknowledge the efficacy of Google Classroom in facilitating their English studies. This program functions as an accessible online educational platform. It is accessible for download on several electronic devices, including smartphones.

R1 Student 2:

"It's incredibly helpful for me, because since online school, I've been using Google Classroom and I've downloaded it on my cell phone. So, if I'm leaving and then I'm given an assignment and I have to collect it, I may email it using MS Word file to the Google Classroom."

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

R2 Student 2:

"in my perspective it really helps, because utilising Google Classroom saves notebooks because I can collect everything using files. When I open my laptop, Google Classroom may be viewed on Google, so we don't have to download it again like on a cellphone, I suppose that's all."

R5 Student 2:

"It helps, because it's easier to write by hand and submit it via a photo or you can upload a file. If I'm slow to write, I just type it on my cellphone, then send it directly to Google Classroom."

For two pupils, Google Classroom assists them in learning literature because the application may be opened at any moment

R3 Student 2:

"This actually helps, because it's nice to be able to open Google Classroom at any time."

R4 Student 2:

"Yes, because when I write, I can see examples of materials that my teacher gives in Google Classroom.

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Students subsequently evaluated the efficacy of Google Classroom as it actively facilitates their English language acquisition. All responses affirmed this.

. R1 Student 3:

"Yes, I have been more engaged in learning because I can open the material at any moment."

R2 Student 3:

"Yes, because there is no attendance list, so I can study the descriptive text as I want and then register the attendance."

R3 Student 3:

"Yes, I became active because I can access it on our mobile, so I can learn descriptive text anywhere."

R4 Student 3:

"I opened it when I was outside the house, so it is good.."

R5 Student 3:

"Yes, I have an application on my mobile that allows me to access the material at any time after receiving an immediate message from the teacher.."

Next, students are motivated to complete their tasks when utilising Google Classroom. This is confirmed by all responses.

The first respondent explains that she wishes to have more break-time for herself.

R1 Student 4:

"The first respondent explains that she wishes to have more break-time for herself.

Another respondent is because of the convenience of Google Classroom.

R4 Student 4:

"Yes, so I can complete other jobs as well. Sending it on Google Classroom is a feasible solution."

The other respondents because the task has the deadline.

R2 Student 4:

"Having a deadline allows for faster work, allowing for more free time and learning opportunities. Assignments are collected in Google Classroom."

R3 Student 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 Student 4:

"Yes, there is a deadline. I can not stack my tasks, therefore if I can accomplish them in one day, why not? I am afraid there are more tasks for other subjects."

Students' outcome expectations for using Google Classroom to learn descriptive text help them comprehend and understand the material linked to reading descriptive text. Students display a great comprehension of the subject for reading descriptive texts, assisted by the capabilities of Google Classroom that allows teachers to efficiently provide learning resources.

R1 Student 5:

"Yes, it is very simple, since in Google Classroom, the teacher also provides the material first in the feature, so when there is a descriptive reading assignment, I understand."

R2 Student 5:

"The teacher provided clearer material compared to the text. If you have any questions, please contact the teacher through the chat column."

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

R3 Student 5:

"R5 Student 5 stated, "Yes, because sometimes there are no pictures in books." In Google Classroom, teachers provided clearer explanations through video and PPT presentations."

Furthermore, this tool is cloud-based, allowing Google Classroom users to access personal data and materials from electronic devices with internet connection.

R4 Student 5:

"Yes, the content is preserved immediately in Google Drive, allowing for re-reading to better grasp it.."

Students' Effort Expectancy Using Google Classroom

When using Google Classroom to read descriptive writings, students may face both advantages and obstacles. Students can easily utilise the program because of its user-friendly design.

R5 Student 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 Student 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 Student 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 Student 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 reading text with Google Classroom.

R5 Student 7:

"Nothing, I feel don't have difficulties, Alhamdulillah."

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

R1 Student 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 Student 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 reading a descriptive text."

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

R2 Student 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 Student 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

The school environment can significantly influence students' engagement with learning media. This theme examines the appropriateness of Google Classroom as a learning tool for others, along with the rationale behind students' utilization of this application. Students will endorse the utilization of Google Classroom to relevant subject teachers. One respondent endorses this application due to its memory device.

R2 Student 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 Student 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 Student 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 Student 8:

"Yes, because Google Classroom is also easy to use, so I will recommend it."

R5 Student 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 Student 9:

"The influence of other people, because if the teacher doesn't tell me, I won't download it."

R2 Student 9:

"Other people, because the teacher uses Google Classroom so I also use Google Classroom on the teacher's orders."

R2 Student 9:

"Other people, because the teacher uses Google Classroom so I also use Google Classroom on the teacher's orders."

R3 Student 9:

"Other people, from school, the teacher suggested using Google Classroom."

R4 Student 9:

"Other people, because of the teacher."

R5 Student 9:

"Others, the reason is because of the teacher. For English subjects, use Google Classroom on the orders of the teacher."*."*

Discussion

This research aimed to examine fifth-grade students' perceptions of utilizing Google Classroom for learning reading texts. This study employed the Mafiza & Wiyanah, (2022) and Triana et al., (2021) to analyze students' perceptions of using Google Classroom to learn English and how easy it was to use Google Classroom is one of the learning media. The results indicated that students had a positive perception of the use of Google Classroom Application for reading instruction during online classes in the context of the pandemic. The use of the Google Classroom application for online learning in reading classes was reported to be both efficient and enjoyable. The participants appreciated the learning activity despite the lack of direct interaction with the lecturer and their peers. Students encountered minor issues during the online learning process, including internet connectivity problems, student idleness, and a lack of direct interaction with the professor; however, these issues did not affect their reading comprehension abilities. Their comment suggests that, despite facing challenges related to internet connectivity and motivation, they can still enjoy and engage effectively in the learning process.

The author emphasizes the necessity of support from schools and teachers for the implementation of Google Classroom in English language learning. The facilitating condition yielded positive results. Educational institutions and instructors facilitate English language acquisition for students, particularly in composing descriptive texts through the use of Google Classroom. Schools and educators demonstrate the use of Google Classroom for English learning, as students download the application and receive the class code.

Secondly, Google Classroom positively impacts student learning performance. It is in line with the research study by Gupta & Pathania (2021), students perceived learning via Google Classroom as engaging and time-efficient. The study identified it as an effective medium for learning. Access to the internet and digital devices is one contributing factor. The implementation of online learning necessitates mobile access to engaging and interactive educational materials within the learning environment and significant tool for economic development, mass communication, and education. The rapid growth of mobile devices and the Internet has led to their increasing utilization in learning and instruction (Sophonhiranrak, 2021). Students engage in reading instruction through Google Classroom, accessible via mobile phones and the internet, facilitating participation at any

time and from any location. The S1 indicates that it is beneficial, particularly since the transition to online schooling, as it facilitates the use of Google Classroom, which has been downloaded on my cellphone and laptop in the school. If I am departing and receive an assignment that I must collect, I can submit it as an MS Word file to Google Classroom. This facilitates students in composing descriptive texts and completing assignments efficiently due to its paperless nature. The S5 and S4 vignette provide confirmation. Users can compose reading text using mobile phones and subsequently transmit assignments efficiently. This aligns with Abuzant et al., (2021) demonstrated that Google Classroom enhanced the quality of student learning, positively influencing both teacher and student satisfaction as well as their intention to utilize this educational tool in the automation and programming class.

The features provided by Google Classroom positively influence students' perceptions of learning to write descriptive texts. Google Classroom incorporates numerous features while maintaining user-friendliness. Lim et al., (2021) states that 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 instructor is able to upload materials and assign tasks to students. Students receive supplementary materials to enhance their understanding and practice in writing descriptive texts through assignments.

Students' effort expectancy in utilizing Google Classroom was found to be low, as three out of five students reported negative perceptions. Ayu & Sari, (2021); and Hemati & Farahian, (2024) describe Google Classroom as an online platform facilitating collaboration between teachers and students in the context of learning. Access to Google Classroom requires an internet connection for students. The primary reason cited for the inability to connect to Google Classroom is the internet. In conclusion, Google Classroom is perceived positively by students. The subjective norm indicates a positive perception, as all respondents expressed a willingness to recommend Google Classroom to other relevant subject teachers.

4. Conclusions

This research examined students' perceptions through interviews the performance expectancy, effort expectancy, social Influence, and facilitating conditions. The researcher determined that students held a positive perception of utilizing Google Classroom for learning to write descriptive texts. The school facilitates the learning of descriptive writing through Google Classroom, enabling teachers to conduct activities within the platform, while students must download the application on their mobile devices. Students recommend this application to teachers who have not utilized Google Classroom in their instruction. Students exhibit a favorable response in learning activities related to writing descriptive texts, as indicated by performance expectancy. Google Classroom facilitates the comprehension of descriptive writing materials. Furthermore, research indicates that the use of Google Classroom facilitates the prompt completion of assignments. In addition to the favorable perception, Effort Expectancy was identified as low. Effort Expectancy can be modified through appropriate internet usage and updates from Google Classroom.

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