


<https://ojs.fkip.unismuh.ac.id/index.php/jcie>

THE STUDENTS' PERCEPTION OF USING GOOGLE CLASSROOM IN THE PARAGRAPH WRITING CLASS AT ENGLISH EDUCATION DEPARTEMENT

Nur Marwinda Ridwan¹, Muh. Arief Muhsin², Dzur Rif'ah Mahmudah³

^{1,2,3}Universitas Muhammadiyah Makassar, Jl. Sultan Alauddin No. 259, Makassar 90221, Indonesia email: 105351111918@unismuhmakassar.ac.id

Article Info	Abstract
<p>Received: November 10, 2022 Revised: December 12, 2022 Accepted: December 23, 2022 Published: December 25, 2022</p> <p>Keywords: Perception, Google Classroom, Paragraph Writing.</p>	<p>This study aims to determine the perception of each student in using Google Classroom in the second semester paragraph writing course at the Department of English Education, Unismuh Makassar. In this study used quantitative research method. The data was collected through distributing questionnaires to each student. The sampling technique used by the researchers in this study was purposive sampling. The sample in this study were 27 students consisting of 14 students from class BG2A and 13 students from class BG2B class 2021 majoring in English Education. The results of this study was showed the variable that achieves the highest index was the "Ease for Use" variable, which was 80,9%, means that students agree that Google Classroom very easy to use during the learning process of paragraph writing, while the variable with the lowest index was "active", which was 74,8%, means that it was still a little students who are active in the learning process using Google Classroom. However, the results of the analysis show that the index for each variable was in the "Agree" category. So in this study it can be concluded that students have a positive perception on using Google Classroom in paragraph writing courses.</p> <p>This is an open access article under the CC BY-SA license.</p> 

How to cite: Ridwan, N. M., Muhsin, M. A. ., & Mahmudah, D. R. . (2022). Students' Perception of Using Google Classroom in The Paragraph Writing Class at English Education Department. *Journal of Computer Interaction in Education*, 5(2), 78-89. <https://doi.org/10.56983/jcie.v5i2.500>

INTRODUCTION

The development of information technology has had a great impact in all fields, especially education. The development of technology today has revolutionized the process of education and learning. The situation that causes schools and universities in Indonesia to use sophisticated tools in the learning process was influenced by technological advances that are developing very rapidly. The learning process was no longer limited by distance, time, and space. It can be seen that nowadays many lecturers and students in universities have used

advanced technological tools such as laptops, computers, tablets, and mobile phones which are all connected to the internet connection. Lecturers and teachers must take advantage of existing technology to excite their students and dig deeper into their skills.

One of the skills that must be honed was writing skills. In the world of lectures, of course, there was a paragraph writing course. In line with opinion Ma'azi & Janfeshan (2018) Paragraph writing was a serious problem for both native and non-native speakers. Learning to write paragraphs was also boring if you're not good at stringing words together and don't have a lot of ideas. However, the fact was that many students are not good at writing paragraphs, because they were go through five stages in writing. In passing through these 5 stages, many students' sentences are still messy, both in terms of grammar, writing rules, and punctuation. Writing skills are also not acquired automatically, but need to be studied and taught carefully by lecturers. To overcome this problem, the lecturer must choose one of a good strategy for teaching paragraph writing was Google Classroom.

According to Shahraneet et al., (2016) the Google Classroom application was a very appropriate strategy to choose. With Google Classroom, it's easy for students to write to share ideas with others. Students can also learn and communicate with friends and lecturers without limiting space and time. Lecturers who use Google Classroom to teach paragraph writing will make students more enthusiastic about learning and were increase their knowledge about how to write paragraphs properly and correctly. In addition to being beneficial for students, students will also be able to stimulate their thinking and maintain their ability to summarize, organize, analyze, focus and critique ideas. Students' writing skills enable them to share information and ideas with others.

Lecturers in this digital environment must always use Google Classroom to create a positive attitude and make it easier to teach writing classes. For the technology-based learning process, there are several lecturers at the University of Muhammadiyah Makassar who choose their students to use Google Classroom as a learning medium. Researchers found two classes that use Google Classroom in the paragraph writing learning process, namely BG2A and BG2B classes, because Google Classroom can do learning without limiting space and time and besides that it also utilizes advanced technology as it was today. In this way, lecturers can motivate and improve students' writing skills during the learning process. According to Ifakhar, (2016) Lecturers and students can also use Google Classroom to learn to write

paragraphs to facilitate training and guidance for students writing paragraphs. Therefore, researchers are interested in examining student perceptions of the use of Google Classroom in learning to write paragraphs for second semester students majoring in English education at the Muhammadiyah University of Makassar.

LITERATURE REVIEW

A. Perception

According to Mannopovna (2019), perception is not just the transmission of nerve impulses that work through the nervous system and directly to certain parts of the brain. However, perception also proves that the subject will feel the ideas that arise in his mind and the reality of the stimulus, and if the subject wants this to happen, then the subject himself must first feel what is called "input" from the sensory information obtained, namely feeling the sensation. According to Qiong, (2017) there are three stages of perception as follows: Selection, Organization, and Interpretation. According to Irwanto in Hidayat et al., (2018), the types of perception are divided into 2, including:

1. Positive perception is a perception that describes knowledge that continues because of its use.
2. Negative perception is a perception that describes knowledge that is not in harmony with what is perceived.

According to Jalaluddin Rakhmat, (2019) there are 4 factors that influence perception as follows: *External factors*, *Internal factors*, *Functional factors*, and *Structural factors*.

B. Paragraph Writing

According to Togatorop et al., (2015) writing is a representation of language in textual media through the use of a set of signs or symbols known as a writing system. Besides, writing paragraphs is a very difficult process for students and must go through several stages. According to Wali & Madani, (2020) mention that there are several steps to writing a paragraph or writing a long essay, including: Understanding Tasks, Brainstorming, Organize Your Idea, Writing First Draft, Rewrite First Draft, Writing Final Draft. In addition, Wali & Madani, (2020) mention there are 3 basic types of paragraphs, including: Narrative Paragraph, Descriptive Paragraph, and Expository Paragraph.

C. Google Classroom

Google Classroom is one of the applications on Google for education that aims to create offline and online classrooms both at school, university, and at home. According to Iftakhar, (2016) in their research also reveals that Google Classroom can be effective in exploring and assessing the quality of lecturers and students in the learning process.

In this paper, the researcher presents the creation of Google Classroom to make it easier for readers who are less capable in the field of technology. The steps for making Google Classroom as a students are as follows:

1. Install the Google Classroom application from the Play store.
2. After that, students enter a personal email.
3. There is an option on the Google page. Select as a student.
4. Then, enter the class code that has been given by the lecturer.
5. Furthermore, students have entered the class according to the courses taken; here I researched the paragraph writing class. So, choose a paragraph writing class.
6. Students can follow the learning process by using the Google Classroom application easily.

According to Edtechtecher in Zulkafa & Ali, (2020) some of the features in the Google Classroom application. The features of Google Classroom are as follows:

1. *Posting and sharing*: Lecturers can share material that they want to teach their students.
2. *Assessment*: Lecturers can ask questions to students or give feedback of students. And lecturers can give marks to student assignments.
3. *Calendar*: Reminder of the date the assignment has ended or other reminders that have been planned by students.
4. *Announcement*: Lecturers can make announcements according to what they want to convey to students, and students can respond to these announcements through comments.

In addition, the Google classroom's many features, of course the Google Classroom has advantages. According to Janzen, M. in Iftakhar (2016), the advantages of Google Classroom include:

1. *Easy to use*: Google Classroom is very easy to use. According to Janzen, M. (2014) in Iftakhar (2016), the design of Google Classroom looks simple but has many very useful features in the learning process.

2. *Save time*: The Google Classroom application is made to make study time more efficient, because the application automatically connects with other Google applications, such as Google documents, spreadsheets, slides, calendars, drives, and other document distribution provisioning processes.
3. *Cloud-based*: Google Classroom has brought technology that can work with on-premises components. According to Iftakhar (2016), the Google Classroom application is a cloud-based application that can work professionally.
4. *Flexible*: The Google classroom application can be accessed anywhere using an internet connection.
5. *Free*: This Google class application can be used by anyone as long as they have a Gmail account and are connected to the internet.
6. *Mobile friendly*: Google Classroom includes a fast and easy- to-access app. Can be accessed via mobile phones, computers, or laptops. In addition to Google Classroom's advantages, Google Classroom also has disadvantages. There are disadvantages to Google Classroom, including:
 1. Google Classroom must be connected with an internet connection.
 2. Reduced social interaction
 3. Students are not critical in their search for material.
 4. Requires hardware and software, as well as high specifications.

The emergence of Google Classroom in Indonesia, many lecturers and teachers used Google Classroom as a learning medium, including lecturers at Universitas Muhammadiyah Makassar, especially in paragraph writing courses. Below we can see the picture when the lecturer teaches paragraph writing using Google Classroom, are:

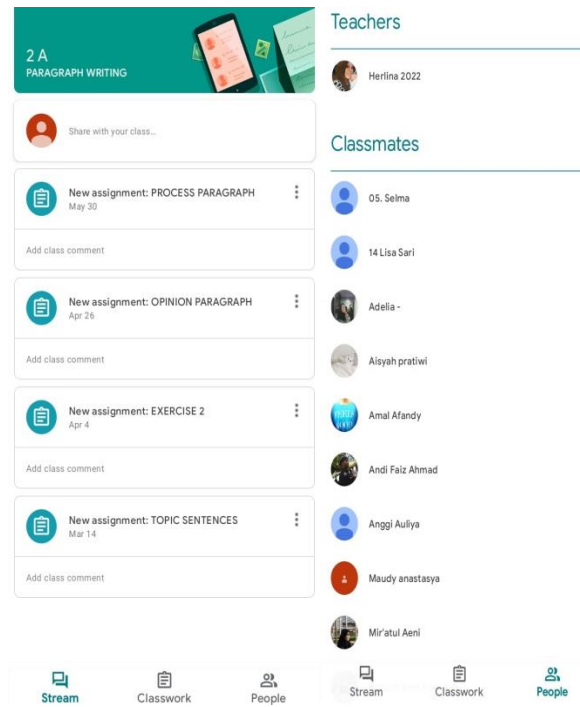


Figure 1 Google Classroom

Lecturers can also use the Google Classroom application if the lecturer does not have time to teach via Google Meet or Zoom. Google Classroom can make lecturers and students communicate well and effectively. In accordance with the opinion (Oktaviani, 2020) Google Classroom can make learning effective and efficient. Therefore, many lecturers and teachers use Google Classroom as their learning medium.

METHODS

This research used quantitative method where the data collection was in the form of numbers. According to Sugiyono (2019) quantitative research is a method whose research is in the form of concrete data, where the research is analyzed used statistics that act as calculation analysis, according to the discussion under study so that it can be concluded.

RESULT AND DISCUSSION

A. Result

The researcher describes the results of the analysis that show the perception of using Google Classroom in Paragraph Writing Course at the Universitas Muhammadiyah Makassar. The following table summarizes the results of the questionnaire in this study:

1. Ease for Use to Google Classroom

From the results of a descriptive analysis of the Ease for Use with SPSS 26, the following results are obtained:

Table 1 Ease for Use Variable

		Ease for use			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Agree	13	48.1	48.1	48.1
	Neutral	8	29.6	29.6	77.8
	Disagree	4	14.8	14.8	92.6
	strongly disagree	2	7.4	7.4	100.0
	Total	27	100.0	100.0	

(Source: Data Processing Results from SPSS 26, 2022)

The results of the analysis of the table above can be seen that the Ease for Use variable has no students who choose to strongly agree or (0%), 13 students who choose to agree or (48.1%), 8 students who choose neutral or (29.1%), 4 students who chose not to agree or (14%), and 2 students who chose to strongly disagree or (7.4%). From the description above it can be concluded that the Ease for Use variable is in the agree category.

2. Satisfaction to Google Classroom

From the results of the descriptive analysis on the Satisfaction variable with SPSS 26, the following results are obtained:

Table 2 Satisfaction Variable

		Satisfaction			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Agree	10	37.0	37.0	37.0
	Neutral	13	48.1	48.1	85.2
	Disagree	2	7.4	7.4	92.6
	strongly disagree	2	7.4	7.4	100.0
	Total	27	100.0	100.0	

(Source: Data Processing Results from SPSS 26, 2022)

The results of the analysis of the table above can be seen that the Satisfaction variable contained no students who chose Strongly Agree or (0%), 10 students who chose agree or (37%), 13 students who chose neutral or (48.1%), and 2 students who chose not to agree or (7.4%), and 2 students who chose Strongly Disagree or (7.4%). From the description above, it can be concluded that the satisfaction variable is in the agree category.

3. The Mastery of Lesson to Google Classroom

From the results of the descriptive analysis on the variable The Mastery of Lesson with SPSS 26, the following results are obtained:

Table 3 The Mastery of Lesson Variable

The Mastery of Lesson					
				Cumulative	
		Frequency	Percent	Valid Percent	Percent
Valid	agree	10	37.0	37.0	37.0
	neutral	11	40.7	40.7	77.8
	disagree	6	22.2	22.2	100.0
	Total	27	100.0	100.0	

(Source: Data Processing Results from SPSS 26, 2022)

The results of the analysis of the table above can be seen that in the mastery of lesson variable there were no students who chose to strongly agree or (0%), 10 students who chose to agree or (37%), 11 students who chose Neutral or (40.7%), 6 students who chose disagree or (22.2%), and no students chose or (0%) students. From the description above, it can be concluded that the variable mastery of lesson is in the agree category.

4. Motivation to Use Google Classroom

From the results of the descriptive analysis on the motivation variable with SPSS 26, the following results are obtained:

Table 4 Motivation Variable

Motivation					
				Cumulative	
		Frequency	Percent	Valid Percent	Percent
Valid	Agree	12	44.4	44.4	44.4
	Neutral	9	33.3	33.3	77.8
	Disagree	4	14.8	14.8	92.6
	strongly disagree	2	7.4	7.4	100.0

Total	27	100.0	100.0
-------	----	-------	-------

(Source: Data Processing Results from SPSS 26, 2022)

The results of the analysis of the table above can be seen that on the Motivation variable there were no students who chose to strongly agree or (0%), 12 students who chose to agree or (44.4%), 9 students who chose Neutral or (33.3%), 4 students who chose Disagree or (14.8%), and 2 students who chose Strongly Disagree or (7.4%). From the description above, it can be concluded that the motivation variable is in the agree category.

5. Active to Use Google Classroom

From the results of the descriptive analysis on the active variable with SPSS 26, the following results are obtained:

Table 5 Active Variable

		Active			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Agree	11	40.7	40.7	40.7
	Neutral	7	25.9	25.9	66.7
	Disagree	8	29.6	29.6	96.3
	strongly disagree	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

(Source: Data Processing Results from SPSS 26, 2022)

The results of the analysis of the table above show that in the active variable there are no students who choose to strongly agree, 11 students who choose to agree or (40.7%), 7 students who choose Neutral or (25.9%), 8 students who choose to disagree or (29.6%) are included in the disagree category, and 1 student who chooses strongly disagrees or (3.7%). From the description above, it can be concluded that the active variable is in the agree category.

B. Discussion

The description of the data obtained from respondents about students' perceptions of using Google Classroom from all variables (Ease of Use, satisfaction, mastery of lessons, motivation and activity) agree. This means that students have a positive perception of using Google Classroom in paragraph writing courses. Researchers will discuss further below:

1. Ease for Use to Google Classroom

The results of this study illustrate that most students find it easy to use Google Classroom. These findings indicate that the Google Classroom Application can be used by second semester students majoring in English education. This study is line with Iftakhar, (2016) which stated that Google Classroom is easy to use because it looks very simple. However, most of the second semester students from the English education department at the Muhammadiyah University of Makassar found it easy to use Google Classroom, although there were some students who disagreed that Google Classroom was easy to use because it was difficult to use the Google Classroom feature.

2. Satisfaction to Google Classroom

The current study shows that students have a positive perception of using Google Classroom in paragraph writing courses. Beside that this study also similar with which conducted by Negara, (2018) which stated that students strongly agreed on the satisfaction of using Google Classroom, because students used Google Classroom according to what they wanted.

3. The Mastery of Lesson to Google Classroom

This study reveals that students have a positive attitude towards mastery of learning paragraph writing using Google Classroom. Beside that this study also similar with which conducted by Negara (2018) the results showed that students had a positive attitude towards mastery of learning paragraph writing using Google Classroom. That is, Google Classroom is very suitable for increasing understanding of paragraph writing course material.

4. Motivation to Google Classroom

This study reveals that most students were agreed on increasing student motivation by using Google Classroom. Meaning students were motivated in learning paragraph writing using Google Classroom. This study is line with Janzen, (2016) which stated that Google Classroom has many interesting features, thus motivating students to continue learning by using Google Classroom as a learning medium. Therefore, lecturers should apply Google Classroom during the learning process so that students are motivated or excited to learn.

5. Active to Google Classroom

This study found that most students agree that Google Classroom makes students more active in the learning process. This study is line with Iftakhar, (2016) which stated that Google

Classroom has one of the features, namely that there is a comment column available so that good communication can be established between lecturers and students wherever and wherever. In this study, most students were more active in the learning process because of Google Classroom as a learning medium.

CONCLUSION

Based on the results of data analysis, it can be concluded that the variable that achieves the highest index was the "Ease of Use" variable, which is 80,9%, it can be said that Google Classroom was easy to use for students which looks simple but has very useful features. Meanwhile, the variable with the lowest index was motivation, which was 74,8%, his means that there are still few students who are active in the learning process using Google Classroom. However, the results of the analysis show that the index on each variable was in the "Agree" category. This means that students' perceptions of Google Classroom in paragraph writing courses have a positive response. Most of the students chose to agree with the statement of the questionnaire that had been prepared by the researcher.

REFERENCE

- Ashoumi, H., & Shobirin, M. S. (2019). Penggunaan Google Classroom Pada Mata Kuliah PAI. *JoEMS (Journal of Education and Management Studies)*, 2(4), 29–34.
- Farahidatul Akmar binti Awaludin, Rafidah binti Abd Karim, & Nurul Huda binti Mohd Saad. (2017). Padlet: A Digital Collaborative Tool for Academic Writing[Padlet: una herramienta de colaboración digital para la redacción académica]. *Journal of Education and Social Sciences*, 8(1), 179–184. <https://n9.cl/cv40>
- Febiyanti, K., Srisudarso, M., & Utami, P. P. (2021). the Use of Google Classroom in Learning Writing Descriptive Text: Students' Perceptions. *Journal of Languages and Language Teaching*, 9(4), 399. <https://doi.org/10.33394/jollt.v9i4.4111>
- Harjanto, A. S., & Sumarni, S. (2019). Teacher's Experiences on The Use of Google Classroom. *3rd English Language and Literature International Conference (ELLiC)*, 3, 172–178. <https://jurnal.unimus.ac.id/index.php/ELLIC/article/download/4704/4231>
- Hidayat, F., Tanduklangi, A., & Badara, A. (2018). Teachers Perception Of Instructional Technology Integration Into English Language Learning. *Journal of Language Education ...*, 3(2). <http://ojs.uho.ac.id/index.php/JLEET/article/view/6680>
- Iftakhar, S. (2016). Google Classroom: What Works and How? *Journal of Education and Social Sciences*, 3, 12–18.

- J.O Mannopovna - European Journal of, & 2019. (2019). Psychological and Pedagogical Foundations of the Formation of the Artistic Perception of Students in Secondary Schools. *European Journal of Research and Reflection in Educational Sciences*, 7(10), 9–14. <http://www.idpublications.org/wp-content/uploads/2019/08/Full-Paper-PSYCHOLOGICAL-AND-PEDAGOGICAL-FOUNDATIONS-OF-THE-FORMATION-OF-THE-ARTISTIC-PERCEPTION.pdf>
- Jalaluddin Rakhmat. (2019). *Psikologi Komunikasi*.
- Ma'azi, H., & Janfeshan, K. (2018). The effect of Edmodo social learning network on Iranian EFL learners writing skill. *Cogent Education*, 5(1), 1–17. <https://doi.org/10.1080/2331186X.2018.1536312>
- Negara, I. M. (2018). Students Perception: the Use of Google Classroom in Teaching-Learning Process. *Jurnal Ilmiah STBA*, Vol.4 No.1(0216–3381), 13–25.
- Oktaviani, M. (2020). Keefektifan Google Classroom dalam Pembelajaran Writing Procedure Text Kelas IX SMP. *Jurnal IKIP BUDI UTOMO*, 1, 151–156.
- Qiong, O. U. (2017). A Brief Introduction to Perception. *Studies in Literature and Language*, 15(4), 18–28. <https://doi.org/10.3968/10055>
- Sartika, W. S. (2021). The Google Classroom for Learning Writing: Students' Initial Perceptions. *Journal of English Teaching, Literature, and Applied Linguistics*, 4(1), 59. <https://doi.org/10.30587/jetlal.v4i1.2204>
- Shaharane, I. N. M., Jamil, J. M., & Rodzi, A. S. S. M. (2016). The application of Google Classroom as a tool for teaching and learning. *Journal of Telecommunication, Electronic and Computer Engineering*, 8(10), 5–8.
- Sugiyono. (2019). buku metode penelitian pendidikan sugiyono Download buku metode penelitian pendidikan sugiyono. *Buku Metode Penelitian Pendidikan Sugiyono Download Buku Metode Penelitian Pendidikan Sugiyono*, 1.
- Togatorop, J., Napitupulu, S., & Simanjuntak, H. (2015). An Analysis Paragraph Writing Of The Sixth Semester Students Of HKBP Nommensen. *The Episteme Journal of Linguistics and Literature*, 1(3).
- Wali, O., & Madani, A. Q. (2020). The Importance of Paragraph Writing: An Introduction. *International Journal of Latest Research in Humanities and Social Science (IJLRHSS)*, 3(07), 44–50. www.ijlrhss.com
- Zulkafa, I. S., & Ali, Z. (2020). *A Survey on the Use of Google Classroom in English*. 1–6.