

THE USE OF GOOGLE CLASSROOM FOR TEACHING WRITING

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This study aimed to investigate the implementation of Google Classroom to teach writing and the students' opinions towards the writing instruction through Google Classroom. This was a qualitative study that used interviews and questionnaires to collect the data. The sample of this study was an English teacher and 60 eighth-grade students at SMPN 1 Mengwi in the academic year 2021/2022. The results of teacher interviews and the results of student questionnaires were collected and then analyzed descriptively. The result of this study indicated that 1) the teacher at SMPN 1 Mengwi conducted several steps in implementing Google Classroom to teach writing, including opening the class, conducting a main activity, conducting an assessment, closing the lesson, and conducting follow-up activities, 2) the students had positive opinions towards the writing instruction that was implemented through Google Classroom.

Keywords: Google Classroom; Teaching; Writing

1. INTRODUCTION

The spread of the Corona virus disease (COVID-19) has affected all elements of the world community. COVID-19 has been declared a world pandemic, referring to the WHO decision as stated in Khatri et al. (2020). It has disrupted life all over the world, including among Indonesian people and academicians. In accordance with the President's instruction, Indonesian people have to limit the interaction among the community because this virus can spread easily through interaction. This pandemic highlighted the need to use online models and applications to achieve learning goals (Schneider & Council, 2021; Wargadinata et al., 2020). Minister of Education and Culture, Nadiem Anwar Makarim, encouraged all parties to ensure that students continue to learn even though it needs to be conducted from home.

Learning from home is the best way to limit the interaction so that the spread of the COVID-19 virus can be prevented. Some teachers applied several methods in the teaching process. To make it easier, teachers and students use the internet as an online learning media. Online learning allows students to easily access learning materials. The high demand for internet access drives the creation of subject-based learning resources, which leads to the creation of the final product in the form of e-material (Ibrahim & Febriani, 2018).

Online learning is a system of delivering learning material to students via web or audio and video recording. This system includes several features such as assessment, direct student participation, student tracking, collaboration, and also a communication tool. Demiray (2011) states that online learning is the action of delivering course materials and instruction to learners by using Internet technology. Online or virtual learning is useful for students as they can learn and gain knowledge from the activities and interactions carried out in learning. Students can understand the material even if it is delivered online.

Online learning becomes an alternative for teachers and students in this pandemic situation. Accordingly, a growing number of students are opting for online learning due to its conveniences (Kauffman, 2015). Online learning can be conducted through teleconference, WhatsApp, and other online applications. It makes the teaching-learning process better, interesting, and efficient. Also, it can easily clarify concepts. Teachers will show the material in the form of Youtube videos, meet the students by Zoom, or find the theory from Google so that the students will be easier to learn English online. Furthermore, the teachers must always seek out engaging teaching materials so that the students will not feel bored. An achievement as well as emotions can influence the decisions made by students for online learning and participation, then, interaction and academic achievement

are closely related to online learning environments. It is intended that students will keep studying earnestly even if they are doing so from home. Therefore, students are expected to write the answers to the assignments and then send them via the Google Classroom application.

Writing is a communicative, productive, and expressive activity using written materials as the medium. This activity is intended to convey a message from the author to the reader. In writing activities, students must be able to use grammar structures and vocabulary. Jarvis (2001) emphasizes that many students do not enjoy writing as they feel that if they are not able to do it properly at first, then they will never get it. According to Urquhart and McIver (2005: 5-6), writing is a recursive process, which means students often revise the whole process. Then, students must also learn strategies for discovery, and teachers must assist students in creating content and setting goals. It is hereby stated that the reader, the purpose, and the opportunity to determine all types of writing and writing which are effective in their reasonable fulfillment will make the writing complex.

Writing is a productive skill that focuses on producing language rather than accepting it. According to Harmer (2012), writing is an ongoing activity that emerges from the writer's mind about what they want to say and how to say it. The writer must read and recheck the writing after finishing the text. Therefore, writing cannot be done in one step, but it needs to take several steps namely planning, drafting, editing, and the final version (Harmer, 2012). Good writing usually can attract the reader's attention to the content of the text. Thus, students need to use the correct grammar rules, then select the appropriate vocabulary, and consider coherence and cohesion, so that the writing will produce a good sentence with the right meaning (Wijaya, 2014).

In learning English at SMPN 1 Mengwi, the teacher previously taught with various strategies, but during this pandemic period, the teachers need to find a way to transmit the knowledge without having to meet. Online learning becomes an alternative to connect teachers with students. However, there are some obstacles to online learning. As stated in a study by Yuzulia (2021), teachers and students face challenges in online learning that are mainly related to poor internet connection, lack of motivation, lots of distractions in learning, and more stress due to the amount of tasks. To deal with these challenges, teachers have a responsibility to help students so that they can move from their current state of ability to a new state of ability. Learning English requires students to master four language skills, namely listening, speaking, reading, and writing.

According to Pappas (2015), by using Google Classroom, teachers can provide a more efficient learning process, as it can carry out teaching and learning activities to be more productive and meaningful by simplifying assignments, increasing collaboration, and communicating. By using Google Classroom, the teachers can create classes, give an assignment, and send feedback. Teachers and students will not send wrong messages because in Google Classroom there will be no private messages coming in. In addition, Google Classroom's memory capacity makes advantage of the email's memory so that the assignment files uploaded via Google Classroom will not take up any space on the phone's memory. Notifications in Google Classroom will not make a fuss because notifications appear specifically on Google Classroom learning media. The use of Google Classroom simplifies the process of teaching, learning, and assessing student assignments for teachers.

Many research has been conducted to determine whether Google Classroom is useful for online learning. Harjanto and Sumarn (2019) studied the experiences of seven teachers using Google Classroom in South Tangerang. The study was designed on a qualitative methodology. It was carried out to evaluate the experience of teachers in using Google Classroom as an educational learning platform. The teachers were chosen deliberately based on their active involvement for one year in the Google Classroom platform. This study showed that teachers used Google Classroom as a tool to facilitate and manage student assignments, organize classes, and accommodate interactions with students. Teachers also found Google Classroom very helpful for holding their virtual classes. Google Classroom is a free service that assists teachers and students in the learning process and provides a variety of benefits to its users (Hapsari & Pamungkas, 2019). Furthermore, Google Classroom can

be used to facilitate the online learning process (Utami, 2019). Google Classroom can be used in online learning.

Google Classroom is a product of Google that is used by teachers and students for online learning. Iftakhar (2016) states that "Google Classroom is intended to help educators manage the creation and collection of student assignments in a paperless environment, essentially leveraging the framework of Google Docs, Drive and other applications." On this pandemic situation, Google Classroom is particularly suitable to be utilized by schools as it can foster and develop student knowledge during the online learning. Also, Google Classroom can save unlimited assignment files effectively. Then, teachers can provide class instruction and share assignments without paper, comments, and student work assessments in one place. The teacher can save the time when there is an active class. Finally, the teacher becomes more focused on explaining the material during the class (Iftakhar, 2016).

According to Diccico (2016), Google classroom can effectively improve students' learning abilities in the field of vocabulary development. In Google Classroom, teachers can send assignments to all students and every student can see it. Students can submit assignments individually without disturbing other students with notifications. The assignments can be submitted in the form of images, videos, or files. Students can view the assignments and send them easily by simply clicking on the assignment and adding attachments. Assignments can be submitted not only by one teacher, but by all teachers at the same time. There are several benefits from using Google Classroom. First, this application is easy to use. Second, it can support student and teacher learning activities because everyone can share and access material resources and documents.

In the preliminary study, the teacher asked students to create a Google Classroom account. After that, the teacher sent the class code that the teacher had previously made to invite the students. Then, if all students have already joined, the teacher forum page informed that they would start teaching with Google Classroom and send notifications in the form of assignments on Google Classroom according to the theme given. Students started to learn English in Google Classroom to do writing English assignments that have been given by the teacher. Students were expected to be able to write assignments in English and send them on the class assignment page. In the first assignment, the teacher analyzed students' response toward the assignment given, starting from the time frame, writing ideas, and obstacles when they worked on the assignments.

The uses of Google Classroom for writing competence are practical and simple. It is practical because the students only need to type without sending email or printing the assignments and also without having to meet directly with the teacher. According to Brown (2007), the complexity of writing includes skills in reducing redundancy, combining sentences, making conclusions, and making lexical types. Students can see the flow feature that shows writing assignments. Students can also see notifications and scores on the application feature. Iftakhar (2016) states that students can get grades on Google Classroom. Students can also send assignment directly to Google Classroom if they have finished it. Yunus and Syam (2021) state that most students were satisfied with the use of Google Classroom in online classes especially during the pandemic because face to face learning is limited and Google Classroom is the right choice for teachers and students to facilitate online learning. By using Google Classroom, students can do their assignments effectively and quickly.

Considering the importance of teaching writing and the substantial use of Google Classroom during the pandemic, it becomes important to analyze the phenomenon through a research. Therefore, this research was conducted by taking an English teacher and 60 students at SMPN 1 Mengwi as the samples. This research aimed to investigate the implementation of Google Classroom to teach writing, as well as the students' opinions about the writing instruction that was conducted through the platform. This study was important to be conducted since it offered novelty to related literature, as it investigated how teaching writing was implemented through Google Classroom as an online learning platform as well as what the students thought about the implementation.

This research was conducted to describe the use of Google Classroom in teaching writing. Google Classroom is useful as it is easy to use and easy to access. The existence of

Google Classroom can assist teachers to teach writing. Also, the teacher can provide input about students' writing. Besides, it helps students to learn writing easily. Those reasons encouraged the researcher to conduct a study entitled "The Use of Google Classroom for Teaching Writing".

2. RESEARCH METHOD

This research focused on the implementation of Google Classroom to teach writing and the students' opinions towards the instruction. This research used a qualitative research design since it aimed to investigate the implementation of the writing instruction during the pandemic in the online classroom. Two methods were applied to collect the data. The data related to the implementation of Google Classroom to teach writing were conducted through interview. Then, the data for the second research question related to the students' opinion towards the writing instruction conducted through Google Classroom were collected through questionnaire. The obtained data were categorized, analyzed, and interpreted qualitatively. The subjects in this study were an English teacher and 60 eighth grade students at SMPN 1 Mengwi. The subjects were chosen through purposive sampling. SMPN 1 Mengwi was the setting of the study. It was chosen as the setting since the school was accredited "A", meaning that the quality of the school, which includes the teaching methods were assured. Moreover, the results of the preliminary study also revealed that the English teacher at SMPN 1 Mengwi utilized Google Classroom to teach writing during the pandemic. As writing requires teachers to involve students through certain process to be able to produce a piece of writing, it became interesting to investigate what the teacher did to teach writing through the platform as well as what the students thought about it. Thus, the school was chosen as the setting of the study. It is located at Jalan Danau Batur, Mengwi District, Badung Regency, Bali.

3. FINDINGS AND DISCUSSION

According to the teachers and students, the implementation of the writing instruction through Google Classroom ran very well. WhatsApp was also used to complement the Google Classroom platform so that both parties could respond faster. The difficulty faced by the teacher in integrating online writing skills in English through Google Classroom was the delay of students in submitting their assignments. It happened due to various reasons, such as signal problems and student conditions at home. The implementation of learning to write English online through Google Classroom received positive responses from students as it made the students easier to understand the material, produce writing piece, make them more familiar with technology, and improve their English writing skills.

Before doing a lesson, the teacher had to prepare several things such as planning and learning strategies. In the planning stage, teachers had to prepare appropriate teaching materials for students. Learning stages consisted of 3 stages, namely introduction, teaching and learning process, and closing. In introduction, the teacher greeted the students. Starting from greeting, then teacher explained the things that could be done and should not be done during the learning process. In teaching and learning stages, the material from teacher would be discussed in Google Classroom so that students could easily understand the material. Then, the teacher gave an exercise to see the ability of the students. Lastly, students submitted the exercises to be graded and given feedback by the teacher. In the closing stage, the teacher would let the students to ask questions related to the material. It was intended to discuss the material that had been given earlier or to review the essence of the material. The students would get an opportunity to ask the unclear parts then the teacher would answer it in a simple way.

The description of the interview results conducted with the teacher regarding the implementation of writing instruction through Google Classroom is presented in Table 1.

Table 1 Description of the Interview Results with the Teacher

Steps of Teaching	Description of the Implementation
Opening the class	<ul style="list-style-type: none"> - Greeting the students and asking about their condition - Providing description about the learning objectives and activities for the day - Giving apperception
Conducting the main activity	<ul style="list-style-type: none"> - Providing appropriate learning materials for the students in the forms of videos or texts that were shared through links - Providing examples of the writing texts with correct structure, grammar, and language features - Sharing the writing task and asking the students to finish it accordingly
Conducting assessment	<ul style="list-style-type: none"> - Checking the students" writing products through their submission on Google Classroom - Providing comments or feedback on their writing by paying attention to the correct structure, grammar, and language features - Asking the students to do revision
Closing the lesson	<ul style="list-style-type: none"> - Reviewing the materials that have been delivered - Asking the students for things that were not clear or difficult to be understood
Conducting follow-up activities	<ul style="list-style-type: none"> - Giving assignment to monitor the students" learning progress and understanding of the materials - Conducting a discussion through the Forum feature on Google Classroom - Providing feedback on the returned assignment so that students could do revision when needed

Based on the results of the interview, it can be seen that the teacher conducted all of the steps in teaching suggested in the *Instrumen Penilaian Latihan Mengajar Undiksha* (2020). It was because the implementation consisted of opening the class, conducting the main activity, conducting assessment, closing the lesson, and conducting follow-up activities. In the interview, the teacher explained that this steps were rather similar to the ones she used in the face-to-face meetings before the pandemic. The teacher"s statement is as follows.

"It is similar to the ones we use in the face-to-face meetings. It includes opening the class, giving apperception, conducting the main lesson, doing assignment, and closing the lesson."

Relating to the follow-up activity, the teacher mentioned later on that she also conducted it by giving assignment to the students and holding a discussion on Google Classroom to see whether or not the students understood the learning materials and made progress through the learning process.

To open the class, the teacher greeted the students and asked about their condition, then provided description about the learning objectives and activities for the day, and gave apperception. Then, the teacher proceeded to the main activities by informing the students about what they were going to do and learn. The teacher also provided the learning materials through videos or texts. In carrying out the learning, the teacher must adjust he material with the students" needs and the learning objectives. Therefore, based on the interview results, the teacher stated that she chose the materials carefully based on certain criteria and presented them to the students in the forms of videos or texts that were sent in link for easier access. The statement of the teacher is as follows.

“I choose them based on the learning objectives and basic competencies that we want to achieve through the lesson. I also make sure that the language used in the materials is easy for the students to understand, since I do not want to make them confused or stressful while learning online. Additionally, I also provide them in form of link so that it is easier for the students to access and they can browse other related materials further.”

After providing the learning materials, the teacher shared the writing task that the students needed to do. The teacher gave an example of the materials provided, which were in the forms of examples related to how to write congratulatory card. The students were then asked to write one and then send it to the teacher through Google Classroom. The results also indicated that the teacher delivering the opening and main activity by using both English and Bahasa Indonesia, which were claimed to help the students to understand the task better. However, the learning materials were still in English.

Then, in assessing the teacher must look at written language with correct grammar, proper use and easy to understand. The results showed that the teacher conducted the assessment by checking the students’ writing products through their submission on Google Classroom, providing comments or feedback on their writing by paying attention to the correct structure, grammar, and language features, and asking the students to do revision. The teacher’s statement is as follows.

“I check the students’ writing products through their submission on Google Classroom. I check whether they use the correct generic structure, language features, and grammar. Then, I provide comments or feedback through Google Classroom so that they can read and revise it.”

Before closing the lesson, the teacher usually reviewed the material that had been delivered. Then, the teacher would let the students to ask questions related to the material. For the follow-up activities, the teacher used the forum feature in Google Classroom to conduct discussions. Finally, the teacher could see the progress shown by students when they submitted their assignments. The teacher opened and read the submitted assignments one by one so that the teacher could assess their progress. After having been filled by comments, the assignment would be returned to students so that they could check if there were any deficiencies.

It can be seen that the results of teacher interview in implementing Google Classroom to learn writing was same as the ordinary teaching without using Google Classroom. There was only a slight difference from the ordinary teaching that the teacher had to attach the learning materials in the form of video or text link in explaining the material. It would help the students to understand the material easily. In addition, the teacher also put several examples of the material to be discussed which were obtained from various sources. Then, in using Google Classroom, teachers could directly comment on student assignment and conduct online discussions on forums to let the students ask about the unclear parts. The teacher’s way in teaching writing using Google Classroom was also very clear since the teacher used two languages (English and Bahasa Indonesia) in providing instructions. The example of the writing instruction conducted by the teacher can be seen on Figure 1.

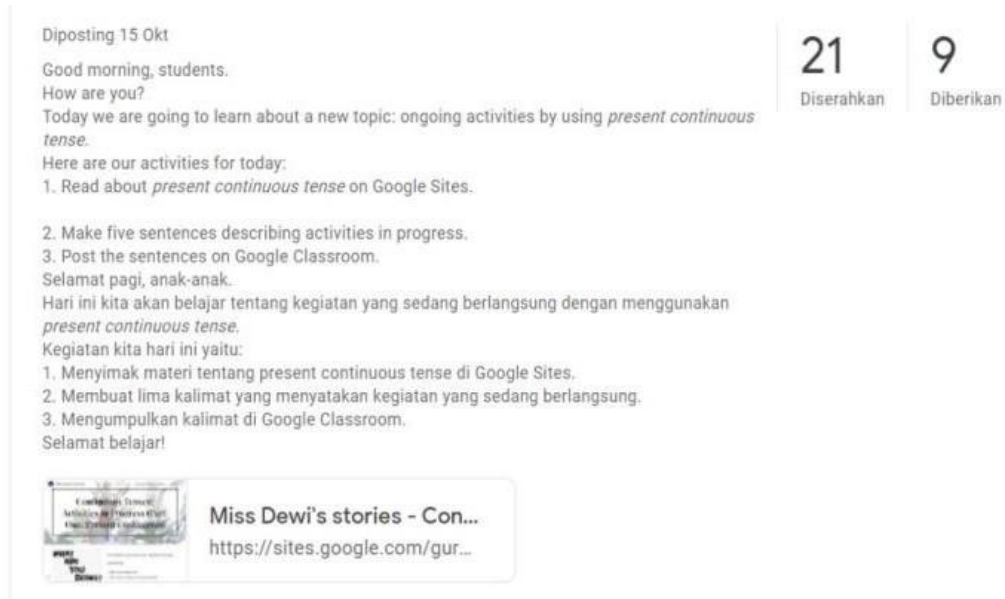


Figure 1 Example of the Writing Instruction through Google Classroom

Figure 1 explained how the teacher did the writing instruction using Google Classroom. It could be seen that the teacher did the opening first. Then, the teacher told the students what activities would be carried out starting from listening to the material, doing exercises, and collecting the exercises that have been done. On the notice listed, the teacher used two languages in explaining this so that the students could easily understand and there were no misunderstandings.

For the assessment, the teacher gave direct comment or feedback on the students' assignment. This practice of the assessment can be seen on Figure 2.

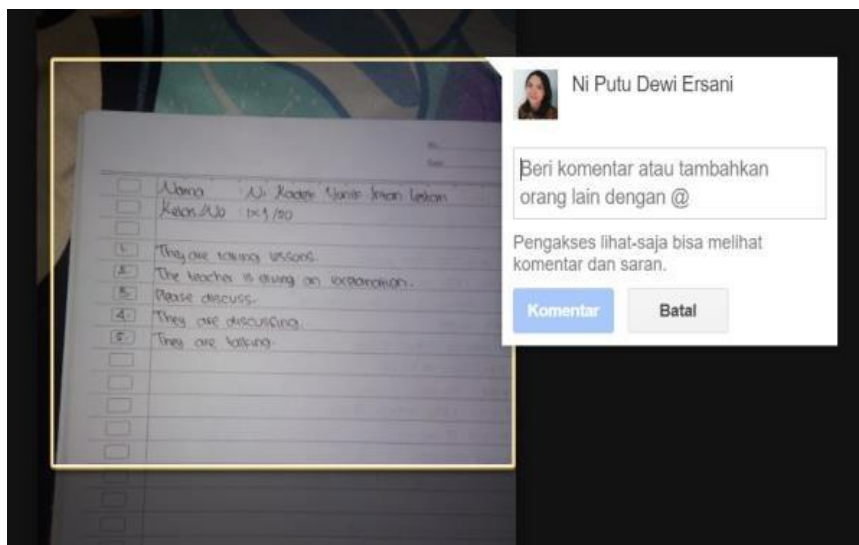


Figure 2. Example of the Student's Writing Collected on Google Classroom for Comments by the Teacher

Based on Figure 2, it can be seen that the teacher graded and commented directly to the submitted writing exercises. After that, the teacher gave the exercises back to the students to let them know their mistakes so that they will be more careful in the next exercises.

The questionnaire used in this study consisted of 20 questions, which were then distributed to 60 eighth grade students of SMPN 1 Mengwi and then analyzed qualitatively. The following data presented in Table 2 were the results of the questionnaire that was distributed to the students.

Table 2. The Results of the Questionnaire

Aspects	No.	Questions	Yes	No
The ease of accessing Google Classroom	1	Are you able to log in into Google Classroom easily by using a laptop/desktop/HP?	100%	
	2	Can you log in without others" assistance?	93.3%	6.7%
	3	What do you think about account creation? Can you create your own account easily?	83.3%	16.7%
	4	Can you login without difficulty or other"s assistance?	35%	65%
	5	Can you join the Classroom?	98.4%	1.7%
	6	Can you switch between accounts?	80%	20%
	7	Can you logout without difficulty or other"s assistance?	46.7%	53.3%
	8	Can you access all features of Google Classroom?	100%	-
	9	Do you often get troubles to connect?	51.7%	48.3%
	10	Can you post comments through Google Classroom?	100%	-
Difficulties in using Google Classroom	11	Can you cancel comments after posting through Google Classroom?	95%	5%
	12	Do you find problem with e-mail, either in sending or receiving e-mail?	23.3%	76.7%
	13	Do you find difficulty in turning assignments through Google Classroom?	23.3%	76.7%
	14	Are there any new/difficult words you find in Google Classroom?	33.3%	66.7%
The effectiveness of learning writing through Google Classroom	15	Do you get enclosures or handouts from your teachers?	95%	5%
	16	Can you understand writing through Google Classroom?	71.7%	28.3%
	17	Do you think that you are motivated in learning writing through Google Classroom?	71.7%	28.3%
	18	Do you perceive learning writing through Google Classroom flexible?	73.4%	26.7%
	19	Can you perceive learning writing through Google Classroom are rich with learning materials, plenty of examples, or varied illustrations?	76.7%	23.3%
	20	Do you have any problems while learning writing using Google Classroom?	80%	20%

Based on Table 2, it can be seen that the students had positive opinions towards the ease access of Google Classroom, since the majority of the students answered „yes.“ All of the students were able to log in into Google Classroom easily by using a laptop/desktop/HP and post comments through Google Classroom. More than 90% of them were also able to log in without others" assistance, join the Google Classroom, and cancel comments after posting through Google Classroom. More than 80% of them could also create their account easily and switch between accounts. These emphasized the ease access of Google Classroom for the students. The results indicated that difficulties faced by the students were related to login, logout, and connection problems.

However, in the questions related to the difficulties in using Google Classroom, which were presented by items number 12, 13, and 14, the majority or the students answered „no,“ indicating that they did not find much difficulties in using the platform. The difficulties being

addressed were related to problems in sending or receiving e-mail, turning assignment through Google Classroom, new/difficult words they found in Google Classroom.

Finally, relating to the effectiveness of learning writing through Google Classroom, the majority of the students answered „yes,“ indicating that they had positive opinions towards Google Classroom effectiveness. The majority of the students found it to be effective as they got enclosures or handouts from the teacher, understood writing through Google Classroom, felt motivated in learning writing through Google Classroom, perceived learning writing through Google Classroom flexible, and found learning writing through Google Classroom rich with learning materials and examples or illustrations.

Recently, the COVID-19 outbreak has affected all aspects of people's lives including education system. Due to the increase of the cases, the online teaching and learning process continues indefinitely. This transformation has been considered by the Indonesian government for the new normal situation. In this regard, this study conducted a qualitative research with the design of the interview method with the teacher. This study was also intended to know the opinions of students toward online teaching and learning process by applying Google Classroom to learn writing at SMP Negeri 1 Mengwi. The results of this study indicated that the use of Google Classroom has been received well for online learning activities.

The researcher used qualitative data analysis to describe that the use of Google Classroom to teach writing in online English classes was perceived positively by the eighth grade students of SMP Negeri 1 Mengwi in the 2020/2021 academic year. From the interview results, the way the teacher implemented Google Classroom to teach writing was revealed. In addition, questionnaires were also given to the students in order to find out their opinions toward the use of Google Classroom to learn writing. The students responded positively as they revealed that they could improve their technology literacy while using Google Classroom.

Google Classroom is an online media that can be generated to create assignments, share teaching materials, collect paperless assignments, and grade student assignments. It is also associated with automatic document storage. It can be used as a medium for interaction between students and teachers in managing classes both in remote classes or paperless assignments that can be held without being bound by space and time.

Teachers' learning strategy plays an important role to engage the students. Kartika (2018) explained that the learning strategy is the main factor in improving a language learning process and language skills. If the learning strategies are not carried out well, it will be hard to achieve the target results. Therefore, the teachers have to prepare appropriate strategy that is easy to be implemented.

Based on the results of the study, it can be seen that the teacher conducted all of the steps in teaching suggested in the *Instrumen Penilaian Latihan Mengajar Undiksha* (2020), meaning that the implementation was in line with the theory. It was because the implementation consisted of opening the class, conducting the main activity, conducting assessment, closing the lesson, and conducting follow-up activities. The details of the implementation also revealed that the writing instruction through Google Classroom was similar to the one in face-to-face meeting before the pandemic. The difference was that the teacher needed to provide the learning materials in the forms of videos or texts link that were attached on the Google Classroom post for easy access. The teacher also used two languages, which were English and Bahasa Indonesia, so that it was easy for students to understand.

The findings also indicated that the positive opinions that the students had towards the writing instruction through Google Classroom was similar to the findings of the study conducted by Rakhmawati (2020), which was an experimental research. It is because the study found that Google Classroom gave an effective influence in learning writing for the students. Further, the learning process became more effective, interesting, and fun after changing the model of learning using Google classroom. This result is also in line with the findings of the research conducted by Kado (2020), who found that Google Classroom was perceived to be an effective learning management system by the students. The positive

opinions that the students had towards the writing instruction through Google Classroom were also validated by the results of the study by Syakur (2020) who found Google classroom as a beneficial platform that could improve the average achievement of learning English for students.

Relating to the difficulties in using Google Classroom, however, the results of this study were different from the ones found by Rossyatawati (2018). It is because this study found that the students did not find the difficulties as the major ones and the difficulties were mainly related to login, logout, and connection problem. On the other hand, the study by Rossyatawati (2018) found that most of the students faced challenges in minimizing their time and effort in doing and collecting the assignment.

4. CONCLUSION AND SUGGESTIONS

Based on the results of the study, there are some conclusions that can be drawn in order to answer the research questions. The teacher at SMPN 1 Mengwi conducted several steps in implementing Google Classroom to teach writing, including opening the class, conducting main activity, conducting assessment, closing the lesson, and conducting follow-up activities. The instructions were delivered in English and Bahasa Indonesia and the learning materials were shared in links attached in the Google Classroom post. Relating to the students' opinions, the results indicated that the students had positive opinions towards the writing instruction that was implemented through Google Classroom since the majority of them responded positively towards the ease access of Google Classroom and the effectiveness in using Google Classroom to assist the writing instruction. Relating to the difficulties in using Google Classroom, the majority of the students' responses indicated that the difficulties were not major.

Based on the results, some suggestions can be given to several parties that are related to the study. For English teacher, they are advised to implement Google Classroom in teaching writing by considering the correct teaching steps and preparing appropriate learning materials and learning media in order to provide an effective learning process for the students. For the students, they are advised to improve their computer literacy and use internet provider with higher bandwidth or stronger connection to attend the learning process well and avoid technical issues. The discussion of this study is still limited as this study only used 60 students and an English teacher for the samples. Therefore, other researchers are encouraged to conduct further study with improved design and scope of research as well as a better perspective in implementing Google Classroom in writing learning.

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