



Second- Year Students' Perceptions while using Google Classroom in Writing Descriptive Text at English Education Department of UniversitasNegeri Padang

Devi Salmiati¹, Edi Trisno²

¹²UniversitasNegeri Padang

Correspondence Email: devisalmiati4@gmail.com

Article History

Submitted: 2023-02-13

Accepted: 2023-02-13

Published: 2023-03-21

Abstract

The purpose of this research was to describe the second-year students' perception while using Google Classroom in writing descriptive text. The descriptive method was used as the design of this research. The population of this research was the second-year students at English Education Department of Universitas Negeri Padang. The researcher used a simple random ampling technique to select the sample, and the number sample was 40 students. The instrument for collecting the data in this research was a questionnaire. The researcher used Microsoft excel 2016 to analyze the data. After analyzing the data, the researcher found that most second-year students' perception while using google classroom in writing descriptive text was had positive perception. The result in this study indicated that the second year students of English Education Department of universitas negeri padang especially in paragraph writing class had positive perceptions while using Google Classroom in learning about writing descriptive text. To conclude that the second year students at english education department of universitas negeri padang especially in paragraph writing class have positive perception while using google classroom in learning about writing descriptive text and also Google Classroom can be use for media of online learning in writing descriptive text.

Keywords:

Perception, google classroom, writing, descriptive text

INTRODUCTION

Some time ago, almost every country in the world, such as Indonesia, was currently battling an outbreak of a deadly disease known as COVID-19. During the Covid-19 pandemic, Indonesian Minister of Education and Culture Nadiem Makariem (2020) told that educational institutions change the learning processtoonline learning. He recommends teachers and lecturers use one of the

various e-learning platforms, including Quipper School, Google Classroom, Ruang Guru, Zoom, and others. This situation forces educational institutions to adapt and innovate in the learning process, and students must be able to follow these updates, one of which is the use of online learning media. Using online learning is an option to participate in the learning process to avoid the spread of Covid-19. There are so many applications that can be used in online learning, one of them is Google classroom.

Google Classroom is a new online tool in Google Apps for Education. According to Kumar and Bervell (2019), Google Classroom is one of the most popular online learning platforms. So far, this platform has benefited lecturers and students through paperless sharing, evaluation, and digital collaboration in classrooms. Besides, Google Classroom is easy to set up and allows lecturers to create courses, assign tasks, make announcements, provide feedback, and upload course materials for students to read Zhang (2016). In covid-19 situation, this application can help students and lecturers to support the implementation of learning, in this research focused on learning to write a descriptive text.

Writing is one of the English language skills which is very important to be mastered. Through writing, the writers can share their thought, and ideas with others and even communicate with themselves. Writing is not easy to learn since it requires hard thought to create ideas, words, syntax, sentences, and paragraphs that are lovely and accurate, and phrases that are afterward built into strong paragraphs that send a message to the audience. Caswell and Mahler (2004:3) stated writing as an important communication skill for all aspects of life. It includes many different elements such as grammar, vocabulary, thought organization, spelling, and punctuation (Bestari et al 2020). In learning writing, the students learn about descriptive texts, procedural texts, narrative texts, etc. In this study, the researcher did the interview to some second-year students in the English Department of Padang University who had to learn to write descriptive texts.

Descriptive text is text that describes a particular person, place, or thing. According to Gerot and Wignell (2013:192), a description is a written English document in which a writer explains an object. It does not matter if the object is concrete or abstract. It can be a person, a house, or a structure, and it can be on any subject. Furthermore, Rusmawan (2017) stated that English descriptive texts have two general structures, namely, identification and description.

Based on interviews with Universitas Negeri Padang's second-semester students via social media platforms such as Whatsapp in December 2021, researchers know this is the first time UNP's sophomores have used Google Classroom to study online, as they had never studied online before Covid-19. Therefore, they have some problems with learning English online using Google Classroom. The first problem is the facilities, the second problem is that the students have difficulty understanding the material, and the last problem is that the students do not understand some features of Google Classroom during the writing learning process. Since Google Classroom is implemented in Universitas Negeri Padang by sophomores, especially in paragraph writing courses, they already have experience using it. Therefore the researcher assumed that students would have different perspectives about this media.

According to John and Saks (2019), Perception is the process of interpreting the information from our sense to provide and meaning to the environment, and perceptions may also be influenced by the recipient's experiences, needs, and emotions related to environmental goals.

In other hand, Allo (2020) states that the importance of student perception is known to be an investment in the online learning process for lecturers, teachers, and institutions to function optimally and keep the spread of COVID-19 afloat. Harefa and Sumiyati (2020:97) also pointed out that student perception is an indicator related to learning outcomes. Based on these explanations, student perceptions appear to be very important to the success of the learning program. Therefore, the researcher was interested in understanding how students felt about using Google Classroom to write descriptive texts.

Based on explanations above, student perceptions appear to be very important to the success of the learning program. The researcher was interested in how students viewed Google Classroom. Some researchers conducted their study on "Students' Perceptions of Using Google Classroom".

METHOD

In this study, researchers used quantitative methods to conduct descriptive research. According to Arikunto (2013), descriptive research describes situations, states, events and activities, the results of which can be presented in research reports. Sugiyono (2005:21) pointed out that descriptive methods are used to describe or analyze research findings, not to draw general conclusions

The population of this research is the second-year students of English Department of Universitas Negeri Padang who had taken an online-learning paragraph writing course in the previous second semester. The total number of population is 137 students. Then, the sample was taken through simple random sampling. The number of the sample is 40 students from the total in which 10 students were taken from each class.

The instrument of this study is the questionnaire. Data was collected from questionnaires sent to the students. As defined by Brown (2001) (Young, 2015), a questionnaire is defined as any text-based tool that displays answers (by checking pages, writing numbers, or ticking on paper or online). In this study, researcher used the Questionnaires, where the cognitive questionnaire for this study is a closed-ended question, adapted from (Shaharane et al., 2016), (Mulyani, 2020), concerning students' perceptions of Google Classroom intensively written during the covid-19 pandemic descriptive text.

To collect the data, the researcher used several steps. First, Insert the score of each item from the questionnaire and calculate the average. Then, Calculate the students' answers according to given scales; strongly agree, agree, disagree, strongly disagree. To analyze student answers per item, the researcher use percentages to see the results of student answers related to perception. Then the researcher analyzed the classification with Microsoft Excel. The researcher used Microsoft Excel 2016 to analyze the data. After the average value is known, then the result is interpreted based on table 3.3, the researcher determined the score using the interval formula

RESULT AND DISCUSSION

Research Finding

Table 4.21. Average of Students Perception on Students Ease of Access

No	Indicators	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Ease of Access	Signing on to the Google Classroom is easy	58%	40%	0%	2.5%
		Accessing about Descriptive text material in Google Classroom was easy than other platform	20%	73%	7.5%	0%
		Submitting and receiving assignments using the assignment feature in Google Classroom was effective	23%	70%	7.5%	0%
		Google classroom eases the assignment	25%	53%	20%	2.5%
		The system of Google Classroom was easy to understand	33%	65%	2.5%	0%
		The quality of writing descriptive text using Google Classroom was excellent	7.5%	75%	17.5%	0%
		Average	27.75%	62.67%	9.17%	0.83%

Table 4.22. Average of Students Perception on Students Perceived Usefulness

No	Indicators	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Ease of Access	Signing on to the Google Classroom is easy	58%	40%	0%	2.5%
		Accessing about Descriptive text material in Google Classroom was easy than other platform	20%	73%	7.5%	0%
		Submitting and receiving assignments using the assignment feature in Google Classroom was effective	23%	70%	7.5%	0%
		Google classroom eases the assignment	25%	53%	20%	2.5%

		The system of Google Classroom was easy to understand	33%	65%	2.5%	0%
		The quality of writing descriptive text using Google Classroom was excellent	7.5%	75%	17.5%	0%
		Average	27.75%	62.67%	9.17%	0.83%

Table 4.23. Average of Students Perception on Students Communication and Interactions

No	Indicators	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Ease of Access	Signing on to the Google Classroom is easy	58%	40%	0%	2.5%
		Accessing about Descriptive text material in Google Classroom was easy than other platform	20%	73%	7.5%	0%
		Submitting and receiving assignments using the assignment feature in Google Classroom was effective	23%	70%	7.5%	0%
		Google classroom eases the assignment	25%	53%	20%	2.5%
		The system of Google Classroom was easy to understand	33%	65%	2.5%	0%
		The quality of writing descriptive text using Google Classroom was excellent	7.5%	75%	17.5%	0%
		Average	27.75%	62.67%	9.17%	0.83%

Table 4.24. Average of Students Perception on Perceived Instruction Delivery

No	Indicators	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Ease of Access	Signing on to the Google Classroom is easy	58%	40%	0%	2.5%
		Accessing about Descriptive text material in Google Classroom was easy than other platform	20%	73%	7.5%	0%

	Submitting and receiving assignments using the assignment feature in Google Classroom was effective	23%	70%	7.5%	0%
	Google classroom eases the assignment	25%	53%	20%	2.5%
	The system of Google Classroom was easy to understand	33%	65%	2.5%	0%
	The quality of writing descriptive text using Google Classroom was excellent	7.5%	75%	17.5%	0%
	Average	27.75%	62.67%	9.17%	0.83%

Discussion

Based on the findings above, the use of Google Classroom in writing descriptive text have a good response from students. The students’ of English Education Department of Universitas Negeri Padang had a positive perception on using Google Classroom when learning about writing descriptive text, because they feel that Google Classroom was easy to use and access the material, they also feel that using Google Classroom they still cando the interaction between the students and the lecturers. And they accepted that learning using Google Classroom is fun and interest.

The students had negative perception on using Google Classroom when learning about writing descriptive text, because they are feeling that Google Classroom is still not be able to improve their skill on writing descriptive text, and they still can not complete their task fastly.

CONCLUSION

During the covid-19 pandemic, Google Classroom is one of the tools for online learning. The teacher and the students need to use this application during the covid-19 pandemic. This application facilitates online learning and helps students and teachers manage a paperless system. The second-year students of the English Department of Universitas Negeri Padang have used Google Classroom to learn to write descriptive text. In order to reach the success of learning process, students perceptions is very important.

Based on the finding as already discussed in the previous chapter, the researcher conclude that:

- (1) The second year students had positive perceptions about using Google Classroom while learning about writing descriptive text.
- (2) The result showed most of students had positive perceptionabout using the Google Classroom in online learning, so that Google Classroom can be use for media of online learning in writing descriptive text.

REFERENCES

- Allo, M. D. G. (2020). *Is online learning good during the Covid-19 pandemic? The case of EFL learners*. JurnalSinestesia, 10(1), 1–10. <https://tinyurl.com/2p94fck2>
- Arikunto, S. (2014). *Prosedurpenelitian: SuatuPendekatanPraktik*. Jakarta: RinekaCipta
- Aydoğan, H., & Akbarov, A. A. (2014). *The four basic language skills, whole language & integrated skill approach in mainstream university classrooms in Turkey*. Mediterranean Journal of Social Sciences, 5(9), 672–680. <https://doi.org/10.5901/mjss.2014.v5n9p672>
- Bauer Talya and Berrin Erdogan. (2012). *An Introduction to Organizational Behavior*.
- Beal, V. (2020). google classroom. *Google Classroom, Editor of web media*.
- Butt, D., Fahey, R., Feez, S., Spinks, S., Yallop, C. (2000). *Using Functional Grammar: An explonded*. Sydney: National Centre for English Teaching and Research. Macquarie University
- Okmawati, M. (2020). *The Use of Google Classroom during Pandemic*. Journal of English Language Teaching, 9(2), 438. <https://doi.org/10.24036/jelt.v9i2.109293>
- Qiong, O. U. (2017). *A Brief Introduction to Perception*. Studies in Literature and Language, 15(4), 18–28.
- Refnita, L. (2018). *Educational Research: a Guide for Beginners*. Padang: LPMM Universitas Bung Hatta.
- Rusmawan, P. N. (2017). *Genre-based Approach to Teach Writing Descriptive Text*. JEES (Journal of English Educators Society), 2(2), 119–134. <https://doi.org/10.21070/jees.v2i2.875>
- Sadiku. (2015). *4 skill English*. European Journal of Language and Literature Studies, Vol 1 Nr 5.
- Schunk, D. H. (2012). *Learning Theories: An Educational Perspective Sixth Edition*. Boston, MA: Pearson Education.
- 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.
- Wong, R. (2020). *When no one can go to school: does online learning meet students' basic learning needs?* Interactive Learning Environments, 3, 1–17. <https://doi.org/10.1080/10494820.2020.1789672>
- World Health Organization. (2020). *Covid-19 Situation Report*. World Health Organization, 31(2), 61–66.
- Young, T. J. (2015). *Questionnaires and Surveys*. Research Methods in Intercultural Communication, December 2015, 163–180. <https://doi.org/10.1002/9781119166283.ch11>