

The Use of Google Classroom in Learning Writing: A Study of EFL Students' Attitude

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Abstract: This study is aimed to determine EFL student attitudes towards the use of Google Classroom in writing. It was conducted at the SMPN 14 Kendari. This study's participants are four students from class IX2. Purposive sampling was used to choose study participants depending on the criteria required by the researcher. The design of this study was based on case study methods. Data collection was done through an interview. The results showed that there were five student affective attitudes toward using Google Classroom in writing, namely: 1). Usefulness: students can write sentences in English in Google Classroom, but students cannot write sentences in English in Google Classroom. 2) ease of use: students find it easy to do writing assignments in English in Google Classroom; 3) accessibility: students feel the process of learning in Google Classroom is easily accessible, and students find the learning process in Google Classroom difficult to access. 4) Engagement: students are actively engaged in the writing process when using Google Classroom, as it provides interactive features and tools that enhance their learning experience. Additionally, students may feel less motivated to participate in writing activities if they encounter technical difficulties or limitations within the platform. 5) Collaboration: Google Classroom allows for seamless collaboration among students, enabling them to work together on writing assignments and provide feedback to one another. However, some students may struggle with collaborative tasks or feel hesitant to share their work with peers.

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INTRODUCTION

Technological advancements have significantly transformed the education system, particularly in the context of learning English as a Foreign Language (EFL). The integration of technology into education has become increasingly common in recent decades, and its positive effects on language learning have been documented in many studies (Wulandari, 2020; Rahmawati & Safitri, 2021). Technology opens new opportunities for more interactive and flexible language learning practices, enabling students to build language skills in resource-rich digital environments. In today's digital age, various online learning platforms and social media have provided tools for enhancing English language skills, either independently or collaboratively with peers.

One of the core skills in language learning is writing, which is complex yet essential as a form of communication. Writing allows individuals to convey ideas and emotions in various contexts. Recent research underscores that writing plays a crucial role in critical thinking, as it requires students to organize ideas logically and communicate messages clearly (Hastuti & Zulfikar, 2019; Sunarti et al., 2022). In the EFL context, writing is not only about stringing sentences together but also training students to build coherent structures and arguments. With adequate writing skills, students can communicate effectively in various formats, whether in sentences, paragraphs, or complete texts.

The importance of writing skills is further highlighted in an interconnected global world, where communication skills in a second language become an advantage. Technology enables more frequent cross-cultural interactions, making writing skills in English increasingly valuable in educational, business, and interpersonal contexts (Santoso & Utami, 2021). Emphasis on English writing skills reflects the needs of a global society where collaboration and the exchange of ideas are primary priorities. In a broader perspective, these skills serve as a bridge for intercultural communication, facilitating understanding across nations.

In Indonesia, the COVID-19 pandemic accelerated the adoption of digital learning platforms, with Google Classroom emerging as a popular tool due to its accessibility and user-friendly interface. Several studies have observed the impact of Google Classroom on learning dynamics, including its effectiveness in organizing tasks, managing assignments, and facilitating communication between students and teachers (Firmansyah & Hidayat, 2020; Rahman et al., 2022). Although much research has explored the benefits and challenges of using Google Classroom in EFL learning, there remains a need to delve deeper into students' attitudes towards using Google Classroom for writing development during the pandemic. A deeper understanding of students' attitudes and perceptions could help enhance the use of digital platforms to support the development of writing skills in EFL learning.

Research by Isti and Istikharoh (2019) classifies attitudes into three interrelated components: cognitive, affective, and behavioral. Understanding these components is crucial for evaluating how students perceive and engage with digital learning tools. This study aims to investigate the attitudes of students at SMPN 14 Kendari towards the use of Google Classroom in EFL writing. By examining their cognitive, affective, and behavioral responses, we can gain comprehensive insights into their experiences with this digital tool. Supporting this research, a study by Google Classroom: Understanding EFL Students' Attitudes towards Its Use as an Online Learning Platform found that students indicated positive attitudes towards using Google Classroom in terms of ease of use, usefulness, and intention to use (Mean = 4.41, 4.12, and 4.02 respectively) (Moonma, 2021).

Furthermore, integrating technology in education not only enhances students' learning experiences but also prepares them for future challenges in a globalized world. By focusing on these aspects, the study titled "EFL Students' Attitudes Towards the Use of Google Classroom in Writing," seeks to understand how students perceive and interact with Google Classroom in their EFL learning journey. This deeper understanding will not only contribute to the existing body of research but also provide practical insights for educators to enhance the use of digital tools in teaching writing skills.

METHOD

Research Design and Methodology

This study employed a qualitative research approach, specifically utilizing a case study design. According to Arikunto (2006), case studies are a qualitative strategy that allows for the in-depth examination of an event or situation to identify relevant facts and insights. The qualitative case study design was chosen to investigate the attitudes of EFL students towards using the Google Classroom application in writing. This design enabled the researcher to explore the phenomena within its real-life context, providing a comprehensive understanding of the students' experiences and perceptions.

Data Collection Methods

To collect data, the researcher employed interview instruments, specifically semi-structured interviews. Semi-structured interviews consist of a series of open-ended questions that allow the researcher to delve deeper into the respondents' thoughts and feelings. This method is advantageous as it provides flexibility for the researcher to add new questions beyond those initially prepared, ensuring a thorough exploration of the topic (Kallio et al., 2016). In this study, when initial responses from the respondents were unsatisfactory or required further elaboration, the researcher posed follow-up questions to obtain more accurate and detailed data.

Conducting Interviews

The data collection process faced challenges due to the COVID-19 pandemic, which necessitated a shift from face-to-face interviews to online interviews. To overcome these challenges, the researcher conducted interviews via WhatsApp, a widely used communication platform. Each interview session lasted approximately 20 minutes. Prior to commencing the interviews, the researcher explained the purpose of the study and assured respondents of the confidentiality of the information provided, emphasizing that the data would be used solely for research purposes (Creswell & Poth, 2016).

Recording and Transcribing Data

The conversations during the WhatsApp calls were recorded using a mobile phone recorder. Recording the interviews ensured that no crucial information was missed and allowed for a detailed analysis of the data. Following the interviews, the researcher transcribed the recorded conversations verbatim. The transcripts were then printed and used for a comprehensive analysis to identify key themes and patterns in the students' attitudes towards using Google Classroom for EFL writing (Braun & Clarke, 2006).

RESULTS AND DISCUSSIONS

Result

1. Usefulness

Based on the results of the interviews, the researchers found that there were several affective attitudes of students in using Google Classroom in writing English, namely students could write several words into sentences in English in Google Classroom.

- Students can write sentences in English in Google Classroom

One of the benefits that students feel in using Google Classroom in learning English is that students can write several words into a sentence or paragraph in English, as in the quote:

Student 1: *"Iya kak saat menggunakan Google Clasroom saya merasa saya mudah berimajinasi jadi saya bisa mengeluarkan ide-ide untuk menulis dalam sebuah kalimat."*

"Yes, when I use Google Classroom, I find it easy to imagine so I can come up with ideas to write in a sentence."

Then she also continued her explanation. The sentence from Student 1 indicates her ability to construct sentences in English. They demonstrate this by providing an example: she takes the word "house" and form the sentence "I have a beautiful house." This example shows their understanding of how to use vocabulary in context to create coherent sentences.

Student 1: *"Saya bisa menulis kata menjadi kalimat dalam bahasa Inggris contohnya itu seperti kata rumah terus sa buatkan kalimat menjadi saya memiliki rumah yang indah (I have beautiful house)".*

"I can write words into sentences in English, for example, it's like the word house, so make a sentence like I have a beautiful house (I have a beautiful house)."

Lastly, the sentences from Student 1 illustrate her understanding of structuring written communication for self-introduction in English. She explains how to adjust the content by starting with a greeting like "hello" or "assalamualaikum," followed by providing personal details such as the name, hobbies, and address. She also mentions concluding with a closing phrase like "goodbye" or "wassalam." This demonstrates student's grasp of organizing information in a logical sequence and using appropriate expressions for different parts of the introduction.

Student 1: *"Saya bisa menyesuaikan, contohnya itu saat pengenalan diri yang pertama itu kita tulis hallo atau assalamualaikum menurut saya itumi yang kalimat pembukanya kak, terus kalau kalau kalimat isi itu seperti nama alamat hobi, terus kalau kalimat penutup itu seperti good bye atau wassalam."*

"I can adjust, for example, when we introduce ourselves for the first time, we write hello or assalamualaikum, I think that's the one who opens it, Sis, then if the sentence is like the name of a hobby address, then the closing sentence is like goodbye or wassalam."

The sentence from Student 2 reflects her perspective on the importance of understanding vocabulary in Google Classroom for constructing sentences effectively. She implies that having a good grasp of the words used in the platform enables them to form well-structured sentences. This highlights the role of vocabulary comprehension in enhancing their writing skills in English.

Student 2: *"Iya bisa karena jika kita memahami kata-kata yang ada dalam Google Clasroom kita bisa menyusun kalimat dengan baik."*

"Yes, because if we understand the words in Google Classroom, we can arrange sentences well."

The sentence from Student 2 conveys her appreciation for Google Classroom as a tool that significantly aids her in writing sentences. They specifically mention that it helps her during the learning process, making it easier for her to express ideas. This statement underscores the supportive role of Google Classroom in enhancing students' ability to articulate thoughts in written form, contributing to their overall learning experience.

Student 2: *"Saya bisa karena Google Clasroom sangat membantu saya terutama saat proses pembelajaran karena dengan itu saya sangat muda dalam mengungkapkan ide gagasan."*

"I can (write sentences) because Google Classroom really helps me especially during the learning process because with it I am very young in expressing ideas."

Moreover, the sentence from Student 2 emphasizes her positive view of Google Classroom as an application that facilitates the learning process. She highlights that it has features well-suited to user needs, particularly benefiting students like themselves. This statement reflects her recognition of the practical advantages and user-friendly aspects of Google Classroom in an educational context.

Student 2: *"Iya bisa karena Google Clasroom adalah aplikasi yang memudahkan dalam proses pembelajaran dan mempunyai fitur yang bagus sesuai kebutuhan pengguna terutama untuk kami yang pelajar."*

"Yes, because Google Classroom is an application that makes the learning process easier and has good features according to user needs, especially for us students."

In addition, the sentence from Student 3 reflects student's concentrated effort on learning English, with a particular emphasis on writing. She notes that this focus not only enhances her writing skills but also facilitates the submission of assignments given by the teacher. This underscores the dual benefit of

their dedication to learning English: improving their language proficiency and ensuring timely and efficient completion of students' academic tasks.

Student 3: *"Saya lebih fokus dalam belajar Bahasa Inggris khususnya saat menulis Bahasa Inggris dan memudahkan saya untuk mengirim tugas-tugas yang diberikan oleh guru kak."*

"I focus more on learning English, especially when writing English and it makes it easier for me to send assignments given by my teacher."

The sentence of Student 3 below conveys that the student is motivated to learn writing because they believe it will enable them to effectively communicate their thoughts and opinions. Writing has become an appealing activity due to its potential for self-expression. In essence, the student finds value in writing as a means to communicate their ideas and perspectives.

Student 3: *"Membuat saya lebih semangat untuk belajar menulis, dari hal tersebut juga saya dapat mengeluarkan ide-ide saya lewat menulis kak."*

"It makes me more enthusiastic to learn to write, from that I can also express my ideas through writing."

Then, the student is explaining that her previous writing experiences were limited to completing structured tasks with minimal creative input. The students were given specific information to include in their writing, and the overall format was provided by the teacher.

In essence, the student's writing experience has been primarily focused on filling in the blanks rather than generating original content.

Student 3: *"Iya bisa karna sebelumnya guru saya membuat tata cara penulisan, jadi kami hanya tinggal mengisi saja kak, seperti nama, kelas dan lain sebagainya itu telah disediakan oleh guru kami."*

"Yes, because previously my teacher made writing procedures, so we only had to fill in, Sis, such as names, classes, etc., had been provided by our teacher."

- Students cannot write sentences in English in Google Classroom

There are some students who can write sentences in English but besides that there are also students who cannot write sentences in English in Google Classroom because these students find it difficult to issue ideas that will be made in the form of sentences and also according to the time given by the teacher. the teacher is limited to writing sentences in English so he finds it difficult to think, as in the quote:

Student 4: *"Saya kesusahan dalam mengelurakan ide-ide karena waktu yang terbatas jadi waktunya sedikit sehingga saya kesulitan berfikir."*

"I find it difficult to come up with ideas because time is limited so I have little time so I have trouble thinking."

In addition, the student 4 also said:

Student 4: *"Saya tidak bisa membedakan mana kalimat pembuka, isi, dan penutup"*.

"I can't tell which is the opening sentence, the content, and the closing sentence." (Translated)

2. Easy of use

Based on the results of the interviews, the researchers found that the students' affective attitude in using Google Classroom in writing English was that students found it easy to do writing assignments in English in Google Classroom.

- Students find it easy to do writing assignments in English in Google Classroom

In the Google Classroom application there are several features that can make it easier for students to do writing assignments in English, namely there are assignments features, personal comments features and grades features. As in the quote:

Student 1: *"Sangat bagus karna saat kita selesai menulis kita langsung mengirim hasil tulisan kita melalui fitur kirim foto dalam bentuk file word dan guru juga bisa langsung mengirimkan kita kembali hasil tulisan kita dengan memberikan komentar."*

"It's very good because when we finish writing we immediately send the results of our writing via the send photo feature in the form of a word file and the teacher can also directly send us back the results of our writing by leaving comments".

Student 1: *"Fitur tugas, fitur komentar pribadi, fitur nilai."*

"Assignment feature, private comment feature, grade feature."

Student 1: *"Proses pengerjaannya membantu karena diberikan waktu yang lama."*

"The process helps because it takes a long time".

Student 2: *"Sangat bagus, karena jika tulisan dalam bahasa luar khususnya Bahasa Inggris itu akan sangat membantu kami karena kami juga akan belajar kosa kata dalam Bahasa Inggris."*

"It's very good, because if the writing is in a foreign language, especially English it will be very helpful for us because we will also learn English words".

Student 2: *"Fiturnya seperti terdapat penilaian dan pengumpulan tugas sangat membantu dalam proses mengerjakan tugas karena kami tinggal mengupload tugas sesuai yang diarahkan oleh guru pada fitur yang ada di Google Classroom."*

"Features such as assessment and task collection. It is very helpful in doing assignments because we just need to upload the assignments directed by the teacher on the features in Google Classroom."

Student 3: *"Membuat saya lebih tenang dan mudah mengemukakan ide-ide atau memudahkan saya dalam mengerjakan tugas yang di berikan oleh guru dan membatu kita belajar dimasa pandemic ini karna walaupun saya di rumah saya masih bisa terima materi."*

"Makes me calmer and easier to express ideas or make it easier for me to carry out the tasks given by the teacher and help us learn during this pandemic because even though I'm at home I can still receive materials".

Student 3: *"Saya juga sering berbalas komen dengan guru, jika ada penulisan yang salah guru langsung memberikan saran di kolom komentar itu kak, saya juga biasa melihat skor penulisan lewat fitur yang ada di GC kak."*

"I also often reply to comments with the teacher, if there is an error in writing, the teacher immediately gives suggestions in the comment column, Sis, I also usually see the writing score through the features in the GC."

Student 3: *"Sangat membantu. Terlebih lagi gc membuat saya lebih disiplin dalam mengerjakan tugas, dalam salah satu fitur gc kan ada batas tugas nya kak, jadi kalau yang terlambat maka tidak akan bisa mengisi."*

"Very helpful. What's more, gc makes me more disciplined in doing my assignments, in one of the features of gc there is a task limit, Sis, so if you are late, you will not be able to fill it."

Student 4: *"Sangat membantu saya untuk belajar Bahasa Inggris karena dapat melatih saya untuk terbiasa dalam mengenal kata-kata dalam Bahasa Inggris."*

"It really helps me to learn English because it can train me to get used to recognizing English words."

Student 4: *"Kolom komentar dan fitur tugas dimana kalau ada tugas sudah terlihat sendiri tanpa guru memberitahukan dan juga ada tanggal batas pengumpulannya."*

"the comment column and the task feature where if there is a task it can be seen by itself without the teacher notifying and there is also a deadline for submitting it."

Student 4: *"Iya sangat membantu. Dalam proses pengerjaan tugas materi yang diberikan pada google classroom sangat padat dan berupa ringkasan sehingga mudah dipahami meskipun tidak lebih mudah dari pembelajaran offline."*

"It's very helpful. In the process of working on assignments, the material given in Google Classroom is very dense and in the form of a summary so that it is easy to understand, although it is not easier than offline learning."

3. Accessibility

Based on the results of the interviews, the researchers found that the students' affective attitude in using Google Classroom in writing English was that students felt that the learning process in Google Classroom was easily accessible.

- Students find the learning process in Google Classroom easy to access

In the process of learning to write English in Google Classroom there are some students who feel there are no obstacles in using it. These students can follow or open lessons in Google Classroom even though they are doing activities at their home. As in the quote:

Student 1: *"Bisa dilakukan dimanapun dan kapanpun kita berada."*

"It can be done wherever and whenever we are."

Student 2: *"Dalam mengakses Google Clasroom saya kira tidak ada kendala kak karna dalam loginnya tidak ribet dia berbeda dengan aplikasi lain dan proses pembelajarannya juga bagus."*

"In accessing Google Classroom, I don't think there are any problems, because the login is not complicated, it's different from other applications and the learning process is also good."

Student 4: *"Aplikasi Google Classroom memudahkan saya mengakses seperti saya lagi memasak dan ketika ada kelas masuk tiba-tiba baru saya di jalan naik motor saya mudah akses".*

"The Google Classroom application makes it easy for me to access like I am cooking and when a class comes in suddenly I am on the road riding my motorbike, it is easy to access."

- Students find the learning process in Google Classroom difficult to access

In the Google Classroom application, there are several obstacles experienced by students in the process of learning to write English, namely the network is sometimes inadequate and sometimes there are students who do not have a data package so that these students find it difficult to follow the lesson. As in the quote:

Student 3: *"Kurangnya jaringan yang tidak memadai, dan juga paket data yang `menjadi kendala utama saya dalam mengikuti mata pelajaran dengan menggunakan Google Classroom."*

"The lack of an inadequate network, and also the data package `became my main obstacle in following subjects using Google Classroom."

Discussion

In this section the researcher will present the results of the research that has been done previously, the results of this research are referred to the research question, namely what are the EFL students' attitudes toward the use of Google Classroom in writing at SMPN 14 Kendari, based on the results of interviews for 1 week the researchers found the first several aspects are Usefulness, Easy of use and Accessibility of students in learning writing by using Google Classroom.

Google Classroom is one of the technologies used to make it easier for teachers to teach distance learning whenever and wherever they are, one of which is in learning English, especially writing. The attitude of students in learning will affect the final result of the learning process that has been carried out. In this study, the attitude of students in using the Google Classroom application in learning writing is that students can write sentences in English in Google Classroom. Based on the interviews that the

researchers conducted with 4 students, 3 students said that they found it easy to write English in Google Classroom. They find it easy because they are free to express their ideas by writing in Google Classroom from a few words into sentences, this happens maybe because if they write English face-to-face in class, students feel shy and nervous so they find it difficult to express their ideas. In addition, by using Google Classroom students can communicate smoothly during the learning process. This statement is supported by Lorena & Sadiku (2015), which state that google classroom can make it easy for students to improve their writing skills. However, there was 1 student who said that it was difficult to write English in Google Classroom because according to the student, the time given was too little so it was difficult for him to come up with ideas to write a sentence or paragraph.

Furthermore, in the easy-of-use aspect, the 4 students who were interviewed, all said that they were easy to do writing assignments using Google Classroom because the features contained in it were easy to use, such as the assignment feature and the personal comment feature. So students can directly send assignments in the assignment feature and can ask questions in the private comment column. This statement is supported by Maroof, Saeed Al (2018).

The last is in the aspect of accessibility, from 4 students who have been interviewed by researchers, 3 students say that students feel that the learning process in Google Classroom is easy to access. They say it is easy to access because they can learn wherever and whenever they are. Therefore, the use of Google Classroom can make it easy for students to follow ongoing online subjects. Also, by using Google Classroom, students and teachers can control learning time. This statement is supported by (Latif, 2016). help teachers to organize classes, utilize time and improve the quality of communication with students.

Then there was 1 student who said that the learning process in Google Classroom was difficult to access, in the results of this interview some students felt that it was difficult or had problems in learning by using Google Classroom due to inadequate network and data packages. This statement is supported by Suhada, DI, et al (2022). He researched the results of his research were many students who felt that the online learning process had obstacles, namely from students who did not have an internet quota to take part in learning and they felt that during the learning process, the network was sometimes unsupportive so it was difficult or sometimes late to take lessons in Google Classroom.

CONCLUSIONS

This study aims to determine the attitudes of EFL students toward the use of Google Classroom in writing. The research was conducted with four students at SMPN 14 Kendari. The researcher hopes that the results of this study will serve as a valuable reference and guide to address the challenges faced by teachers and students in utilizing the Google Classroom application for writing instruction. To obtain the data, the researcher employed interviews as the research instrument. Based on the findings discussed earlier, the researchers identified several student attitudes toward using the Google Classroom application. Students generally felt that the application facilitated idea generation for writing. However, some students experienced difficulties due to the limited time allocated by teachers. Additionally, the Google Classroom application proved to be highly useful in the assignment submission process, with its features being particularly beneficial for online learning. Regarding accessibility, some students reported that the application is very easy to access, as it can be used anytime and anywhere, thereby ensuring a smooth learning process. Nevertheless, issues related to network connectivity and internet quotas were noted as constraints.

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