GOOGLE CLASSROOM ON STUDENT WRITING ASSESSMENT
(case study on students' perception)

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Abstract:
Writing serves as a reflective practice. Beside, Writing acts as a self-assessment tool, enabling students to evaluate their own language performance and progress. This constructive feedback loop not only fosters a deeper understanding of language nuances but also motivates students to actively work towards refining their writing skills. In essence, writing becomes a dynamic and introspective exercise that contributes significantly to the continuous development of students' language abilities. Google Classroom as an alternative facilitates to motivate students write. Students can write and do assignments through digital/online applications (Google classroom) such as documents, presentations and educational videos, and share student learning experiences. Google Classroom introduces an innovative resolution for educators by simplifying the monitoring of online assignments. This platform provides a transformative solution, streamlining the process for teachers. Through this tool, educators can efficiently oversee and track students' assignments in the digital realm. It revolutionizes traditional teaching methods by offering a seamless interface that enhances the overall experience of managing assignments. This technological advancement empowers teachers to monitor progress in real-time, allowing for more personalized instruction and timely feedback.

Keywords: *Google Classroom, Student Writing, Students' Perception*

Introduction

Writing skills are integral for students, serving a multitude of functions crucial to their academic and personal development. Foremost among these is its pivotal role as a powerful communication tool. Writing facilitates the effective transmission of thoughts, ideas, and information, enabling students to articulate their perspectives with clarity and precision. This foundational skill is not confined to academic realms alone; it extends into various aspects of life, shaping the ability to convey messages persuasively and coherently. as Kiptiyah, et all (2023) tell that Students may express their ideas, thoughts, and feelings by writing it can be poems or short stories.

Moreover, writing plays a pivotal role in the multifaceted landscape of students' English language acquisition. Beyond its fundamental function as a communication tool, writing serves as a dynamic vehicle for language learning and mastery. Engaging in the process of composing written pieces challenges students to apply grammatical rules, expand their vocabulary, and refine their sentence structures. Through this active participation, learners not only reinforce their understanding of linguistic conventions but also internalize them more effectively.

Furthermore, writing acts as a reflective practice, allowing students to identify areas for improvement

in their language proficiency. The act of articulating thoughts in written form enhances language awareness, encouraging students to scrutinize their own expressions critically. This self-assessment fosters a deeper connection with the language, leading to heightened linguistic competence. In the real of English learning, writing serves as an invaluable tool for honing various language skills, including spelling, syntax, and grammar. Whether crafting essays, reports, or creative pieces, students engage with the language in a practical and immersive manner, contributing significantly to their overall language development. Thus, writing stands as an indispensable element in the holistic journey of students' English language acquisition.

Moreover, writing proficiency equips students with a versatile toolset, fostering critical thinking and analytical capabilities. Through the process of articulating their thoughts on paper, students refine their understanding of complex concepts and enhance their cognitive skills. Additionally, writing serves as a valuable means of self-expression, allowing students to explore and communicate their emotions, creativity, and unique perspectives. Thus, the motivation behind this examination is to decide the liveliness and displace of understudies during the learning cycle by using the Google Classroom application (Sukmawati, 2020). Google Classroom is an innovative educational platform developed by Google, designed to streamline and enhance the teaching and learning experience. Its launched in 2014, it serves as a virtual classroom environment, fostering collaboration and communication between educators and students. The platform integrates

seamlessly with other Google Workspace tools, such as Google Drive and Google Docs, providing a centralized hub for assignments, discussions, and resource sharing. Google Classroom emerged as an innovative tool that revolutionized the world of teaching by simplifying digital assignment monitoring. This platform not only introduces cutting-edge solutions but also improves the overall efficiency of educators. Through a simplified interface, teachers can easily manage and track student assignments in an online environment. This feature enables real-time assessment, providing instant insight into student progress. As a result, educators can focus more on personalized teaching and timely feedback. Google Classroom's pioneering approach transforms traditional assignment tracking, offering a dynamic and responsive educational experience for teachers and students in the digital age. Google Classroom promotes interactive learning through features that empower teachers to pose inquiries, initiate discussions, and share multimedia content. Students benefit from accessing educational resources, engaging in class discussions, and collaborating on group projects within the platform. Furthermore, Google Classroom extends its functionality to parents, providing them with the capability to monitor their child's academic progress and stay abreast of class updates. This holistic approach fosters a dynamic educational environment, where communication and collaboration are facilitated among students, teachers, and parents, contributing to a more inclusive and supportive learning community. The platform serves as a comprehensive tool that not only enriches the student

learning experience but also enhances parental involvement in their child's educational journey.

The primary objective is to capture a multitude of ideas and thoughts, permitting the writing to unfold organically, guided by the natural trajectory of their minds. The goal is to facilitate a free-flowing expression of creativity, encouraging writers to explore various concepts without constraints. The emphasis lies in fostering an open space where ideas can be captured comprehensively, allowing the writing process to take unexpected and innovative directions. By prioritizing the capture of diverse thoughts, this approach seeks to unlock the full spectrum of creativity and inspiration, enabling writers to delve into unexplored realms and articulate their ideas in a fluid and unrestrained manner. The overarching aim is to create an environment that nurtures unrestricted creative expression and enables writers to follow the natural course of their thoughts without imposed limitations (Khaerani, 2015). Google Classroom presents a revolutionary solution for teachers by facilitating online assignment monitoring. Through this platform, teachers can manage and monitor assignments given to students more efficiently. Todays, teacher advanced features such as digital assignment distribution, online work collection, and live assessments make it easier for teachers to manage learning workflows effectively. With Google Classroom, teachers can not only assign assignments easily, but can also provide feedback quickly and directly to students. This creates a responsive and interactive learning environment. Teachers can see individual students' progress, identify areas that need more attention, and provide appropriate support.

Additionally, Google Classroom enables the use of digital resources such as documents, presentations, and learning videos, enriching students' learning experience. Thus, Google Classroom not only simplifies teachers' administrative tasks, but also increases teaching effectiveness by utilizing technology to monitor and support students' academic development in a more personal and efficient manner.

METHOD

Qualitative research asserts the relativity of all knowledge, recognizing a subjective dimension inherent in both knowledge and research. It advocates for justifiable holistic studies that are not easily generalizable, meaning insights and outcomes derived from the research are applicable only within the specific context where data were collected. This approach acknowledges the nuanced and context-dependent nature of knowledge, challenging the notion of universal applicability. By embracing subjectivity and context specificity, qualitative research emphasizes a comprehensive understanding of phenomena while accepting that findings may not extend beyond the boundaries of the studied situations. The writer used one of the branch of qualitative research, which called Case study. A case study involves conducting research to explore and understand a specific phenomenon (Anisa, 2019). Here, the students invited to join the teaching learning process and did the assessment in their meeting. The data was collected using questionnaire, interview, and documentation. Besides, the writer also use coding in analyzing data. Such as: S1 (student 1), S2 (student 2), S3 (student 3), Te (Teacher).

RESULT AND DISCUSSIONS

Result

The result of study, the writer got from interview. For the first question the writer asked about "do you find it very easy to use Google classroom?" and students simultaneously said that using Google Classroom challenging due to their preference for learning through WhatsApp, the teacher expressed that using Google Classroom was effortlessly easy, highlighting its speed and practicality. The second question of the interview section was about "do you like learning to use Google classroom, if you like why and if you don't like why, give a reason". Then one of the student (S1) chose "yes" because it was more convenient and practical. Meanwhile, (S2) said "no" because it was so complicated. Next the third question was "did the teacher give a complete and detailed explanation, if not why the reason". (S3), one of the student mentioned that the teacher delivered the material in such a complete way. Then, the teacher and students were asked about "do you find it very helpful to use Google classroom?". The teacher argued that using Google Classroom in English writing lessons was very easy, besides it short the process of giving assignments and the material also more practical. And the last question from the writer "do you really like writing lessons using Google Classroom if yes, give the reason". (Te), the English teacher, mentioned the reason towards conducting writing lessons on Google Classroom is rooted in the platform's myriad advantageous features. The preference is driven by the diverse benefits offered by the platform, making it the preferred choice for delivering effective writing instruction. The decision is based on the recognition and utilization of Google Classroom's capabilities, highlighting its suitability for enhancing the learning experience in writing lessons.. The platform offered a range of tools that simplified the process of material delivery and assignment distribution for the teacher. This ease of use not only streamlined the teaching process but also enhanced the overall learning experience for students. The varied features provided by Google Classroom contributed to its effectiveness as an instructional tool, making it a favored choice for educators seeking efficiency and enhanced engagement in their teaching methodologies.. On the other hand (S3) who was one of the student said that he dislike to conduct writing lessons on Google Classroom was rooted in a sense of confusion and unfamiliarity with the platform. The challenges he faced in navigating Google Classroom hindered his comfort level, impacting the overall teaching experience. As a teacher, adapting to new technologies can present a learning curve, and the intricacies of the platform may not have aligned with his teaching style or preferences. Overcoming this initial resistance might require additional support, training, or time to acclimate to the features and functionalities offered by Google Classroom.

It's crucial to acknowledge that embracing technology in education can be a gradual process, and educators may have varying comfort levels with digital platforms. Recognizing and addressing the specific concerns or confusion experienced by teachers like him is essential for fostering a positive transition to using tools like Google Classroom. Tailored training and ongoing support can play a pivotal role in helping

educators overcome uncertainties and fully harness the benefits of digital teaching platforms, ultimately contributing to a more effective and seamless integration of technology in the classroom.

The interview results underscored the significant benefits of utilizing Google Classroom as a valuable tool for teaching English writing. Despite the acknowledgment that some students did not particularly enjoy using the platform for writing classes, it was clarified that their reluctance did not stem from any inherent issues with Google Classroom itself. Rather, it was attributed to a learning curve for certain students who were still adjusting to the platform. Overall, the consensus was that Google Classroom played a crucial role in assisting both teachers and students in the process of English text composition, especially in the context of online learning. The platform's effectiveness in facilitating writing tasks demonstrated its potential as a supportive and resourceful tool for enhancing the overall learning experience in the realm of English writing.

Discussion

The overall use of Google Classroom provides a more modern, interactive and structured learning approach, also motivate students in learning process. This was supported by Iftakhar (2016) who stated that teacher can make effective lesson that are students centered and remember through Google Classroom. Warnock (in Akmar: 2017), also added that it is important to teach online writing because students can be guided to reflect themselves by using their own words. One of the factors that support of

learning process was learning media. Sadiman in Rahayu (2011) mentioned that media is from the medium. Medium is the forum of sending the message from sender to receiver in communication. The media in this writing class used Google Classroom in which it had full of learning message from the teacher as a sender and to students as a receiver. The message in this article meant English learning materials for students to learn, task to do, discuss to involve in.

The utilization of Google Classroom garnered widespread approval from both teachers and students, creating a positive educational environment. For educators, the platform proved invaluable in streamlining the delivery of instructional materials, offering a user-friendly interface that facilitated efficient communication and content distribution. Teachers found Google Classroom to be a reliable ally in navigating the challenges of online education, providing tools to organize resources, assign tasks, and engage with students seamlessly. As Maryam, (in Aditya, 2021) told that Teachers can make virtual class, put the material, put the assignment, put the attendance list and students can access all of them easily by entering the virtual class on their phones or computers.

On the student front, the adoption of Google Classroom translated into heightened motivation for participating in online classes. The platform's intuitive design and accessible features made the virtual learning experience more engaging and interactive. Students appreciated the ease of access to learning materials, assignment submissions, and communication with their peers and teachers. The user-friendly nature of Google Classroom not only

enhanced the learning process but also fostered a sense of connectivity in the virtual classroom.

CONCLUSION

Using Google classroom the students appreciated the ease of access to learning materials, assignment submissions, and communication with their peers and teachers. The user-friendly nature of Google Classroom not only enhanced the learning process but also fostered a sense of connectivity in the virtual classroom.

In essence, the positive reception from both educators and students underscored the platform's efficacy in enhancing the overall online learning experience. Google Classroom emerged not just as a tool for content delivery but as a catalyst for motivation, engagement, and effective communication within the digital realm of education.

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