EFL STUDENTS' PERCEPTION TOWARD GOOGLE CLASSROOM-MEDIATED ESSAY WRITING

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Abstract
This study aimed to investigate students' perception about online learning using Google Classroom, especially in writing learning. The research was conducted with a qualitative approach. Data collection techniques using interviews and questionnaires. Researcher collected around 35 participants EFL students at university in Karawang for questionnaire and 7 participants for interview. Researcher analyzed the data used descriptive analysis technique. The result reveal that there are positive and negative statements. Students are agree with the statement which states that Google Classroom is useful and makes it easy to use, easy to send assignments, receive the information or material and also paperless. But the lack of using Google Classroom as an online learning platform is they cannot understand well the material because the explanation is cannot be received maximally. For this reason, researchers provide related suggestions that can help teachers or students in order tobe better of use Google Classroom maximally.
Keywords: *Google classroom, writing, online learning, students' perception.*

INTRODUCTION

In the old time, technology has grown slowly and commonly people only use for communication. But nowadays, technology has grown rapidly. Technology has developed in assists students to support their learning process and improve their language skill. According to Nur Alim et al (2019) advances in science and technology are increasing rapidly, especially in the field of technology. According to Aagaard (2017) in Nur Alim et al (2019), the educational model has now proven that a majority of educational activities is inseparable from technological practices.

The learning materials are widely available on the internet, students can looking for the materials on the internet easily. Moreover, teacher and students can be done the process of learning by online. The development of technology has produced the educational applications that can be used for online learning media. There are a lot of application or platform that available in educational world. But this study is focus on Google Classroom media. According to Iliyasu (2020) Google Classroom enhances the teaching and learning process.

Therefore, this study is focus on writing skill subject especially in learning essay text. According to Oshima & Hogue

(2007) in Turmudi (2017) an essay, no matter type it is, has overall essay organization such as introductory paragraph, body (ies) paragraph and concluding paragraph. This goes further beyond each part of these three structures. According to Berlin in Yi (2009), a teacher who believes this view encourage students to develop power over their own writing without being directive, assuming that writing is a creative act and that the process is important as a discovery of the true self.

Previously, the study about Google Classroom has been conducted by several researchers. The first previous research has been done by Zeiadee M. Khalil (2018), the purpose of the research is an attempt to elicit students' responses prior to using Google Applications namely Google Docs and Google Classroom in their grammar course and after doing so for the purpose of finding out the effectiveness of such applications in building a collaborative learning environment and adhering to the principles of a flipped classroom. And the result of this study is, Google Applications help establish a collaborative learning environment since they support teacher-to-student and student-to-student interactions and the majority of the participants prefer using such applications for future courses given that they can benefit from the availability of teacher written feedback and the easy access to course materials. Next previous research is from Fitri R, Zidni & Suhupawati (2020), the purpose of the research is to analyze students' perception about learning by using Google Classroom.

The result of this study indicate that the use of Google Classroom is considered effective for assignments but is less effective in terms of material discussion because students can access and send the assignments easily in anywhere without having to meet directly with lecturers, the students can attend lectures anywhere and anytime but students lack understanding of lecture material.

Another previous research is from Setiadi (2020), the purpose of the research is to find out the students perception on the use of Google Classroom in language learning especially the easiness on the use of Google Classroom and performance of Google Classroom in language learning. And the result of this research is good to use Google Classroom as a media of language learning because of the students perception on the use Google Classroom have positive respond, most of students was agree that Google Classroom was easy to use and have good performance to used Google Classroom in language learning. To fill the gap, the researcher would gather the students about their perception of using Google Classroom in learning writing especially in Essay Writing. Researcher would gather the information from the students about the perception based on their experience of using Google Classroom especially in learning writing.

1. Online Learning

Online learning or also called as E-learning is a learning system based on formalised teaching but with the help of electronic resources is known as E-learning. to Novak (2019) in Fitri Rahmawati et al (2020), the use of e-learning can increase the effectiveness and efficiency of learning because it gives students a higher potential to communicate more with lecturers, colleagues, and access more learning material.

a. Advantages Of Online Learning:

According to (Mehra & Mital, 2007) in Dhull & Sakshi (2019) online learning is considered a boon due to the reasons, there are:

1) Accessibility.
   Online learning provides accessibility due to which a student can learn from anywhere in the world.
2) Personalised learning.
   Online Learning system enables a student to determine and process his/her learning style, content, aim,

current knowledge and individual skills

3) Develops cognitive abilities.
   In a study, it was found that E-Learning may be effective in developing cognitive abilities of pupil teachers (Singh & Mishra, 2009) in Dhull & Sakshi (2019)

4) Cost-effectiveness.
   Online Learning is cost effective because less money is spent in travelling and in buying books or spending money in college context.

5) Promotes research.
   Students are excited to publish their work when they produce something of extremely high quality

6) Computer skills.
   These skills are likely to be useful to them in their professional life and all future endeavors which may be in themselves marketable features of their education.

7) Self-pacing.
   Online learning allows students to work and learn at their own pace without the time restriction.

b. Disadvantages of Online Learning:
It is well said that technology is a good slave but bad master.

According to Dr. Radhakrishnan in Dhull & Sakshi (2017) when talking of technological advancements in the country delineated that technology has taught us to sail on the water, fly in the sky but it failed to inculcate the ability as to how to live on the earth. The disadvantages are :

1) Poor communication.
   Sense of isolation, frustration, stress, in some cases, poor performance in learning and teaching, wasted resources and loss of revenue.

2) Feeling isolated.
   According to Tim S. Roberts and Joanne M. Mclnnerney in Dhull & Sakshi (2017), stress the importance of interacting with fellow learners, citing learners' feelings of isolation

as a definite drawback of online learning.

3) Lack of motivation.
   Online learners lack motivation while studying because they easily get distracted towards any other thing.

4) Lack of quality.
   Online Learning sometimes results in lack of quality in teaching learning process

2. Writing
Writing is one of the important and productive skills. Writing needs specialized skills that include the ability to express the writer's opinions or thoughts clearly and efficiently. These abilities can be achieved only if a learner masters some techniques of writing such as how to obtain ideas about what s/he will write, how to express them in a sequence of sentences, how to organize them chronologically and coherently, and how to review and then to revise the composition untuil the writing is well-built (Ratnasari, 2004) in Nurdianingsih (2018).

a. Types of Writing
There are five main types of writing: expository, descriptive, narrative, persuasive and creative. (Callella, 2001) in Yanti (2018).

1) Expository writing
   Is where the author intends to inform, explain, describe or define their subject to you.

2) Descriptive writing
   Uses a lot of great visual words to help you see the person, place or thing they are writing about.

3) Narrative writing
   Narrative writing is very common in novels, poetry and biographies.

4) Persuasive writing
   Takes on the opinion of the writer or issue the writer is writing for.

5) Creative writing
   Is perhaps the most fun type of writing. Anything you think up in

your head can be turned into creative writing.

3. Google Classroom

Google Classroom is a part of Google's Apps for Education product lineup, first debuted in 2014 just ahead of the start of the school year. It uses Google's Docs, Drive and Gmail to make assignment creation and tracking easier for teachers, while also allowing them to make announcements, ask questions and respond to student questions in real-time. According to Janzen, M. (2014) in Subhenur Latif (2016), points out the some benefits of using Google Classroom. "Google Classroom"s design purposefully simplifies the instructional interface and options used for delivering and tracking assignments; communication with the entire course or individuals is also simplified through announcements, email, and push notifications.

a. Advantages and Disadvantages of Using Google Classroom in Online Learning

According to Janzen, M. (2014) in Iftakhar, S (2016), there are the advantages of Google Classroom :

1) Google Classroom Advantages

a) Easy to use: It is very easy to use.
b) Saves time: Google classroom is designed to save time.
c) Cloud-based:Google Classroom presents more professional and authentic technology to use in learning environment as Google apps represent "a significant portion of cloud-based enterprise communications tools used throughout the professional workforce." (Mary, 2014)
d) Flexible: This app is easily accessible and useable.
e) Free: Google Classroom itself is not necessarily available to learners without access to an educational institution.
f) Mobile-friendly: Google Classroom is designed to be responsive. It is easy to use on any mobile device.

2) Disadvantages of Google Classroom

According to Pappas, C. (2015), there are several disadvantages of Google Classroom:

a) Difficult account management

Google Classroom doesn't allow access from multiple domains

b) Limited integration option

Google Classroom hasn't yet integrated with Google Calendar, or any calendar whatsoever, which may cause some problems with organizing material and assignment deadlines.

c) Too "googlish"

First time Google users may get confused, as there are several buttons with icons familiar only to Google users.

d) No automated updates

Activity feed doesn't update automatically, so learners will need to refresh regularly in order not to miss important announcements.

e) Difficult learner sharing

Learners cannot share their work with their peers,

f) Editing problems

They can delete any part of the assignment they want, which could cause problems, even if it happens accidentally.

g) No automated quizzes and tests

One of the main reasons that Google Classroom cannot yet fully

replace your Learning Management System is that it doesn't provide automated quizzes and tests for your learners.

h) Impersonal

Speaking of a blended learning environment, Google Classroom has not integrated Google Hangouts, which creates a problem; online interaction between teachers and learners is only possible through Google documents.

METHOD

This research use descriptive qualitative method. The methodology of this research is utilizing aims to describe the phenomenon in the research analyze the data to describe the result of research that is to find out the perceptions of EFL students' in the use of Google Classroom in the process of online learning. This study use survey research design. The researcher used this design because appropriate with the instrument that researcher use in this research. Beside questionnaire, researcher also use interview as the instrument of the research. Because of the pandemic conditions and to follow the applicable regulations, the researcher use online platform for collecting data without face to face meeting. The participant of this research were about 30-35 students in English Department.

The researcher used some techniques in qualitative analysis to gather the information, they are questionnaire and interview.

1. Questionnaire

Questionnaire was the first technique of collecting the data in this study. Researcher investigate is related about EFL students' perception towards onlline learning by using Google Classroom in learning writing. The questionnaire of this study consist of 19 close-ended questions that disseminate by using Google Form. About 35 students filled the questionnaire in Google Form by the link. The questionnaire questions design by the researcher that adopted to Annita Muslimah (2018). The questionnaire is designed mixing point 1 to 5 that begin with strongly disagree as 1 point until strongly agree as 5 point. The questionnaire designed paperless and easy to collect. In this research, close-ended questions used scales of the Likert scale which is categorized into five agreements, those are strongly disagree (SD), disagree (D), fair (F), agree (A), and strongly agree (SA).

2. Interview

Another instrument in this study is interview. This is purposeful to complete and explain the answer of the questionnaire instrument. The participants of the interview are about 7 students as sample which were recorded using smartphone. The questions of the interview session are based on the questionnaire but only 14 questions of 19 questionnaire questions that researcher thought need an more explanation for the answer. Researcher ask to all the participants with the same questions in order to get. The selection questions for the interview designed optimally to obtain depth data about the sample. Because of the pandemic situation, and the long distance between researcher and participant, the interview did by video call only.

In this research, researcher used five stages of procedures, they are:

1. First stage, the researcher looked for participants and made appointment schedule for interviews. The questionnaire was distributed for about 2 weeks to get approximately 35 participants.

2. Second stage, the researcher made statements and questions for questionnaire and interview.

3. Third stage, to fill out the questionnaire the researcher distributed link of Google Form to participants via WhatsApp. The questionnaire was distributed for about 2 weeks to get approximately 35 participants.
4. Fourth stage, the researcher conducted interviews with 7 students who were willing to be interviewed. The interview was conducted via video call on WhatsApp.
5. Fifth stage, the researcher made a transcript in order to make it into the research results in chapter 4 easily.

The data gathered from the questionnaire were analyzed using the following procedures. These procedures were adopted from Sudjana in Arrohim (2019) as follow:

1. Data from questionnaire
   a. Preparation. The researcher checked completely names and identified of the respondents, checked the complement of the data, and checked types of data content.
   b. Tabulation from the initial data above, the researcher tabulated the data by counted the response for each option and put it in a table.
   c. To know the general tendencies of the respondents in relations to the research questions as reflected in the questions of the questionnaire, the responses to each question are put into percentages used the following formula: P = the percentage of the students with the same answers, F = the number of respondents' answers, N= the number of respondents.
   d. From the percentages of the responses, the researcher discussed the data concerning the questions of the research.

2. Data from observation
   Data were analyzed by using steps:
   a. Researcher analyze what difficulties and conveniences students get when using Google Classroom.
   b. Researcher combined the results of interview with the results of the questionnaire.
   c. The results of the interview are used to support the data that collected by questionnaire and presented together as research findings.

RESULTS AND DISCUSSION
Results
   The researcher presents the finding of the research about students' perception towards Google Classroom mediated learning essay writing. The data was obtained by doing interview and disseminate a questionnaire. The questionnaire was given to students in English Education Department.
   The questions of the questionnaire divided into 4th indicators that are :

1. Students' Perception about the Benefit of Google Classroom as a Online Learning Media
   The first indicator is concern with the students' perception about the benefit of using Google Classroom for online learning especially in this pandemic situation. There are 5 statements in this section that are categorized into the benefit of Google Classroom. The first statement is positive statement. The data showed that 42,5% of respondents are fair, 32,5% are agree and 12,5% are strongly agree with the statement "*Google Classroom assist students to finish the tasks faster*". As the sample, participant 6 argue that "*It is quite helpful because via Google Classroom we can directly receive and send files so the steps is simple and fast*".
   The second statement is positive statement. The data showed that 47,5%

of respondents are fair, 10% are agree, and 12,5% respondents are strongly agree with the statement *"Google Classroom increases students' productivity in studying"*. Besides, there are 25% of respondents that disagree and also 5% respondents that strongly disagree.

The third statement is positive statement, The data showed that there are 35% strongly agree, 35% agree and also 20% of respondents are fair with the statement *"Google Classroom useful to support students in their current lectures"*. Participant 1 is agree with this statement and the opinion is *"It is very useful as a learning media at this situation, because in this pandemic situation and students have to learn from home is really needs online learning media such as Google Classroom."*. In other hand, it showed that 7,5% of respondents are disagree and 2,5% are strongly disagree.

The fourth statement is positive statement, it showed 27,5% of respondents that strongly agree with the statement, then 25% respondents that agree and 30% respondents are fair with the statement "*google classroom could save time and cost"*. However, there are 12,5% respondents are disagree and 5% of respondents are strongly disagree with the statements. according to participant 4 that said "*It's really saving the cost and time, because we don't have to print our task or anything. we just sould submit it to Google Classroom"*

The fifth statement is positive statement. The data showed 25% of respondents that strongly agree with the statement, then 27,5% respondents that agree and 35% of respondents are fair with the statement "*google classroom allow students to get feedback "*. However, 12,5% respondents are disagree. Participant 2 give her opinion about the statement that said *"Yes, I got feedback, how come after working on it,*

the feedback will be given via the personal comment feature so it doesn't mix with the same chat class".

2. **Students' Perception about the Ease of Using Google Classroom as a Online Learning Media**

The second indicator is concern to the students' percieve about the ease of using Google Classroom for online learning especially in this pandemic situation. There are 4 statements in this section that are categorized into the ease of using Google Classroom.

The first statement is positive statement. It showed that 52,5% of respondents are strongly agree, then 22,5% of respondents are agree, and 20% of respondets are fair. Beside that, only 5% of respondents that disagree with the statement *"Google Classroom make easy to save the assignments and materials"*.

The second statement is *"Google Classroom facilitate the delivery of material and collection of assignments"* and this is a positive statement, which 22,5% of respondents are strongly agree, 35% of respondents are agree, 32,5% of respondents are fair. However there are 10% of respondents that disagree with the statement. This statement also supported by the opinion of participant 5 that is *"Indeed, one of the advantages of Google Classroom itself is that it is to store documents, so it makes it very easy, it helps.*

The third statements is positive statement. The data showed 40% of respondents are stronglyy agree, 35% of respondents are agree, 12,5% are fair and 12,5% of respondents are disagree with statement *"google Classroom easy to check that students' assignments have been sent"*. This statement is supported by the answer of the participant 1 that said "*Yes, we can confirm it because after sending it to the Google Classroom we will immediately see that we have been collected it*".

The fourth statement of this section is *"easy to get information, material and assignments given by the lecturer"*. This statement is positive statement. There are only 10% of respondents that disagree with that statement. Which is 25% of respondents are strongly agree, 32,5% of respondents are agree and also 32,5% of students are fair.

3. Students' Perception about the Quality of Service in Google Classroom

The third indicator is concern to the students' percieve about the quality of service about the features in Google Classroom. There are 3 statements in this section that are categorized into the perfomance of Google Classroom.

The first statement of this indicator is positive statement. The data showed that there are 62,5% of respondents are strongly agree, 17,5% are agree and 20% of respondents are fair. Beside that, there are 0% of respondent that disagree and strongly disagree. This statement supported by the statement from participant 1 *"It's really easy, from the first time using Google Classroom, you immediately understand how to use it because it's really simple in appearance"*.

The second statement of this chart is *"google classroom is easy to access"*. This statement is positive statement. All of the respondent is agree with this statement. There are 62,5% of respondents that strongly agree, 27,5% are agree, and 10% of respondents are fair. This statement is supported with the answer of the participant 6 that is *"It's very easy, we can just open it via cellphone so it's flexible"*.

The third statement is positive statement. The data showed something a little diffence of other statement in this section. Which is, there are 10% of respondents that disagree with statement *"There are no obstacles encountered in using Google Classroom"*. It is means that 10% of respondents face the obstacle when use Google Classroom. However, there are 15% of respondents that strongly agree with the statement, 30% of respondents are agree, and 45% of respondents are fair. In response to this statement, participant 2 said *"there are no system constraints, it's just that we don't understand the material given by the lecturers"*.

4. Students' Perception About the Learning Effectiveness of Using Google Classroom-Mediated Learning Essay Writing

The fourth indicator is concern to the students' percieve about the learning effectiveness of using Google Classroom-mediated learning essay writing especially in this pandemic situation. There are 7 statements in this section that are categorized into the benefit of Google Classroom.

The first statement is negative statement. It showed that 12,5% of respondents are strongly agree, 7,5% are agree, 22,5% are fair. Beside that, 52,5% of respondents are disagree, and 5% of respondents are strongly disagree. The percentage means that most of respondents that disagree with the statement *"Google Classroom is the suitable media for discussion"* which most of respondents argue that Google classroom is not the right media for discussion activity. Participant 5 give her opinion about this statement which said *"In my opinion, it is not quite right because the discussion was not effective and the explanation from the lecturer was not optimal"*.

The second statement is *"The material presented through google classroom can help students to learn and understand lecture material"*. This is a negative statement. There are 10% of respondents are strongly agree, 15% are agree, and 52,5% of respondents are

fair. Beside that, there are 15% of respondents that disagree, and 7,5% are strongly disagree with the statement. Participant 7 argue that "*if it helps in studying it is very helpful, but if it is to understand the material it can be said that it is rather difficult because sometimes the lecturer does not explain in detail the material provided*".

The third statement is positive statement. The data showed that 35% of respondents are strongly agree, 17,5% are agree and also 35% respondents are fair. However, there are 12,5% respondents that disagree with the statement "*Students feel motivated to complete assignments through Google Classroom because of the deadline that given by the lecturer*". Participant 1 said "*yes, because the Google Classroom has a deadline, so we have to do it as fast as possible so that it finishes before the deadline*".

The fourth statement is "*Students can understand the material that given through Google Classroom*". This statement is negative statement. There are 10% of respondents that strongly agree with the statement, then 17,5% are agree, and 47,5% are fair. Beside that, 22,5% of students are disagree and 2,5% are strongly disagree. Participant 6 said "*I don't really understand, sometimes lecturers or other groups who are presenting, send it via power point, but the power point is just the points, so I don't understand and have to ask again*".

The fifth statement is positive statement. It showed that 10% respondents are strongly agree, 30% respondents are agree and 42,5% of respondents are fair. In other side, there are 17,7% respondents that disagree with statement "*Google classroom is useful in writing learning process*". For this statement, participant 4 argue that "*It is very easy, because we can immediately send the writing assignment without having to print it first*".

The sixth statement is "*Google classroom increases productivity in learning writing*". This statement is positive statement. There are 17,5% of respondents that strongly agree, 25% respondents are agree, and 40% of respondents are fair. Beside that, there are 17,5% respondents are disagree with the statement.

The last statement is positive statement. The data showed that 15% respondents are strongly agree with the statement, 42,5% respondents are agree, and 37,5% of respondents are fair with statement "*Google classroom make students easier to complete essay writing assignments*". However, there are 5% of respondents that disagree with the statement.

Discussion

The first reason why this study get the positive perception is because almost all participants agreed that Google Classroom has benefits for them for learning. Google Classroom is a free online platform that allows students to create and share their own lessons with teacher or other students. Google Classroom is created for the benefit of online learning. The features is made and suited to the needs of students and teachers in courses. According to Albantani (2018) in Setiadi (2020) Google Classroom is actually designed to facilitate lecture interaction with students in cyberspace, it provides opportunity for lecturers or teachers to explore scientific ideas they have for students.

According to Edtechtecher (2017) Teachers and students are able to creating, distributing, collecting assignment into a quick. Google Classroom can help students complete assignments faster because of the feature of due date setting that make students do the task quickly. One of the

things that can motivate students to do assignments quickly is the due date given by the teacher. Students feel that they have to do the assignment before the due date expires.

Using Google Classroom can minimize their cost and time as the explanation of the participant it is because Google Classroom is not consume to much of quota and also paperless, students doesn't have to print out the task or anything, they only should submit their assignment to Google Classroom. According to Setiadi (2020) Google Classroom make it easier for teachers and students to make, share collect their assignment without using paper, facilitate teachers to interaction with their students in cyberspace everytime and everywhere.

And another essential benefit is google classroom allow students to get feedback from the lecture easily because the lecture may give the feedback by the comment of the section of Google Classroom. The feedback is helpful for the students to evaluate and impove their knowledge. It is related with the reserach of Shaharanee, et. al (2016) state that Google Classroom makes the process of submitting assignment easier, the students get the feedback from teacher, and could be easily contact the teacher used Google Classroom.

Google Classroom ability to save the materials from the lecturer and assignments. The data stay at the application except someone deleted it. It is related with the research of Mustaniroh (2015) state that Google Classroom as a media of learning can repeat the learning material and the material can be opened anytime. For storing material it really makes it easy because it actually saves safely, like links, documents, so there's no missing Google Classroom if it's not archived. Teacher easily to share the materials and assignment for the students and

students also easy to get the information such as materials, links, and also the assignment. Beside that Google Classroom also ability to check that the students has been sent the assignment, the notification will be appear. According to Pradana and Harimurti (2017) is a product from Google for education that very special because it has a lot facilities in it, such as giving announcements or assignments, collect assignments and check the assignment.

One of the ease of using Google Classroom is the display is easy to understand and also it is very easy to access Google Classroom. the participants argue that the features of Google Classroom easy to use and simple. According to Fitri et al (2020) They argue that both the process of downloading, installing and running applications is quite easy because the features in the application are easy to understand and the instructions are complete.Beside that, according to the participant, they are doesn't face the obstacle of the system of Google Classroom. Although there are sometimes occured some obstacle or errors, it is because of the bad signal of their phone.

According to Edtechtecher (2017) Google classroom automatically creates an assignment calendar for students and teachers to remind about assignment deadline. For the most of the participants, the due date setting in Google Classroom make them motivated to do the assignment fastly because as the statement from the participant a lecturer will cut their point if they are late to submit the assignment they score will be lost at least 20 point. This is why students should do the assignment fastly. Google Classroom also useful in learning writing process. Some of participant argue that Google Classroom is suitable for learning writing. They only should download the material and also the task from the

lecturer then they should do the task and after it finish they should submit the result to Google Classroom.

Beside of the positif perception, there are negative statement also. The negative perception come from the disagreement participant to the statements. The first negative perception is about the effectiveness of learning by using Google Classroom. Most of the participant argue that Google Classroom is unsuitable for discussion media. It is happend because according to the participant the discussion was not effective. The other negative perception is participant feels that they are not understand well to the materials that given through Google Classroom. They feels difficult to understand because the explanation from the lecturer is not clear. According to Fitri et al (2020) the use of Google Classroom cannot replace face-to-face lecture activities, because students lack understanding of lecture material through lectures using this application. Some of the participant are argue that verbal explanation is better that unverbal explanation. They are agree that Google Classroom is helpful but the lack is difficult to understand the materials that given through Google Classroom.

This result of this study is related with the previous research titled "*Student' perception on the use of Google Classroom in Language Learning*" by Setiadi (2020). The differences of thie study with the previous research is about the design that researcher use descriptive qualitative method but the previous research use quantitative methode. Beside that, the kind data collection is little bit different, the researcher use questionnaire and interview, and the previous research only use questionnaire to collect the data. And the results are almost the same which is research has a good respond because students was agree with the easiness of the use of Google Classroom and Google Classroom performance. Google Classroom can facilitate the students in language learning process because through Google Classroom, students is easy to get information or announcement, do and submit their task or assignment, and also students can save their learning material and use it everytime and everywhere students want. Beside that, there are some disagreement from the participant. There are no difficulties in practical because the features is easy to know what is the function itself. But students lack understanding of the materials is less in terms of material discussion. Because learning by using Google Classroom is not face-to-face meeting and only online activities then it id caused students a lack to understanding the materials well.

CONCLUSION

The findings of this research is divisible into two ways that are positive perception and negative perception. Positive perception is explain the agreement of the students of using google classroom especially for learning writing. They are agreed that Google Classroom is effective to facilitate teacher and students in the process of learning. They agreed that Google Classroom has a benefit for the students such as make easier the process of submitting assignment, facilitate the students in getting the feedback from the teacher, easy to get the announcement, information, materials and task or assignment, and the other benefits that has been explain in findings.

Afterwards, there are also negative perception that explain the disagreement of the students. Most of they are refuted that Google Classroom is a suitable media for discussion. They argue that discussion in Google Classroom is uneffective. They are also argue that they can not really

understand to the materials that served by Google Classroom. They are argue that online meeting can not be replace the face-to-face meeting for the explanation of the materials.

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