CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the following subtopics:(1) research findings and (2) discussion.

4.1   Findings

There were findings presented in this chapter. The research finding was related to students' perceptions on the use of Google Classroom in writing activities. The data gained from interview which were analyzed by using thematic analysis. The descriptions of the finding were explained as follows:

4.1.1 Students' Perceptions on the Use of Google Classroom Application in Writing Activities

Based on the data gained from interview, the researcher found that students' perceptions on the use of Google Classroom in writing activities. The researcher created a theme and code analysis to illustrate the results of the research. The themes and code analysis were obtained from qualitative data through in-depth interviews which were presented in the following table:

Table 4.1.1. Themes and codes for students' perceptions on the use of Google Classroom in writing activities.

Themes	Codes
1. Promoting an effective classroom management	A. The students felt that the use of Google Classroom can make it easier for them to submit the assignments on time
	B. The students claimed that Google Classroom had a notification feature to remind them of the assignment's

	deadline
2. Flexible to access	A. The students argued that Google Classroom was an application that easy to use in writing activity
	B. The students argued that Google Classroom makes them easily to access the material
3. Promoting data security in collecting assignments	A. The students agreed that Google Classroom was safe to protect their data when they submit the assignments
4. Promoting students and teacher collaboration	A. The students argued that Google Classroom facilitated them to interact with their teacher
	B. The students agreed that the teacher could provide feedback when they submitted assignments
5. Google Classroom was not really helpful in improving students' vocabulary mastery	A. The students felt difficult to choose the appropriate words in writing their assignment on Google Classroom
	B. The students argued that Google Classroom did not facilitate them to choose appropriate words in writing activity
6. Google Classroom was not really helpful in developing the	A. The students did not feel that Google Classroom helped them in enhancing

students' grammar mastery	their grammar mastery in writing activity

The themes and codes obtained from the qualitative data as list in table 4.1.1 were described in order to know the students' perceptions on the use of Google Classroom in writing activities at SMA Negeri 1 Sungai Keruh. It was found that various information about students' perceptions on the use of Google Classroom in writing activities, it was divided into six, namely; promoting an effective classroom management, flexible to access, promoting data security in collecting the assignments, promoting students and teacher collaboration, Google Classroom was not really helpful in improving students' vocabulary mastery in writing, and Google Classroom was not developing the students' grammar mastery. Below are the explanations:

4.1.1.1. Promoting an effective classroom management

Based on the data obtained from interview, it was found some students' perceptions on the use of Google Classroom in writing activity. The researcher found that most of the students felt that the use of Google Classroom can make it easier for them to submit the assignments on time. As confessed by the student initially SAS that *"Yes, it does. It makes me easy to collect the assignments and it makes me more disciplined enough because we have to collect assignments on time that set by the teacher"*(Personal communication, 24 May, 2021). Moreover the student initially NA added that *"... I think Google Classroom is much easier for me to study or submit assignments anywhere..."*(Personal communication, 24 May, 2021).

Moreover, data from the interview also showed that the students claimed that Google Classroom had a notification feature to remind them of the assignment deadlines. As confessed by the student initially TW that said *"Yes, when the teacher gives an assignment or take the attendance, the notification will immediately appear and from that notification, time study can be more organized"*(Personal communication, 24 May, 2021). The student initially NA added that *"... there is a notification if there is an assignment and it also helps to set a*

study schedule because usually from Google Classroom there is a time limit, so if we are late or late in submitting assignments, we can no longer enter and do assignments, so from there we can be more disciplined in learning"(Personal communication, 24 May, 2021).

4.1.1.2. Flexible to Access

Based on the data obtained from the interview, it was found that most of the students argued that Google Classroom was easy to use in writing activity. The student with initial MYD said that *"... in my opinion, Google Classroom is an application that is easy to use, especially when studying, and also I can freely access it anywhere"*(Personal communication, 24 May, 2021). The student with initially SAS added that *"Actually I do not feel confused because it's easy to use the Google Classroom application and also much easier when there are tasks"*(Personal communication, 24 May, 2021).

Furthermore, data from the interview also showed that the students easily accessed the material on Google Classroom. It means that the students can access material on Google Classroom anytime and anywhere through any form of gadgets such as smartphones or laptops. As the student initially MR said that *"if I use the application, I do not feel confused because Google Classroom is very easy to access. I can access the material anytime and anywhere"*(Personal communication, 24 May, 2021). In addition, the student with initial TW added that *"If I use the application, I'm not confused because Google Classroom is very easy to access, sometimes I use handphone and sometimes I use my laptop"*(Personal communication, 24 May, 2021).

4.1.1.3. Promoting Data Security in Collecting the Assignments

Based on the data obtained from the interview, it was found that most of the students agreed that Google Classroom was safe and secured to protect the students' data when they collect the assignments. As confessed by the student initially SAS *"I think it's safe because if I have the class code that the teacher gave me, I can't participate in the class, so only my*

classmates and the teacher can log in" (Personal communication, 24 May, 2021). Furthermore, the student initially MYD also said that *"I think it's safe because if we don't have the class code that the teacher gave us, we or other people won't be able to join the class"*(Personal communication, 24 May, 2021).

4.1.1.4. Promoting Students and Teacher Collaboration

Based on the data obtained from the interview, it was found that most of the students agreed that Google Classroom was promoted the collaboration between teacher and students. The students stated that Google Classroom was facilitate them to interact with their teacher, such as asking the question and discuss the assignments. As a student with initial TW said that *"... even though the school is online, we can still communicate with the teacher, like when the teacher gives assignments, we usually discuss and ask the teacher if we don't understand"*(Personal communication, 24 May, 2021). Moreover, the student with initial MYD added that *"It is quite helpful so that students and teachers can still interact online, so, if the teacher gives assignment instructions, we can keep asking questions"*(Personal communication, 24 May, 2021).

The data obtained from the interview also showed that the students stated that teacher could provide feedback when they submitted the assignments. For instance, the student with initial MR claimed *that "Every time we complete a task, especially about writing text, the teacher immediately comment on it"*(Personal communication, 24 May, 2021). Furthermore, the student initially MYD said that *"when collecting assignments the teacher can provide feedback and appreciation to students"*(Personal communication, 24 May, 2021).

4.1.1.5 Google Classroom was not Really Helpful in Imrpoving Students' Vocabulary Mastery in Writing

Based on the data obtained from the interview, it was found that most of the students felt difficult to choose the appropriate words in writing activities. For example, the student

initially NA said that *"It's quite difficult because sometimes I get confused and don't know the meaning of these words, whereas in the dictionary, one word usually has many meanings"* (Personal communication, 24 May, 2021). Meanwhile, the students stated that Google Classroom does not facilitate them to choose appropriate word in writing activity. For instance, MYD thought that *"I usually make an assignments in pdf form, then I upload it in Google Classroom, so, I don't think it's very helpful"* (Personal communication, 24 May, 2021), while others students with initials MR, YYA, TW, SAS also said the similar things.

4.1.1.6 Google Classroom was not Developing the Students' Grammar Mastery in Writing

Based on the data obtained from the interview, it was found that most of the students feel confused in learning grammar. For example, the student initially YYA said that *"I feel confused because besides the various meanings of words in English, sometimes the usages are different, for example, the word forms that are used for the past, present, future and so on"* (Personal communication, 24 May, 2021). Meanwhile, the students stated that Google Classroom did not help them to develop their grammar mastery. For instance, SAS argued that *"I think there is no feature in Google Classroom that is used to correct grammar"* (Personal communication, 24 May, 2021), while others students with the initials NA, YYA, MR, also said similar things.

4.2   Discussions

After the researcher analyzed the result of data analysis by using thematic analysis, the researcher found that there were the students' perceptions on the use of Google Classroom in writing activities at SMA Negeri 1 Sungai Keruh. The perceptions consisted of (a) promoting an effective classroom management, (b) flexible to access, (c) promoting data security in collecting assignments, (d) promoting students and teacher collaboration, (e) Google Classroom was not really helpful in improving students' vocabulary mastery and (f) Google

Classroom was not developing the students' grammar mastery. Therefore, an explanation the factors were described as following in order to know further much information about them.

The first perception from students was that Google Classroom helped them in classroom management process. The students perceived that the use of Google Classroom is much easier to submit the assignment on time. It was because Google Classroom has a notification feature to remind them of assignments deadline so it can help them to collect assignment faster. It is supported by Septiyana and Widianingsih (2020) found that the system used by Google Classroom was not only a website but also in the form of application that can be installed onto smartphones where the students' account log in continuously, so that if the teacher gives an assignment, shares learning materials or announcements, students can receive notifications automatically. Additionally, Muslimah (2018) found in her research that Google Classroom helps students to submit assignments on time because it has a notification feature to remind them of assignments deadline.

The second perception from students was that Google Classroom was the application that offers flexibility in writing activities. Most of students perceived that Google Classroom was easy to use in writing activity. It also makes the students easily accessed the material on Google Classroom anytime and anywhere through any form of gadgets such as smartphones or laptops. The research conducted by Harjanto and Sumarni (2019) found that Google Classroom was very easy to access. It developed into a Gmail account that connects everything to it. It also can be accessed by students and teachers in all forms of gadgets, such as personal computers or smartphones. In additions, research conducted by Ridho et al. (2019) discovered that Google Classroom was easy to use because students can take assignments, submitted the assignment, quizzes, and completed the tasks online.

The third perception from students was that Google Classroom was safe and secure to protect data when they collecting the assignments. The students perceived that Google

Classroom was safe because they thought that if we don't have the class code that the teacher gave to us, we or other people won't be able to join the class, so only our classmates and the teacher can log in to the class. It is in line with Mafa (2018) who stated that Google Classroom permitted the formation of private classes and groups so that there were no interlopers to unapproved groups or classes. This indicates the protection and classification when learners are present their class assignments and submit projects.

The fourth perception from students was that Google Classroom was promoting the collaboration between teacher and students. The students perceived that Google Classroom was facilitated them to interact with their teacher, such as asking the question and discuss the assignments. A study conducted by Harjanto and Sumarni (2019) discovered that by using Google Classroom students can communicate with others on the discussion board which encourages them to have better collaboration. They also can discuss the task or project online.

Furthermore, the students agreed that in learning writing through Google Classroom the teacher could provide feedback when they have submitted the assignments. It supported by Daud (2019) who revealed that using Google Classroom was not only enabled teacher to interact with students at any time they like but also made it possible for every student and teacher to provide feedback on students' piece of writing at any time. Additionally, Sukmawati and Nesia (2019) discovered that when students completed the assignments, the teacher gave grade and students can see directly from their Google Classroom.

The fifth perception from students that Google Classroom was not really helpful in improving vocabulary mastery. Most of students perceived that they difficult to use appropriate words in learning writing. It is in line with Novariana, et al. (2018) who revealed that in a second language using the appropriate words in the appropriate place was a problem for students. In additions, Sulasti (2003) stated that the problems that students mostly face were about how to write, what to be written, and lack of vocabulary words as well as

incompetence in structure. Moreover, from the result, the students argued that Google Classroom did not facilitate them to choose appropriate word in writing activity, because they only submit the assignment in pdf form.

The last perception from students that Google Classroom was not really helpful in developing their grammar mastery in writing activities. Most of students stated that they feel confused in combining the words to become a good sentence structure. It is supported by Novariana, et al. (2018) who found that the students have grammatical problems with subject-verb agreements, pronoun references, and connectors. Pratiwi (2012) stated linguistic aspects like grammar in writing must be fully monitoring because English is a foreign language and for the students of a non-native country, grammar always becomes a problem. However, from the result, the students did not feel that Google Classroom helped them in enhancing their grammar mastery in writing activity.

In summary, the use of Google Classroom in writing activities was have some advantages and disadvantages. Then, the advantages that felt by students that Google Classroom helped them in classroom management process, it offers flexibility which easy to use and easy to access anytime and anywhere, it also promote the data security when they collect the assignments, and promote the collaboration between students and their teacher. However, the use of Google Classroom in writing activities also have some advantages. The students felt Google Classroom did not facilitate them to improve their vocabulary and grammar mastery in writing activities because they only submit the assignment in pdf form. Therefore, the teacher should find out and explore the use of Google Classroom to improve the students' writing ability, such as vocabulary and grammar mastery.