CHAPTER IV

FINDINGS and DISCUSSIONS

This chapter presents: (1) research findings, and (2) discussion.

4.1 Research Findings

There are some findings in this chapter. The research findings were related to the students' perceptions on the use of Google Classroom in writing activities at SMP LTI IGM Palembang. The researcher found that there are two different perceptions conveyed by the students which are advantages and limitations. The data were obtained from interview by using a thematic analysis with 6 students of eighth grade in the school.

In-depth interview through telephone was done by using Indonesian, as it was more comfortable between interviewer and interviewee. The researcher used the initial name for all participants involved. There were 6 participants in this study: LR, FA, AD, MA, AZ, and QP. All the data obtained from interviews of the participants involved in this study.

From the results of this study related to the perceptions perceived by the students, the researcher categorized them into some themes, and codes in the following table:

Table 4.1: Themes and codes for students' perceptions on the use of Google Classroom in writing activities

Themes	Codes
No improvement in grammar	a. Students stated that teacher did not give feedback or comment on students' assignment. b. Students claimed that the use of Google Classroom did not help

	them in understanding the grammar correctly.
Perceived progress of vocabulary	a. Students stated that they could get new vocabulary from the assignment that was given by teacher.
	b. Students claimed that when they wrote an assignment or quiz in online system that connect to internet, it made them know new vocabularies in Google Classroom.
Feasible to use in finishing assignment	a. Students stated that Google Classroom was easy to use. They could use it to do assignment or quiz that was given by teacher.
	b. Students claimed that they could submit their assignments through Google Classroom because it was flexible.
	c. Students proposed that Google Classroom was more organized in finishing assignment.
Problems often occured due to internet connection	a. Students claimed that they had problems in accessing Google Classroom because of internet connection.
	b. Students proposed that when they sent the assignment, sometimes it was undelivered.

Students' lack of generating ideas in writing	a. Students stated that they lacked in generating the ideas for the content of writing.

The themes and codes mentioned above in table 1 could be elaborated in details as follows:

4.1.1 No improvement in grammar

The first perception of students at SMP LTI IGM Palembang in this study was no improvement in grammar. The students stated that teacher did not give them feedbacks on grammar of their writing assignment while using Google Classroom. The teacher gave assignment to the students and then gave score. That was why they did not really understand about the language use. As stated by the students:

- *"Teacher did not give feedback or comment. When the assignment was finished, teacher only gave a grade." (LR)*
- *"I felt Google Classroom did not help me in understanding the use of grammar correctly." (AZ)*
- *"It did not help me in understanding the grammar."(QP)*

In short, the students felt that there was no improvement in grammar using Google Classroom. Because the teacher did not give feedback to the students.

4.1.2 Perceived progress of vocabulary

The second perception on the use of Google Classroom in writing activities at SMP LTI IGM Palembang was the perceived progress of vocabulary by using Google Classroom. From doing the assignments through Google Classroom, the students could get new words. When the teacher gave assignment to the students, they could gain new words by searching the words that they did not know on dictionary or Google Translate. As stated by the students:

- *"If teacher gave the assignment, and I did not know the meaning, I would search it on Google Translate."(FA)*

- *"Maybe from the assignment that teacher gave us. If I did not get the meaning, I would search it on dictionary or Google. That was the way I got new words." (AD)*

In short, the students felt the progress of vocabulary in writing class using Google Classroom. From the statements from the students, they could get new words by doing the assignments given by the teacher.

4.1.3 Feasible to use in finishing assignment

The third perception of the students at SMP LTI IGM Palembang on the use of Google Classroom, Google Classroom was feasible to use in finishing assignment. If the students had assignment, they could finish and submit it through Google Classroom. Google Classroom is a suitable platform in learning especially for writing because students felt comfortable in finishing their assignments As stated by the students:

- *"Yes, the ease of Google Classroom helped us in learning process. Because we studied in online class, so this application helped us to make the learning process easier." (LR)*
- *"Google Classroom could be done everywhere through mobile phone."(MA)*
- *"In Google Classroom, we could see which assignment we have not done yet. So, it was more organized." (AD)*

From the information above, the students felt that Google Classroom was feasible to use in finishing assignment. Because Google Classroom was easy to use and could be accessed anywhere and anytime.

4.1.4 Problems often occured due to internet connection

Based on the data obtained from the interview, the researcher found out that there are some problems due to poor internet connection. The students stated that there were bad internet connection and assignment that undelivered. Some

students told that they already submitted the assignment but it was undelivered to teacher. So, they needed to send it again. As stated by:

- *"The limitation was usually from internet connection. To deal with this limitation, I would use my own data or another device."(QP)*
- *"Sometimes there were the errors. Either there was a problem with the network or sometimes the error happened when I filled out the quiz, sometimes..hmmm.., so, when I pressed send, it was undelivered. Even though the assignment was sent to the teacher." (AD)*

In conclusion, the students felt some problems due to internet connection in Google Classroom. There were bad internet connection and assignment that could not be delivered.

4.1.5 Students' lack of generating ideas in writing

The last perception was students' lack of generating ideas in writing. The students had difficulties in generating the ideas. The students felt confused with what the next sentence they should use. As stated by the students:

- *"I am confused with what I should write when teacher gave me the assignment." (LR)*
- *"I found it difficult in generating ideas." (FA)*
- *"There were many difficulties. It was difficult to use appropriate words" (QP)*

In conclusion, students had lack of content in writing. They found it difficult to generate the ideas.

4.2 Discussions

After analyzing the data by using a thematic analysis, the researcher found that the students had 5 perceptions on the use of Google Classroom in writing activities at SMP LTI IGM Palembang. Those consisted of: (1) no improvement in grammar, (2) perceived progress of vocabulary, (3) feasible to use in finishing assignment, (4) problems often occured due to internet connection, and (5)

students' lack of generating ideas in writing. Therefore, the explanation of the factors were described as following in order to know informations about them.

The first perception was there was no improvement of grammar by using Google Classroom. The students felt that there was no improvement on grammar when they were in writing class by using Google Classroom. They just wrote the teacher's assignment or quiz. Students felt various problems with writing, one of them was the difficulty in putting the right grammar. The teacher played a vital part in assisting the students in overcoming their difficulties by providing feedback or comments on their assignment. According to Laili and Muflihah (2020), teachers can give the class instructions and share the paperless assignment, comment, and scoring of students' work simultaneously. This conclusion contradicted the findings of a study conducted by Prasetiyowati (2018), which showed that utilizing Google Classroom improved grammar. In this case, the students did not feel the improvement of their grammar.

The second was perceived progress of vocabulary by using Google Classroom. The students felt that they got new words in writing class by using Google Classroom. When the teacher gave an assignment to the students, such as writing a descriptive text, the students would look up unfamiliar words in a dictionary. This was how they learned new words. According to Weigle (2002), vocabulary is about the words that are chosen. It can assist the students in expressing their thoughts or words in a paragraph. The students must select relevant words and put them together in paragraphs. In line with this, Janah and Yuniarti (2019) claimed that utilizing Google Classroom provided new vocabulary. The students had high learning interest and motivation to learn vocabulary in the process of learning writing, the students also agreed that they got attention in the aspect of writing like using the right words. The students should be able to choose the appropriate words in order to make good writing. In conclusion, there was a vocabulary environment in writing class by using Google Classroom.

The third perception was feasible to use in finishing assignment. The students felt that Google Classroom was a suitable platform in learning and submit the assignment, because it was easy to be accessed. They may access it through mobile phone or laptop, allowing them to use it at any time and from any location. Because of the COVID 19 pandemic, Google Classroom proved to be an effective online learning tool. Their assignment was graded after the teacher modified it. As a result, it may also save their time. According to Iftakhar (2016), Google Classroom allows students and teachers to create and modify tasks in online classes. In line with this, Irawati (2021) proposed that Google Classroom was easy to use and could be feasible application to be recommended in supporting the learning process in the feature. In conclusion, Google Classroom could be a media to submit assignment.

The fourth perception was problems often occured due to internet connection. Despite of its beneficial features, the students had some problems in Google Classroom. Sometimes the students could not deliver the assignment in Google Classroom because of internet connection. According to Yunus and Syafi'i (2020), Google Classroom needs good connection to run the application. In line with this, Muthmainnah (2019) proposed that students' internet connection was one of the problems in accessing the Google Classroom. In conclusion, the students perceived some problems on the use of Google Classroom.

The last perception was students' lack of generating ideas in writing. The students felt that they had lack in generating the idea of their writing. Content is obviously required when writing a good paragraph. According to a study from Lestari (2021), the students proposed that Google Classroom could not help them to arrange the idea of their writing. This finding contradicted Teladan's (2020) research, which found that using Google Classroom to teach writing narrative texts was beneficial in terms of content. In this case, the students could not write a good content in writing using Google Classroom.