

CHAPTER IV

FINDING AND DISCUSSIONS

This chapter presents: (1) research findings and (2) discussions

IV. Finding and discussions

4.1 Research Finding

The research findings presented in this study were the teachers' perceptions on the use of Google Classroom in writing activities. The interview data were analyzed by using thematic analysis. The descriptions of the finding are explained as follows:

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

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

Table 4.1.1 Themes and codes for teacher’s perceptions on the use of Google Classroom in writing activities.

Themes	Codes
Posting and Sharing	The teacher said that Google Classroom had features in which they found it easy to post and share materials to their students.
Creating and collecting	The teacher claimed that the assignment feature on Google Classroom can be used to give and collect assignment from students.
Grading	The teacher stated that Google Classroom had a feature in which teachers can directly assess their assignment.
Feedback	The teacher stated that Google Classroom had a comment section in which the teachers can comment or give feedback on the students assignment

Reminder	The teacher claimed that the Google Classroom calendar helped her in reminding the students to collect the assignment on time.
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Themes and codes formulated from qualitative data as listed in table 4.1.1 are explained to determine teacher's perceptions the use of Google Classroom in writing activities: Google Classroom eased the teacher to posting and sharing learning material, helped the teacher to create and collect assignment, helped the teacher to grade students' assignment, eased the teacher to give feedback, helped the teacher to manage the assignment.

4.1.1.1 Posting and sharing

Based on data obtained from interviews, the researcher got information from teacher on the use Google Classroom in writing activities. The teacher may share any lesson, course plan, or rubric-related file with the students. A teacher initial Mrs. J stated *"It's true that there are posting and sharing features. It made it easier and more comfortable. How did we post and share the assignments? First, we usually made the assignment whether they were in the form of text or video, then we posted and shared it with the students"* (Personal Communication, June 06th, 2022). In short, using Google Classroom eased the teacher to posting and sharing learning material.

4.1.1.2 Creating and collecting

Teachers may use Google Classroom to streamline summative and formative assignments. Teachers deliver assignments in the form of quizzes and essays using Google Forms to assess how well students grasp the course. Based on data obtained from interviews, researchers get information from teacher stating that using Google Classroom in writing activities. A teacher initial Mrs. J stated *“We have to submit the assignment in google classroom. Just like attendance, they are also filling their presence in Google Classroom. We will give the point. Is it two? Or three paragraphs? Then please find your own idea. For example, they explain how to cook noodles, so we clarify from Telegram, but they apply it from google classroom”*. (Personal Communication, June 06th, 2022). From that statment we know something about Google Classroom helped the teacher to create and collect assignment.

4.1.1.3 Grading

The teacher grading method has two options: total points or weighted by category scoring. Both calculate grades for the teacher, and the teacher can show pupils their complete grades. If the teacher does not wish to employ a grading system, she may select 'No overall grade.' Grades will not be calculated, and students will not get an overall grade if this option is selected. Based on data obtained from interviews, researchers get information from teacher stating that using Google Classroom in writing activities. A teacher initial Mrs. J stated *“We can directly give grades in google classroom.”” Yes it is very helpful,right, we can immediately assess, and the students can also see the score directly”*. (Personal Communication, June 06th, 2022).

From that statement we know Google Classroom helped the teacher to grade students' assignment.

4.1.1.4 Feedback

The teacher may read the students' posts and grade them accordingly. The grades and evaluation remarks may be published by the teacher. Students will have an understanding of their performance and how to improve. Based on data obtained from interviews, researchers get information from teacher stating that using Google Classroom in writing activities. A teacher initial Mrs. J stated *“The way I comment and give feedback is, after the student has submitted an assignment and it turns out that the paragraph they wrote is inappropriate, I will give feedback to them by giving written comment like “add this word”, “correct your sentence”, “you have typo”, and so on. I also write the correct ones..”*. (Personal Communication, June 06th, 2022). In short, Google Classroom eased the teacher to give feedback.

4.1.1.5 Reminder

Teachers may use Classroom to arrange and organize classrooms based on the parameters of the class they have. For example, they prioritize tasks based on daily routines. Based on data obtained from interviews, researchers get information from teacher stating that using Google Classroom in writing activities. A teacher initial Mrs. J stated *“According to me, it works very well, so you can remind them the date at particular time to collect assignments. It is very helpful”*. (Personal Communication, June 06th, 2022). In short, Google Classroom helped the teacher to manage the assignment.

4.2 Discussion

After analyzing the final data using thematic analysis, the researcher found some features with using a Google Classroom in teaching writing activities at SMPN 54 Palembang. Those things are; (1) Posting and Sharing, (2) Creating and collecting, (3) Grading, (4) Feedback (5) Reminder. The results are in line with Negara (2018). Google Classroom is an online media created to assist teachers or lecturers in creating a task, collecting paperless assignments, sharing instructional material assessing student responsibility, and being credited by automatic document preservation.

As a result of using Google Classroom for writing activities, Google Classroom eased the teacher to post and share learning material. Teacher normally posted materials before and/or after the class had been conducted depending on the needs. When teacher shared materials before the class, it was intended to be pre-reading materials to further students in their understanding towards the lesson's topic. It is beneficial to activate their background knowledge before they come into the classroom discussion. Besides, after the lesson, some teachers also liked to post the materials that had been presented in the class as a review, so that students may access them once the classroom learning session ended. Follow up exercises and projects were also included to track their progress. Google classroom can be used to share materials, assignments, quiz questions, and even to connect with one another without face to face (Almio, 2019). It can be a tool to post and share learning material, save them online with an unlimited number of people. The teacher just confirms that it has

been shared learning material with the students (Dina, 2021). Using Google Classroom practically eased the teacher to post and share learning material.

The following perception is about Google Classroom helping teachers create and collect assignments. In Google Classroom, Teachers can create and post materials for students. The material can be in documents, images, audio, and even videos. In addition, teachers can interact and discuss through forums. Also makes announcements, upcoming assignments, deadlines, and feedback (Mafa, 2018). Google Classroom can be a means of distributing assignments, submitting assignments, and even assessing submitted assignments (Hammi, 2017). Features in the Google Classroom application such as post reuse, creating questions, creating assignments, and creating announcements. Students can use it to re-upload several files, provide discussion space, make announcements, distribute assignments and learning materials, and collect assignments until the teacher can see who has submitted assignments. In addition, files that can be uploaded are also not limited in format. All files can still be uploaded, such as word, PowerPoint, PDF, video, or a link can also be used (Salamah, 2020).

Next is the teacher's perception that Google Classroom helped them grade students' assignments. Google Classroom allows for a variety of assessment techniques. Lecturers may track each student's progress on each assignment and give comments and edits. Modified assignments can be graded by the teacher and returned with comments, allowing students to change and return the work. Unless the instructor returns the assignment after it has been assessed, the assignment can only

be modified by the teacher. The student can also find their score as soon as the teacher assesses their work. According to Anggraini (2021), Grading is used by the teacher to provide an assessment of the results of student work that has been collected. The function of these features is very helpful in the implementation of learning using Google Classroom. There are many features offered by Google classroom so that it can help students and teachers to learn online properly. In addition, the teachers can work better by using Google Classroom as they can easily manage the class, especially in giving assignments and scores just by using their smart phone (Anggraini, 2021).

In Google Classroom, the teacher also can give the students feedback on their submitted works. As mentioned in the interview, the teacher stated that they could comment "*correct your sentence*" or "*you have a typo*" when the students have mistakes in their work. Whether teacher gives feedback on the students' work, the student can immediately receive the notification. According to Fithriani (2021), Google Classroom provides an opportunity for teachers to provide online support by providing direct feedback to students. In other words, feedback is more effective because new comments and comments have a big impact on students' minds. The teachers can create and handle an assignment actively and also provide feedback to the student and students are also easy to finish their assignment (Desi, 2021).

The last perception is that Google Classroom helped the teacher manage the assignment. Google Classroom has a featured namely a calendar that is useful to help

its users to be able to carry out class activities according to their path. In Google Classroom, the teacher can also set a schedule for the assignment delivery dateline and the teacher will be notified when students submit their assignments on time, are late, or don't do assignments (Rahmah, 2021). Such a system is very useful for students to be disciplined in carrying out obligations in the learning process. According to Anggraini (2021), it is useful to have a calendar feature for reminding student assignments which is useful for students to remember when the deadline for submitting assignments. Notifications are from a calendar that will remind the deadlines for assignments that were set by the teacher.

Moreover, implementing Google Classroom to provide relevant feedback to students is a significant feature of any learning. Using Classroom's grading function, teachers may provide comments on activities to each student. The teacher may also create a comment collection within the grading tool for future reference. Teachers may use the Classroom to arrange online student discussions and group projects. Google Classroom allows teachers to differentiate teaching for students. Assigning lessons to the entire class, individual students, or groups of students is as simple as a few clicks on the Classwork page.

The discussions of research results are in line with Suhro and Cahyono (2021). They stated that teachers positively perceive Google classroom aid in developing more effective and participatory teaching and learning processes. Same with Okmawati (2020), where a study showed that during this pandemic, the application of Google Classroom is highly successful and valuable in improving

students' skills, helping the teacher provide an effective teaching process, and meeting the government's desire to continue the teaching-learning process. Different from the study results by Laili and Muflihah (2020). Their study shows that using google classroom did not affect the students' discipline. They often turn in their work late. Even though they did not face any difficulty accessing google classroom for the learning process, it did not have a significant relationship with their performance in writing class.