Students' Attitude Toward the Use of Google Classroom in Writing Activity

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ABSTRACT

The purpose of this research was to know the students' attitude toward the use of google classroom in writing activity. This research used mixed-method research. The researcher chose class XI MIPA 4 of senior high school 1 Samaturu, Kolaka. The instruments of this research were questionnaire and interview. The result of this research revealed that the students' attitude generally was positive toward the use of google classroom in writing activity. It supported from the data obtained based on the three aspects of attitude. Cognitive (60%), affective (77,3%), and behavioral (77,3%) aspect of attitude were positive. The researcher also found there are two factors that hinder the students in writing descriptive texts assigned through google classroom, they are: poor internet connection and being lazy. While the supporting factors are four, they are: the display and the feature of google classroom, good internet connection, google classroom is flexible, and a study partner. In addition, there are three strategies used by the students in writing descriptive text, they are: planning, drafting, and editing. Further, in writing descriptive text assignment, there are two challenges founded by the students assigned through google classroom, they are: deadline and vocabulary.

Keywords: Students' Attitude, Google Classroom, Writing Activity.

INTRODUCTION

Nowadays, almost all of the countries are facing the Covid-19 virus outbreak, including Indonesia. The spread of this virus also gives an impact on the education world. Teaching and learning activities that are usually face to face are replaced with online learning system. In this urgent situation, e-learning is the best choice for school in carrying out online teaching and learning activities in the midst of the corona virus outbreak. E-learning is described as an educational platform that integrates electronic equipment or information technology in the activities of teaching and learning.

In this current pandemic, thereare a lot of applications can be used as learning medium such as Zoom, WhatsApp, Google Classroom, Quipper, Google meet, Zenius, etc. Google Classroom is one of the platforms currently in development that is aimed to assist teachers and students in virtual classrooms. Haggag (2019) defines google classroom as a medium used for facilitating virtual interactions between lecturers or teachers and students.

In online learning, students are faced with different situations than before, especially when they learn use a media in writing activity.

Learning through google classroom media in writing activity will certainly lead to different attitudes from students. Attitude is an important and influential thing in the process of learning English. Students have different perceptions, emotions or feelings, and action in the learning process so that it also makes a different attitude towards learning English, especially when they learn using google classroom. One of the factors that affects how well students learn a foreign language is their attitude because it greatly influences how much effort they put into it (Gardner, Lalonde, & Moorcroft, 1985).

Based on the attitude as a personal character, it consists of two parts, namely positive and negative. Students with positive attitude will be interested in learning. On the other hand, if the learner has a negative attitude in the learning process, it becomes difficult to get good results and tend not to be interested in a learning process. Therefore, if students are not interested in learning, it can affect their ability, goals and achievements.

There are some previous studies that researchers had conducted about students' attitude toward the use of google classroom in learning. The first related study was done by Sepyanda (2018). The aim of the study was to know the students' attitude toward the use of google classroom on Translation subject as used in collecting their assignment. The result showed that students' attitude was in good level which means they have a positive attitude so that the application was a useful tool for submitting the assignments of the students in the Translation subject.

The second study was done by Kassim (2021). This purpose of the research was to identify students' attitude about using Google Classroom as their LMS at University Malaysia Terengganu. The study found that all participants have a positive view of google classroom. It means that google classroom is worth using because it is easy and useful application. The third study was done by in Afeez (2020) who investigated how the students in Oyo State Colleges in Nigeria perceived the benefits of Google Classroom for learning and their attitudes about it. The research showed that students' attitudes and students perceive usefulness toward the use of google classroom was positive.

Concept of Attitude

Gal and Ginsburg in Garcia et al. (2012) define attitude is the result of all the individual's feelings and emotions get while studying a particular subject. Mensah, Okyere and Kuranchie (2013) in Langat (2015) claimed that attitude is a psychological orientation that develops from the results of individual experiences so that it influences the individual's view toward people, objects, situations, and how to respond them good or bad or positively or negatively way. Several researchers in Psychology and Education field have mentioned several definitions of attitudes. According to Montano and Kapsprzyk (2008), attitude of individual can be determined by personal beliefs on the characteristics of engaging in the behavior (personal belief).

Richard G (1983) mentioned the following important characteristics of

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attitude, there are attitude contains emotional element, attitude is the impetus for action, and attitude is very persistent.

Kara (2009) mentioned that attitude consists of two types namely positive and negative attitudes.

Eagly and Chaiken (2013) mentioned that there are three aspects of attitude: behavioral, affective, and cognitive aspects. Cognitive aspect involves individuals' perception toward the object, situations, event, beliefs or ideas toward something around us. Affective aspects tend to involve feelings or emotions of individual that caused by incident, objects, or symbolic representations that are actually in a person. Behavioral aspect relates to the way a person behaves and reacts in certain situation or condition.

Concept of Google Classroom

Iftakhar (2016) categorized google classroom as one of the best platforms developed with the aim of improving the workflow of teacher. It is an ideal tool where there are many great features that can be used together by students and teachers. Beal (2017) explained an application that can help teachers and students collaborate or meet is called Google Classroom. Teacher can also make and distributes assignment to students in virtual class. Furthermore, Jansen (2017) explained that in order to install google classroom application using a smartphone or on a computer as a desktop version, anyone can create and join google classroom using a Gmail account. It is very easy thing to make. After the class is created, students will be given a class code from the teacher. Teacher can make announcements, assignments,

take exams or even email to the students.

Janzen (2017) mentioned that google classroom provides a lot of features such as announcement, assignment, question, material, and comment.

Pappas (2017) mentioned when using google classroom to facilitate the learning process, there are several advantages, including the following: google classroom is easy to apply, flexible, safe and secure, provides collaborative learning, and make the assignment process easier.

Pappas (2015) stated that google classroom also has some limitation including few integration choices, too googlish, limitation of automatic updates. and difficulties for students to share and edit.

Concept of Writing

Harmer (2012) revealed that writing is a continuous activity that comes from the minds of writers regarding what they want to express in their minds and how to express it. Byrne in Marzulina (2018) explained that writing activities clearly lead to the production of graphic symbols and speech leads to sound production. These symbols have been organized based on certain conversations to form a series of words and then arranged to form and become a sentence.

Oshima in Utami (2014) argued that writing consist of five aspects. Those are content, organization, language use, vocabulary, and mechanics.

Jeffery (2015) mentioned that writing has 4 types of. They are expository, descriptive, persuasive, and narrative.

Harmer (2004) stated that in writing, there are four basic stages:

planning (prewriting), drafting, editing (reflecting and revising), and final drafting.

METHOD
Research Design
The researcher chose an explanatory sequential mixed-method approach in this research. Creswell (2017) stated that mix-method is a research approach that is carried out by combining or connecting two phases, namely qualitative and quantitative forms.

This approach was chosen by the researcher because it allows for the combination of quantitative and qualitative data to support the results of the study. The researcher has used the questionnaire as the quantitative data and the interview as the qualitative data to support the quantitative data.

Research Variable
This research had a single variable. According to Abudzar Asra (2017), single variable is also called index variable only discusses one variable

Time and Location of Research
This research was conducted in second semester academic year 2021/2022. The research location is at SMAN 1 Samaturu which is located on Jl. Pendidikan No. 1 Latuo Kec. Samaturu, Kolaka, Southeast Sulawesi.

Population and Sample of Research
Students in the second grade of SMAN 1 Samaturu, Kolaka is used to the research's population that consists of six classes but the researcher chose XI MIPA 4 that consists of 30 students as a sample.

Technique of Data Collection
The data collection process consists of several steps. First is distributed a questionnaire to the students who became the research sample. Second

is given 20 minutes for students to do answer the questionnaire. Third is completed the questionnaire. Next is interviewed students then written/recorded their responses.

Research Instrument
In collecting data, the researcher chose to use two research instruments. The first instrument used by researcher is Likert scale questionnaire that adapted and modified from the previous study conducted by Marsika Sepyanda (2018). In this questionnaire, the researcher used cluster random sampling by choosing one of the six classes randomly, that was XI MIPA 4 that consists of 30 students as the research sample. The questionnaire consists of 24 questions where each item contains a statement intended to measure students' attitude towards the use of google classroom in writing activity. The questionnaire was developed based on three aspects of attitude, namely cognitive, affective, and behavioral aspects.

The second instrument is a semi-structured interview proposed by the researcher to the students as respondents about the factors, strategies, and challenges of the students in writing descriptive text assigned through google classroom. As the research sample for this interview, the researcher randomly selected a number of students.

Data Analysis Technique
The researcher needs to apply data analysis techniques to answer the question of research.

Questionnaire
To analyze the data of the questionnaire, the researcher conducted several procedures. First, the researcher analyzed the questionnaire of students based on

three aspects of attitude.Furthermore, the researcher calculated the frequency into the table and it entered into the percentage, calculated means of the score obtained. The researcher used

Interview

The data analyzed using Miles and Huberman's (1994) interactivemodel that contains of data

the formula to find out the percentage.

$$P = \frac{F}{N} \times 100\%$$

Then, the researcher classified the score obtained of the questionnaire. reduction, data display, and conclusion drawing and verification.

FINDINGS AND DISCUSSIONS
Findings

Table 1. Frequency and Percentage of Students' Attitude

Range	Students' Attitude	F	Percentage	Mean
101-120	Strongly Positive	2	6,7%	104,5
82-100	Positive	25	83,3%	92,24
63-81	Moderate	3	10%	73,3
44-62	Negative	-	-	-
24-43	Strongly Negative	-	-	-
Total		30	100%	270,04

Based on the table 1 above, itshowed that 2 (6,7%) out of 30 students have strongly positive attitude. Then, 25 students (83,3%) have positive attitude and 3 students (10%) have moderate attitude. Most of the students' attitude score is 82- 100, its percentage is 83,3% and the mean score is 92,24 which means

that generally the students' attitude toward the use of google classroom in writing activity is in the "Positive" category. It supported by the analysis data obtained based on three aspects of attitude.

Students' attitude based oncognitive aspect

Table 2. The Total Frequency and Percentage of Students' Attitude toward the use of Google Classroom in Writing Activity based on Cognitive Aspect

Range	Students' Attitude	F	Percentage	Mean
34-40	Strongly Positive	3	10%	35,7
28-33	Positive	18	60%	31,3
22-27	Moderate	9	30%	23
15-21	Negative	-	-	-
8-14	Strongly Negative	-	-	-
Total		30	100%	90

Based on the table 2 above, itshowed that from the cognitive aspect that

consists of 8 items, there

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are 3 (10%) students in the category of "Strongly Positive" attitude. Then,18 (60%) students are in the category

of "Positive" attitude and 9 (30%) students are in the category of "Moderate" attitude. Most of the students' attitude score is 28-33, the percentage 60% and the mean score is 31,3 which indicates that students

have a positive attitude regarding using google classroom in writing assignments on the cognitive aspects.

Students' attitude based on affective aspect

Table 3. The Total Frequency and Percentage of Students' Attitude toward the use of Google Classroom in Writing Activity based on Affective Aspect

Range	Students' Attitude	F	Percentage	Mean
34-40	Strongly Positive	2	6,7%	35,5
28-33	Positive	22	73,3%	31
22-27	Moderate	5	16,7%	25,6
15-21	Negative	1	3,3%	21
8-14	Strongly Negative	-	-	-
Total		30	100%	113,1

Based on the table 3 above, itshowed that from the affective aspect that consists of 8 items, there are 2(6,7%) students in the category of "Strongly Positive" attitude. 22(73,3%) students are in the category of "Positive" attitude. Then, 5(16,7%) students are in the category of "Moderate" attitude and 1 (3,3%) student is in the category of"Negative" attitude. Most of the

students' attitude score is 28-33, the percentage 73,3% and the mean score is 31 which indicates that students have a positive attitude regarding using google classroom in writing assignments on the affective aspects.

Students' attitude based on behavioral aspect

Table 4. The Total Frequency and Percentage of Students' Attitude toward the use of Google Classroom in Writing Activity based on Behavioral Aspect

Range	Students' Attitude	F	Percentage	Mean
34-40	Strongly Positive	5	16,7%	36
28-33	Positive	20	66,7%	31,35
22-27	Moderate	4	13,3%	25,75
15-21	Negative	1	3,3%	20
8-14	Strongly Negative	-	-	-
Total		30	100%	113,1

Based on the table 4 above, itshowed that from the behavioral aspect that consists of 8 items, there are 5 (16,7%) students in the category of "Strongly Positive" attitude and 20 (66,7%) students are in the category of "Positive" attitude.

Then, 4 (13,3%) students are in the category of "Moderate" attitude and 1(3,3%) student is in the category of "Negative" attitude. Most of the students' attitude score is 28-33, the percentage 66,7% and the mean score is 31,35 which indicates that

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students have a positive attitude regarding using google classroom in writing assignments onthe behavioral aspects.

Factors that hinder and support students in writing descriptive text assigned through Google classroom
Based the interview's result, the researcher found several factors that hinder the students in writing descriptive text assigned through google classroom such as badinternet network and being lazy. While the factors that support students are the display and the feature of google classroom, good internet connection, google classroom is flexible, and a study partner.

Students' strategy in writing descriptive text assigned through Google classroom
To make the result of writing better, the writer must have a good strategy that is in accordance with the basic stages in the writing process. Based on the result of the interview, there three strategies that students used in writing descriptive text assigned through Google classroom. They are: planning, drafting, and editing/revising.

The challenges that students face in writing descriptive text assigned through Google classroom
Based the interview's result, the researcher found there are some challenges got by the students in the learning and completing the assignments given through the google classroom, those are deadline and vocabulary.

Discussions

This part describes the findings ofthe research that had been done usingthe questionnaire and interview to the students of class XI MIPA 4 as respondents. Based on the result of the responses from 30 students through Likert scale questionnaire with 24 totals of items, the researcher found that in general, most of the students have "Positive" attitude toward the use of google classroom in writing activity with the percentage 83,3%. It is also supported by the result of the data analysis obtained based on three aspects of the students' attitude. They are cognitive, affective, and behavioral aspect.

First, the students' attitude in cognitive aspect which is related to their perception, beliefs, ideas or understanding about the use of google classroom in writing activity showed that their attitude is in the "Positive" category (60%). It means that most of the students agree that google classroom is a useful application and makes it easier for students to learn and do assignments, especially in writing activities. In addition, the application provides a lot of features that support the learning process. Moreover, it can also be used anywhere and anytime during the learning process. Pappas (2015) mentioned that google classroom can be used regularly by the students and also log in. It means that the use of google classroom is easy in supporting the learning tool. It is line with the research done by Afeez (2020), which found that students' attitudes toward and perceived benefits of google classroom for learning in Oyo State Colleges is positive. Additionally, Kassim (2021) noted in her research that participants' perceptions on

google classroom were generally positive, so it can conclude that participants think that google classroom is easy to use, useful, and worth using.

Second, the students' attitude in affective aspect which is related to their experience in using google classroom in writing activity showed that their attitude is in the "Positive" category (73,3%). Most of the students showed the positive feeling in using this application during the learning process especially in writing activity. They felt comfortable, enthusiastic, encouraged, challenged, confident, enjoy, not worried, and happy with the learning atmosphere in google classroom. It is similar with the research conducted by Sepayanda (2018) who stated that the students have positive feelings in using google classroom application in submitting their assignments because they felt curious, encouraged, dynamic, challenged, and enthusiastic. In addition, google classroom is easy to use and it is relaxed the learning atmosphere(Keith & Joanne, 2018. It means that the relaxed atmosphere given during using google classroom in the learning process make the studentsget the positive feelings and emotions.

Third, the students' attitude in behavioral aspect which is related to their action toward google classroom in writing activity showed that their attitude is in the "Positive" category (66,7%). It means that most of the students are active in the learning, attend in the class on time, open the learning materials, ask the teachers, and submit the assignments on time in google classroom. It also supported by Kara (2009) who revealed that a positive attitude

influences performance or positive action in the study program, with participants getting involved in the study program and trying to learn more actively.

Based on the data obtained from the interview, there are several factors that hinder and support students in writing descriptive text assigned through google classroom. The factors that hinder the students in writing descriptive text assigned through google classroom. First is internet connection. A good internet connection is needed in accessing that media to attend the class or follow the lesson, open the learning materials, view announcement from the teacher, and also collect the assignments. However, it is an obstacle for some students who live in the places with poor connections because they are difficult to access google classroom as a medium of learning, especially in learning English. So, they to find a place that have a good connection during the learning process. Second, they are being lazy. It is experienced by some students for several reasons such as teacher explanations that are not understood limited student interaction, and boredom due to the online learning. As a result, they feel unenthusiastic and unmotivated in learning in google. It is alsosupported by Karah (2009) who mentioned that negative attitude gives negative impact on person's behavior towards an object so that it can cause resistance, conflict or discrimination toward their object.

The factors that support the students in writing descriptive text assigned through google classroom. First, the display and the features of google classroom are very clear and easy to use. In addition, it also

provides many features that support the learning process. Second, good internet connection that makes it easy for students to access the google classroom application to follow lessons, download the materials, collect the assignments on time, and access other supporting applications that facilitate the learning process and do assignments. Third, google classroom is flexible which means the students can access it anytime and anywhere, then it can also access using a smartphone or laptop. Pappas (2017) also mentioned that google classroom can be used easily and it can be accessed online and face to face learning process. Then, it can access in all forms of gadgets either through smartphones, computers, or tablets. The last is a study partnerthat makes it easier for students to understand the material and do the assignments given in google classroom because they can brainstorm or discussion, asking, and sharing with their friends.

Harmer (2004) stated that there are four basic stages in writing to make a better writing such as planning, drafting, editing, and final drafting. It is line with students' strategy in doing writing assignment especially descriptive text assigned through google classroom. The first step that the students do is write important parts of the teacher's explanation in google classroom and look for the information related tothe topic given to make it easier to develop ideas in. The second step is the students begin to write and develop ideas from the information that has been obtained. The last step is the students review their writing to see the accuracy of the choice of words and the arrangement of

sentences and ask their friends' opinions regarding the accuracy.

Moreover, learning through google classroom has its own challenges for the students. Based on the interview, there are twochallenges in writing descriptive text founded by the students assigned through google classroom. First is limited deadline. Giving of deadline for the assignment by the teacher in google classroom which is quiteshort is a challenge for the students who make them disciplined and on time. Second is vocabulary. It is very important elements in English. Good vocabulary mastery makes it easier for writing activities including writing descriptive text especially in determining and choosing words into sentences. However, this is become a challenge for some students because there are some of them who are still lacking in vocabulary mastery so they have difficult in choosing and determining the right vocabulary in their writing. However, it becomes a challenge for the student to learn more. It is also supported by Oshima in Utami (2014) who stated that the most important aspect in the writing process is vocabulary. Mastery of vocabulary and idioms must be possessed by someone to be a good writer. The writer must know how to place the right and proper words into paragraphs so that they can create a good writing.

CONCLUSION

According to the data of analysis and the result of the research, the researcher draws conclusions that from the results of the research conducted on 30 students in class XI MIPA 4 SMAN 1 Samaturu obtained the data that the students' attitude is in positive category with the

percentage 83,3%. This is supported by the analysis data obtained based on three aspects of the students' attitude. The students' attitude in cognitive aspect is in the "Positive" category (60%). It means that most of the students agree that google classroom is easy and useful application and makes it easier for students to learn and do assignments, especially in writing activities. The students' attitude in affective aspect is in the "Positive" category (73,3%). It means that students showed the positive feeling in using this application during the learning process especially in writing activity. The students' attitude in behavioral aspect is in the "Positive" category (66,7%). It means that most of the students are active in the learning, attend the class on time, open the learning materials, ask the teachers,

and submit the assignments on time in google classroom.

Based on the interview data, there are two factors that hinder the students in writing descriptive texts assigned through google classroom, they are: poor internet connection and being lazy. While the supporting factors are four, they are: the display and the feature of google classroom, good internet connection, google classroom is flexible, and a study partner. In addition, there are three strategies used by the students in writing descriptive text assigned through google classroom, they are: planning/prewriting, drafting, and editing (reflecting and revising). Further, there are two challenges in writing descriptive text assignment founded by the students assigned through google classroom, they are: deadline and vocabulary.

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