The application of Google Classroom on teaching writing in post Covid pandemic era

Destiyana[1], Nenden Sri Lengkanawati[2]

[1]Graduate School of English Education, Faculty of Languages Literature and Education, Universitas Pendidikan Indonesia, Bandung, Indonesia
[2]Graduate School of English Education, Faculty of Languages Literature and Education, Universitas Pendidikan Indonesia, Bandung, Indonesia

Abstract

The existence of Google Classroom as an instructional medium is a new thing in the education sector, which is expected to make the learning and teaching process easier, especially in teaching writing. This study investigated the application of google classroom in Teaching Writing in one of Senior High School in Indonesia in post-pandemic era. The research objectives were intended to describe the implementation of google classroom in teaching writing for Senior High School students after Covid-19 pandemic, to identify the teacher and students' roles in google classroom, to describe strengths and weaknesses of the implementation of google classroom. The design of the research was descriptive qualitative. The data were collected through observation, interview, and documentation. The research findings showed that the methods used by the teacher were planning, drafting, and editing. Moreover, the roles of teachers were as controller, observer, organizer, explainer and evaluator, while students' roles are as processor, performer, and listener. The strengths of the implementation of google classroom in teaching writing for Senior High School students after Covid-19 pandemic era because of its practicality, feature, and simplicity. On the other hand, its weaknesses were low internet connection, difficulties in features of google classroom, and difficulties in evaluation. This study suggested that Google Classroom is a relatively new technology in Indonesia, and there is not much research into its applications in language teaching and learning. This research, therefore, lays a foundation for further investigations into this field. To start with, the implementation of Google Classroom is perfectly feasible. Secondly, technology just plays a supportive part, and teachers should be responsive to students' activities. The most favourable feature of Google Classroom among students is the use of Google Docs for writing assignments, giving and receiving comments and feedbacks.

Keywords: Google Classroom; Teaching Writing; Teachers' role; Post-Pandemic Era.

INTRODUCTION

Information technology-based learning is increasingly popular because it is believed to be able to strengthen the role of teachers, schools, and parents in order to optimize students' achievement. The presence of technology for English instructions has been very important as it brings about meaningful instructional practices (Sumardi & Muamaroh, 2020). The use of the internet has played an important role in language teaching. The main objective is to help students to improve their skills: listening, speaking, reading, and writing. With the use of the internet, language teachers are able to develop new techniques to obtain all the possible benefits of this tool in education (Bygate, 2001).

Since Covid-19 Pandemic runs, Indonesian government made the rules to prevent people move in public places. Indonesian Minister of Education and Culture (Mendikbud) issued Surat Edaran No. 4 of 2020 on March 24, 2020 stated that the National Examination (UN) and studying from home for students using online/distance learning. In conducting online learning, facilities, infrastructures should be provided such as Google Classroom platform, internet connection and so forth.

However, in post-covid 19 pandemics in conducting face to face learning, there are several things that need to be prepared, namely facilities and infrastructures including supporting platforms and tools, infrastructure and human resources. The tools or platforms that will be used have to be in line with the situation and conditions of learning. English teachers can utilize message application through mobile phone and smartphone. The most famous messenger application is Google Classroom.

Google Classroom is developed by Google for academic purposes that support a blended learning platform. This application is so simple to use, does not take too many spaces on the smartphone's memory and help teacher and student keep on the lesson's track. As Martinez-Mones,

et al (2017) pointed out that 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 notification. Since Covid-19 pandemic, this application provides benefit as it is easy to use and accessible to teachers and students in both face-to-face learning environment and full online environment (Bayarmaa & Lee, 2018). In Google Classroom, teachers can provide materials on the subject being taught. The teachers can post some teaching materials, assign tasks for students, and upload the students' grade, so that they can immediately see the scores obtained in the course (Ocampo, 2017). In addition, Google Classroom can be an alternative to postpone meetings face-to-face. Google Classroom also minimizes the costs incurred due to the use of more affordable stationery and other materials, and can minimize timereleased energy (Inoue & Pengnate, 2018).

Some bachelors studied about e-learning. Some of them focused on the effectiveness of E-learning Moodle, Google Classroom and Edmodo (Hakim, 2016), optimization of using Google Classroom as a learning media (Soni, 2018), Google classroom as an alternative way to enhance learning quality (Sewang, 2017), and Google Classroom as a media for Improving Attainment of Graduate Attributes (Madhavi, Mohan, Nalla, 2018). In Google Classroom, teachers can provide materials on the subject being taught. The teachers can post some teaching materials, assign tasks for students, and upload the students' grade, so that they can immediately see the scores obtained in the course. In addition, Google Classroom can be an alternative to postpone meetings face-to-face. Google Classroom also minimizes the costs incurred due to the use of more affordable stationery and other materials, and can minimize timereleased energy (Inoue & Pengnate, 2018).

Based on Alim, et al (2019) found that the use of Google Classroom was effective with various limitations: not all students got an account what was provided by the teachers because they did not have a smartphone; Wi-Fi availability in the campus was limited and the students did not have enough mobile data plan during the time of online discussion and even some students submitted their assignments using their friends' account. The finding is similar to the a study done by Bayarmaa & Lee (2018) that the adoption of the Google Classroom as an online environment in PBL is successful and effective in developing students' knowledge. This new attempt could help to enhance and improve the quality of learning instruction by breaking the monotony of the traditional classroom, and opening a new avenue for learning. In addition, effective and convenient collaborative learning is possible because students could interact and communicate with one another whenever and wherever they want even after the class. Iftakhar's study (2016) explained that Google Classroom is the best feature provided by the Google platform that can be used by the scholar to get information about the class material with the use of many times saved. It can be accessed by everyone on their smartphone, tablet, laptop, and personal computer.

The existence of Google Classroom as an instructional medium is a new thing in the education sector, which is expected to make the learning and teaching process easier, especially in teaching writing. The use of Google classroom is oriented to make students comfortable learning and teaching processes after Covid-19 pandemic. Writing defines one of the productive skills that is also known as the most difficult skill among other skills (Haerazi, et al, 2020). This is caused by complex writing activities such as: organize the ideas or information, avoiding ambiguity, making grammatical use, and choosing an appropriate vocabulary. This is in line with what was explained McLean (2011) that effective writing involves the organization in developing ideas, argumentation, and information, a great exactness to keep away from ambiguity, an intricacy of grammatical use, and selecting an appropriate vocabulary.

Based on the pre-observastion in SMA Laboratorium Universitas Pendidikan Indonesia, the researcher found that problems during the implementation of Google classroom in writing class in this post pandemic situation. The students feel hard to obtain an idea to write because they dislike reading. Another thing that may contribute to the difficulty is to compose writing because of a lack of vocabulary. Next, they frequently get confused about constructing sentences with correct grammar.

However, although writing skill plays an important role, this skill is often neglected. Research by Bozdogan & Karlidag (2013) showed that the only writing that the participants did during science and art lessons was for the examinations and lab reports, which made the practice of writing quite limited and unsatisfactory. In addition, writing skills are also very much needed in the world of work. Furthermore, in English teaching, teacher and students are the basic factors. Those vignettes are giving contribution in teaching learning process. There will be not learning if students do not

take part as well in it. Vice versa, the role of teacher will endorse pupils in engagement of education goal. It is no doubt that every purpose of learning process is reaching and progressing learning's achievement and attitude.

Regarding with the implementation of google classroom in teaching writing in Senior High School after Covid-19 Pandemic, the research problem raised is stated as follows: 1) How is the implementation of google classroom in teaching writing for Senior High School students in post-pandemic era?; 2) What are the teacher's and students' roles in google classroom?; 3) What are strengths and weaknesses of the implementation of google classroom in teaching writing for Senior High School students in post-pandemic era?

Therefore, this study wants to achieve the objective are: 1) To describe the implementation of google classroom in teaching writing for Senior High School students in post-pandemic era; 2) To identify the teacher's and students' roles in google classroom; 3) To find out strengths and weaknesses of the implementation of google classroom in teaching writing for Senior High School students in post-pandemic era.

METHODS

This study was qualitative research. Kennedy (2008: 6) states that qualitative research is alloted any exploration of which the results are reflected in words, pictures, or nonnumeric images. They turn the world into a series of representation, including field note, interviews, conversation, photographs, recording and memo to the self. At this level, qualitative research involves an entrepreneur naturalistic approach to the world. This means that qualitative research studies things in their natural setting, attempting to make sense of, or interpret, and phenomenon in the term of meaning people bring to them. The design of this study was case study. According to Duff (2008: 22), the case study is an exploration of a "bounded system or a case (multiple cases) overtime through detailed, in-depth data collection involving multiple sources of information rich in context. Generally, a case study is strategy of identifying an individual subject from whom observations, interviews, and family or life histories and other narratives provide the primary database. A case study is strategy used "how" or "why" questions to control the events of the contemporary phenomenon in a real life. The researcher uses a case study strategy to know the implementation of google classroom in teaching writing for Senior High School students after Covid-19 pandemic.

This research was held at SMA Laboratorium UPI Bandung. The writer decided to choose the school with some considerations. The school is reputable high school in Bandung hold by Universitas Pendidikan Indonesia. The school has also ever gained English championship in national or international level and most of student's graduate have been accepted in many states and private universities in Indonesia.

The subjects of the research were two English teachers and 33 students of class XII Bilingual-2 of SMA Lab School UPI consisting 10 male and 23 female students. Their age were 15 to 17 years old in average. The students had studied English since they were at Elementary High School in SD Lab School UPI, and at this point, their English proficiency was roughly at the intermediate level.

In line with this study, the written result of research restrained the data including script interview, field note, photographs, video, and document. Research question number 1 focused on the implementation of google classroom in teaching writing for Senior High School students in post-pandemic era. The data were obtained through observation and interview. Research question number 2 focused on the teacher's and students' roles in google classroom. The data were obtained through observation and interview. Research question number 3 focused on strengths and weaknesses of the implementation of google classroom in teaching writing for Senior High School students in post-pandemic era. The data were obtained through observation and interview.

In this study, the instruments to collect data used online observation, online interview and documentation. The observation is conducted to understand and describe the institutional process on teaching –learning of English. The researcher used the passive participant technique in carrying out the observation. The researcher conducted three times observation as passive participants. The duration of observation was around thirty minutes. The researcher observed the implementation of google classroom in teaching writing, the teacher and students' activities, the teacher and students' roles, the evaluations used for English teaching, strengths and weaknesses of the implementation of google classroom in teaching writing and solutions to overcome the problems.

To get more detail data, the researcher applied unstructured interview using Bahasa Indonesia that concerned with information related to the data needed so that the interviewee gave suitable

answers. An individual interview with the English teacher and 9 students randomly. Students who were interviewed were chosen by selecting 3 students of the top class-rank position, 3 students of the middle class-rank position, and 3 students of the of the bottom class-rank position. Students' class-rank position qualification was chosen based on the English teacher's information. Then, recording the process of interview. From interview activity, the researcher wanted to obtain data the implementation of Google Classroom, the teacher's and students' roles in google classroom, and strengths and weaknesses of the implementation of google classroom in teaching writing for Senior High School students during Covid-19 pandemic The interview data then transcribed. The data of interview for research question number 1, "How is the implementation of google classroom in teaching writing for Senior High School studentsin post covid-19 pandemics?" include methods, material, classroom procedure, media, and assessment used by the teacher. The data of interview for research question number 2, "What are the teacher's and students' roles in google classroom?" include how they manage their own roles during teaching learning process. The data of interview for research question number 3, "What are strengths and weaknesses of the implementation of google classroom in teaching writing for Senior High School students in post Covid-19 pandemics?" include the benefits and problems raised during the implementation of google classroom in teaching writing. Beside doing an interview, the researcher also used documentation method to get additional data dealing with teaching learning process. The documents in this research were syllabus, lesson plans, students' writing result.

To measure data validity in this research, the researcher used triangulation. Triangulation is a measurement of data validity that involves many sources of data in an investigation to produce understanding, qualitative researchers generally use this technique to ensure that accounts are rich, strong, comprehensive, and well developed. To make the data valid, the researcher used triangulation of technique. It means that the researcher used three techniques of collecting data, namely observation, interview, and documentation. The data obtained from observation were cross-checked with the data obtained from interview. Then, the data gained from observation and interview were cross-checked with the data from documentation.

All data obtained from observation, interview and documents were analyzed qualitatively. The study applied constant comparative method which was delivered by Glaser and Strauss in analyzing data. Moleong (2012: 326) stated that constant comparative method is revealed as reduction data, data categorization, and synthesis and arrange work.

In reduction data, the researcher conducted two activities such as identify unit and coding. The first step is unit identifying. It is breaking down into bits of information in unit of data. The researcher focused on data which were appropriate with teaching-learning process of English. The second step is coding. It is delivering code in unit which can be searched easily in analyzing the data. In categorization, starts with comparing incident with other incident classified into the same categories to compare the incident to the primitive version of rules (properties) describing the category. The category involves syllabus, learning objective, instructional material, teaching design includes teacher's role, student's role, classroom activity, classroom procedure, media, and evaluation. In synthesis seeks the relationship between one category and other categories. In this case, the data were organized and managed for they are able to be understood. The researcher presented the data in the form of descriptive qualitative ones. It includes the results of observation and students' evaluation. In arrange work, the researcher formulated statements proportionally. The researcher answered the research questions and problems in this study.

For research questions number 1, "How is the implementation of google classroom in teaching writing for Senior High School students in post Covid-19 pandemic?", the data gained from observation, interview and documents. All data taken from three times observation were analyzed one by one based on the result of each observation involving methods, classroom procedure of teaching writing using google classroom, media, material, and assessment of writing.

For research questions number 2, "What are the teacher's and students' roles in google classroom?", the data gained from observation, interview and documents. All data were analyzed qualitatively to know teachers' and students' roles in teaching writing using google classroom.

For research questions number 3, "What are strengths and weaknesses of the implementation of google classroom in teaching writing for Senior High School students in post Covid-19 pandemic?", the data gained from observation interview and documents. All data were analyzed qualitatively to know strengths and weaknesses of the implementation of google classroom in teaching writing for Senior High School students after Covid-19 pandemic.

FINDINGS

The application of Google Classroom in teaching writing for Senior High School students in post-pandemic era

In order to collect the data, the researcher used observation and interview. The researcher conducted three times observation as passive participants. The duration of observation was around thirty minutes. Hence, the researcher also applied unstructured interview using Bahasa Indonesia.

<u>Data of observation I</u>

First observation was carried out on Tuesday, 8 November 2022 at Mrs. IND class. In teaching writing, Mrs. IND adapted teaching writing strategy proposed by Harmer namely demonstrating, motivating and provoking, supporting, responding, and evaluating.

1) Methods

Based on Mrs. IND lesson plan, the researcher found that the teacher at SMA Lab School UPI used scientific learning in teaching writing as stated in 2013 Curriculum. Ideally, the implementation consisted of 7 (seven) steps, but the teacher did not use them all. In this case, activities of teaching writing were modified into Warmer (Boardgame), Vocabulary Building, Questioning Activities, Vocabulary Exercises, Grammar Review, Text Structure, and Construction a Text, and they were included in three steps of teaching learning activities as opening, main activity, and closing.

a) Vocabulary building and vocabulary exercises

Based on the teacher's document of e-module, the vocabulary related to application letter material was stated in glossary below.

- to appear   : termuat di koran
- enclosed   : terlampir
- in order to   : agar
- requirement   : persyaratan
- colleagues   : kolega
- consideration : pertimbangan
- be suited   : cocok untuk
- resume   : daftar riwayat hidup/curriculum
  vitae (CV)

(Source: Mrs. IND document of e-module)
Figure 1. Glossary of Material Vocabulary

Based on the researcher's observation, in vocabulary building, the teacher recalled the students' understanding about "business letter". Students attempted to build up some appropriate vocabularies based on to Fig. Mrs. IND class showed that students attempted to answer their vocabulary based on "business letter". They said, "heading, salutation, body of letter etc". Mrs. IND also gave vocabulary related with job application such as HR manager, position, confirmation etc (Observation in Mrs. IND class on Tuesday, 8 November 2022).

In vocabulary exercises, teacher guided students to observe vocabulary of business letter. In pairs, students worked on exercises to apply the vocabulary they had learned to other contexts.

Mrs.IND   : Students, pay attention to the vocabulary. HR manager, position, confirmation. Do you know the meaning?
Students   : Yes
Mrs.IND   : Can you make sentences using the words?
Students   : Yes.

Mrs.IND   : Ok, please make sentences using the words HR manager, position, confirmation. I'll be waiting for three minutes.
(Observation in Mrs. IND class on Tuesday, 8 November 2022).

b) Questioning activity
Questioning activities consisted of two activities. Firstly, the teacher guided students to ask questions by writing down everything that becomes a problem in the form of questions. Secondly, the teacher ordered students to ask their closest friends about their problems. After making questions individually, students could discuss with their closest friends, and they can ask and answer each other (Source: Mrs. IND document of Lesson Plan). Based on the researcher's observation, in questioning activities, the teacher asked questions about application letter in common conversation student about Yes and No question. The motions of activity were that Mrs. IND asked the students as follows.
Mrs. IND   : All right students, do you know, or, have you ever seen, what business letter is?
Students   : Yeeess.
Mrs. IND   : Have you ever made it?
Some students answered Yes and some said No
(Observation in Mrs. IND class on Tuesday, 8 November 2022).

It is in line with the result of teacher's interview. Mrs.IND said that in question answer activity, actually the students answered the teacher's questions although their answers were not grammatically complete.
Yes, if it's a question-and-answer activity. They are actually actively answering questions. That's all, sometimes just a few words or two. Their answers are incomplete (Interview with Mrs. IND, Tuesday, 8 November 2022).
In this stage, the teacher did not use collaborative activity, such as making discussion with their closest friends or doing questioning answering activity because of limited time allocation.

c) Grammar review and text structure
Based on observation, in Grammar Review, Mrs.IND presented material about "Business Letter" using PowerPoint presentation media. The goals of this motion were delivering the lesson and requiring a target language to be learned. The PowerPoint presentation consisted of 17 slides. It contained Standard of Competence and Basic Competence, learning objectives, learning indicators, definition of business letter, social function, generic structure, and exercises.
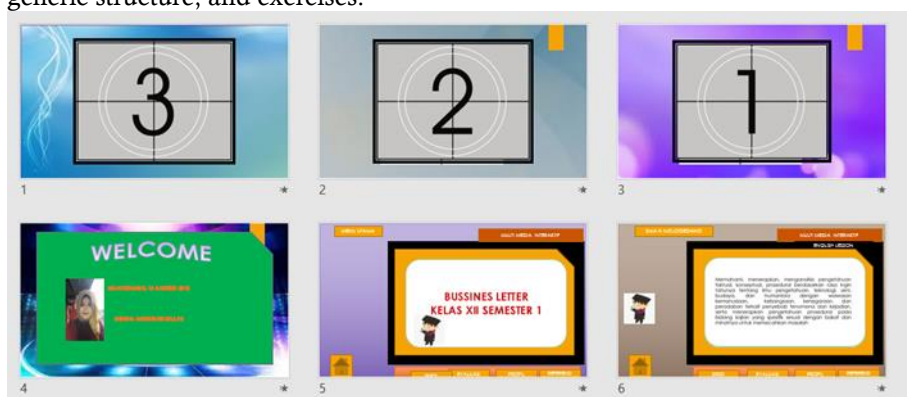
Figure 2. Power Point of Business Letter Materials

In grammar review activity, teacher guided the students to observe the verbs in italics in the Grammar Review section. Using PowerPoint presentation media, students were expected to be able to capture the pattern of passive sentences used, namely the pattern of be and past participles. Teacher's explanation was identified as follows.

Teacher : All right class, please pay attention with this example of business letter in this slide. Can you recognize grammar structure of formal letter here?
Students : Yes, Ma'am.
Teacher : Pay attention student, when you write business letter, you should concern about the structure. It used present tense. The pattern is Subject +V1+O
(Observation in Mrs. IND class on Tuesday, 8 November 2022)

Then, teacher and students discussed the schema of the text. Some of them are generic structure, purpose of the text and vocabulary that used in the text. Teacher showed the model of business letter as follows.
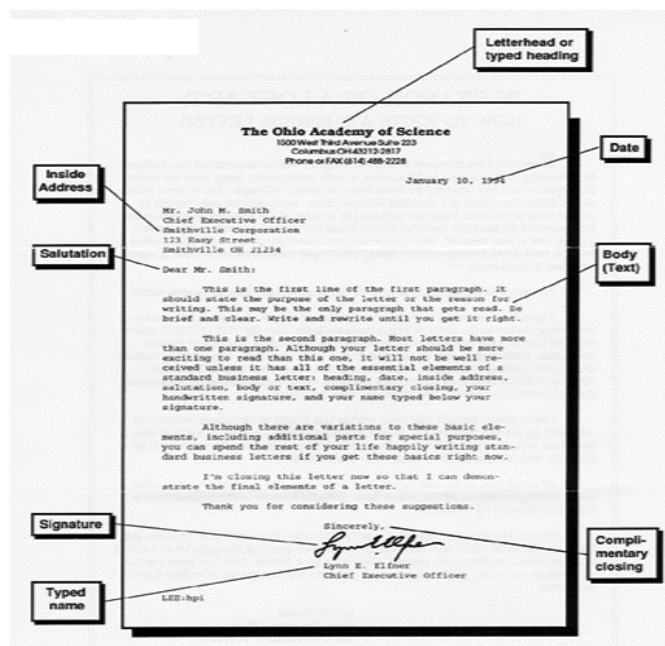
Figure 3. Sample of Business Letter

In Text Structure activity, students read references from various sources, including textbooks, to find out the social function, text structure, and linguistic elements of business letter. Students were expected to be able to capture knowledge about the parts of business letter and then apply it to identify parts of a given business letter.

Teacher : Open your book page 25 and look about business letter. Can you find it?
Student : Yes. Ma'am.
Teacher : And pay attention. There are three parts of business letter. They are Head (opening), body (content) and closing. It needs when you apply job
(Classroom observation at Mrs. IND class on Tuesday, 8 November 2022)

d) Construction a text

In supporting stage, students attempted to compose application letter individually within Construction a Text activity. Teacher guided them and helped them who got difficulties. The guidance was done by checking students' composition of business letter. Then, the teacher asked them to submit their writing result in google classroom. The correction was given by teacher in their writing. This way gave the students know how to arrange good text.

2) Material

For the implementation of google classroom, the school provided google classroom application for all subjects taught by the teacher. Each teacher had his/her own slot for uploading materials and assignments. For the explanation of the materials, the teacher conducted a meeting through the google meet application whose link was shared with students in the evening before teaching starts in the morning.

Below is an example of a meeting in learning writing skills conducted by Mrs. IND. The implementation of google classroom in teaching writing at class XII Bilingual-2 SMA LAB School UPI is described based on the researcher's observation in Mrs. IND class on Tuesday, 8 November 2022 and interview with her.

The teacher taught KD 3.3, KD 4.3.1 and KD 4.3.2. The topic was was "Do You Know How to Apply for a Job?". Based on the document of lesson plan, the learning objective is explained below.

Distinguishing social functions, text structures, and linguistic elements of several special texts in the form of job application letters, by giving and asking for information related to identity and educational background/work experience, according to the context of use, capturing contextual meaning related to social functions, text structure , and the linguistic elements of a special text in the form of a job application letter, which provides information, among others, regarding identity and educational background/work experience and composes a special text for a job application letter, which provides information, among others, regarding identity and educational background/work experience, taking into account social functions, text structure, and linguistic elements, correctly and in context. (Source: teacher's document of Lesson Plan). In this case, the material used by Mrs.IND was printed material in the form of handbook and non-printed material in the form of powerpoint presentation. Printed material is learning material produced by printers or publisher such as books, magazines, handout, worksheet and other publicity material. The outcome is to provoke students straight forward in studying English. In SMA Lab School UPI, Mrs. IND used Bahasa Inggris SMA/MA/SMK/MK Kelas XII published by Kementrian Pendidikan dan Kebudayaan Republik Indonesia. Meanwhile, non-printed material was learning material shared by the teacher in form of power point presentation, word files, or pdfs.
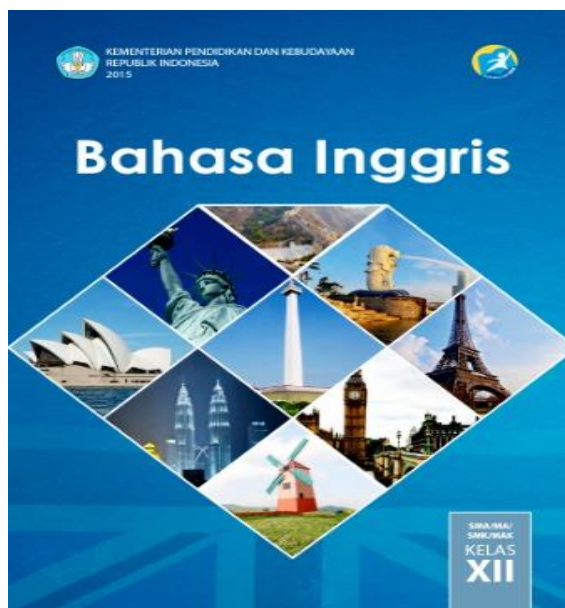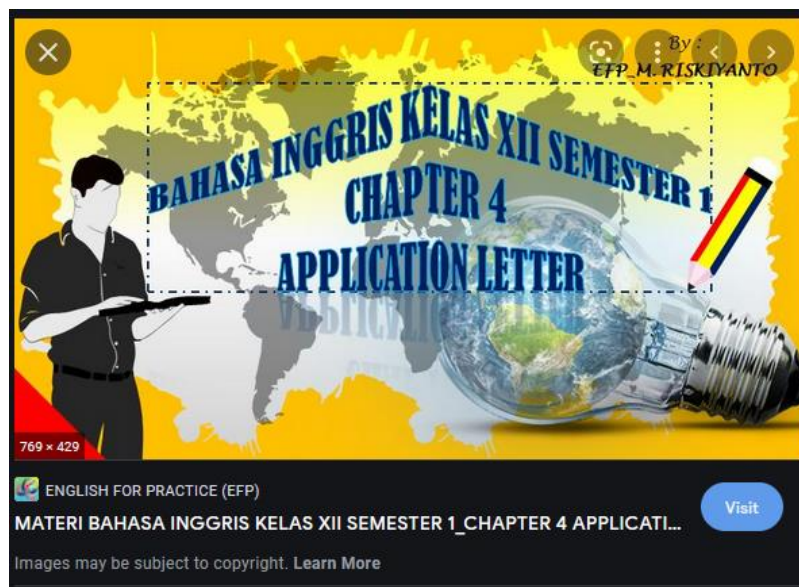

Figure 5. Printed Material

Figure 6. Power Point Material

3) Classroom procedures
   The brief pattern of the classroom procedure as follows:
   a) Opening
      Demonstrating stage happened in the beginning of lesson. In this stage, the teacher opened the class by greeting and checking students' attendance list. In this stage, the teacher motivated students in learning writing well. Then, Mrs.IND demonstrated how to start writing via google classroom.
   b) Main activity
      Motivating and provoking stages happened in main activities. Based on Mrs. IND Lesson Plan document, main activity consisted of Warmer (Boardgame), Vocabulary Building, Vocabulary Exercises Questioning Activities, Grammar Review, Text Structure, and Construction a Text. In this case, Mrs.IND did not carry out Boardgame.
   c) Closing
      In evaluating stage, five minutes before the lesson ended, the teacher gave students homework. The homework was that the students made job application letter. She also reminded the students to study hard at home. She praised the students' active participation, said goodbye to them and ended the meeting session. Mrs. IND present material via powerpoint media, to do discussion with students, and question answer session, while google classroom was used to share material or to submit assignment by students.

The teacher and students' roles in Google Classroom
The analysis of teacher and students' roles is based on Harmer's (2001). The roles of teachers were as controller, observer, organizer, explainer and evaluator, while students' roles are as processor, performer, and listener.
   a) Teacher's roles
      Based on researcher observation on Tuesday, 8 November 2022, there were many English teacher' roles. They always altered from one activity to another. According to Harmer (2007), there are the descriptions for 8 roles of teacher that can be played in the process of teaching writing such as teacher as facilitator, teacher as resource, teacher as controller, teacher as prompter or motivator, teacher as participant, teacher as tutor, teacher as

organizer, and teacher as assessor. Based on observation result, the researcher noticed 4 (four) roles of the teacher in teaching writing.

a) As a controller

As a controller, teacher had full authority in the classroom and teaching learning process. She keep the English lesson in condusive condition, when the students were out of track in teaching learning process, the teacher reminds them. Based on interview result with Mrs. IND,

> *"I always control on students' activities during online learning so that there weren't any students who missed the class. I used to google classroom to check students' attendance"* (Interview with Mrs. IND on Tuesday, 8 November 2022).

Mrs.IND said that she controlled her students' activities in google meet by checking students' attendance. Based on observation, as a controller Mrs. RU asked students whether they had got the textbook and dictionary and also controlled their homework engagement.

Teacher : Good morning, students! How are you today?
Students: Fine, Thank you. And you?
Teacher : Semua sudah ready dan on cam semua ya?
Students: Yes, Ma'am.
Teacher : Okay students, attention please! Have you done your homework?
Students: Yes Ma'am.
Teacher : Ok, you can take photos of your homework and send to our google classroom.
Students: Yes……………
Teacher : Don't forget your dictionary always on your side.
(Classroom observation on Tuesday, 8 November 2022)

b) As an observer

Based on interview result with Mrs. IND, she said that she also observed what students have done during teaching learning process.

> "*I observe the activities of my students in online learning. Besides making the online learning atmosphere conducive, I also want to check their competence as well, whether there is an increase or not during online learning during this pandemic*" (Interview with Mrs. IND on Tuesday, 8 November 2022).

Based on observation result, as an observer, Mrs. IND observed students' activities, she gave criticism and feedback to students. She also observed students' performance, competence in each skill, the way of students' responds in asking, answer question and sharing.

Teacher   : Pay attention with these sentences:
I am going to write a job application letter.
I am going to have job interview.

Those sentences are the example of future tense. The pattern is S + to be (is, am, are) + Going + to V1 + O + ADV. It refers the activity in next time such as tomorrow, next day, week, month etc.
Do you get it?
Students   : Yes, Ma'am.
Teacher   : Now, the example of negative form of future tense is: No, I am not going write a job application letter. You just add not behind to be. Understand?
Student   : Okay Mom.
Student   : The example of WH and question sentence of future tense are:

What are you going to?
Are you going write a job application letter?
(Classroom observation on Tuesday, 8 November 2022)

c) As an organizer

Mrs. IND said that she organized student to occupy some various activities and also perform in every instruction.

> *"In the end of the lesson, I ask my students to do exercises as homework. Before doing homework, I give them some instructions and organize what they should do later" (Interview eith Mrs. IND, on Tuesday 8 November 2022).*

Based on observation result, the teacher's role as an organizer was as follows.

Teacher : Ok, students. Attention please!
Student : Yes……...
Teacher : I will give you a homework. Please listen carefully!
Students: Yes, Ma'am.
Teacher : I will give some clues. Please make a job application letter based on the clues. Understand?
Students: Yes, Ma'am.
(Classroom observation onTuesday, 8 November 2022)

d) As a tutor

As a tutor, the teacher needed to make the students clear about the lesson by telling them what they did not really understand on. As a good tutor, the teacher needed to make sure that every student got the same chance to listen on teachers' explanations individually until there was no doubt left. Mrs. IND explained material in teaching learning process clearly, therefore students were able to understand material easily and also comprehend the materials that have known yet. In delivering the material in the classroom, teacher gave explanation to the student for their understanding of material.

Teacher : Pay attention to your paper. Kemarin Bu Guru membagikan lembar materi. Tolong diperhatikan. Itu membahas tentang apa?
Students: Surat lamaran.
Teacher : Great! Jadi kalau mau membuat surat lamaran, apa saja yang harus disampaikan!
Students: Identitas lengkap, Pendidikan formal, pengalaman.
Teacher : OK. Saya putar perlihatkan materinya, kalian perhatikan ya.
Students: Yes, Ma'am.
(Classroom observation on Tuesday, 8 November 2022)

1) Students' roles

According to Richards & Rodgers (2014), students have roles as performer, active initiator, and processor / practitioner. While Fauziati (2014) states that one of students' role is as a listener. Based on researcher observation, there were some roles shown by students in English teaching learning process through google classroom, such as processor, performer, and listener.

a) As a practitioner

As a practitioner, the students did teacher's instruction to apply target language. The students got two kinds of task forms. The first form was oral form and a second kind of task was written form. In the oral form, the students read aloud the passages dialogue, asked and answered question of teacher, practiced conversation or spoke in target language and communicated as if they were in real situations as shown by example. In writing class, as a practitioner, students practiced to compose a text based on their teacher's instruction. For example, when Mrs. IND asked students to make mind map of news item, students made it and submitted it in google classroom (Observation class on Monday, 7 January 2023). Furthermore, Mrs.IND said that,

> *"I gave them writing task. I ordered them to compose news item. The procedure is, first, they should make mind mapping of writing theme they will compose. Based on the mind mapping, the start to make their composition" (Interview with Mrs. IND on Tuesday, 8 November 2022).*

Students' mind mapping consisted of branches that contain an explanation of the material that the teacher conveyed, but in mind mapping not all are written in each branch broadly and long, but in mind mapping the teacher will use keywords that explain the whole.

b) As a performer

As a performer, students attempted to practice what teacher said and always did all instructions that have given by teacher. (Classroom observation on Tuesday, 8 November 2022). The procedures were carried out face-to-face in some learning materials that require this.

In this case, the teacher asked question about the pattern in common conversation student about Yes and No question. The motions of activity rely on the field note as follows:

Mrs. IND asked the student, "Do you know what business letter is? What is it for? The students just answer yes or no. They did not answer complete grammatically (Observation in Mrs.IND class on Tuesday, 8 November 2022).

Besides, the teacher also used compliance questions and rhetorical question. Compliance question was a type of question with the hope that students obeyed what was ordered by the teacher. Therefore, this question did not expect students' verbal answers, but in the form of students' real responses.

Mrs. IND asked the student, "Can you make your own business letter without imitating it precisely with this sample letter I've given?" (Observation in Mrs. IND class on Tuesday, 8 November 2022).

Rhetorical question was a type of question that did not require student answers, but was answered by the teacher herself. It happened when Mrs. IND asked question,

"Why it is important to learn formal letter? Yeah, it's because in because in the world of work, we must be closely related to official letters and documents" (Observation in Mrs.RU class on Tuesday, 8 November 2022).

Mrs. IND also asked comprehension question in which by this kind of question, she expected students to answer questions, expressed what they remembered, and clarified their ideas. Mrs. IND asked, "Explain the general characteristics and steps for compiling a job application letter!" (Observation in Mrs.IND class on Tuesday, 8 November 2022).

c) As listener

As a listener. students listened to anything that their teacher said to them such as explaining the material, information, instruction, motivation and spiritualization. The students were listening to the audio and fill in the blank.

1) A procedure text is a text that talks about how to do, how to make, and how to use something.

2)The communicative purpose of a procedure text is to tell people about how to do something, how to make something, or how to use something.

3)A procedure text consists of two elements: the materials/ ingredients and the processes/ steps.

4)The materials needed to make food are called the ingredients.

(Taken from Mrs. Mrs.IND document)

Mrs RU gave exercises. Student listened what the teacher said and tried to fill the answer sheet as follows:

1. A …………………. is a text that tells about how to do, how to make, and how to use something.

2. The communicative purpose of a procedure text is to ……………….

3. The …………… needed to make food are called the …………….

(Taken from Mrs. Mrs.IND document)

Students listened all of instructions given by the teacher in every activity in classroom. Mrs.IND gave instruction to the students via google classroom.

The strengths and weaknesses of the implementation of Google Classroom in teaching writing

To analyze the strengths and weaknesses of Google classroom, the researcher took data by interviewing teachers and students. The data was analyzed by describing each data from teachers and students about the strengths and weaknesses of Google classroom with the following results.

1) Strengths

The empirical themes in the use of Google Classroom for writing skill are practicality, autonomous learning, feature, and simplicity. Such strengths can be explained as follows.

a) Google Classroom is effective application to complete implementation of the learning approach

The application Google Classroom application, it is quite effective to complete implementation of the learning approach. This implementation stage has been adjusted it with the learning approach used so far. The first step is to make teaching materials that have been adjusted clearly and can be understood by students, so that students can learn easily (Classroom observation on Tuesday, 8 November 2022).

In the Google Classroom application, a column is also provided comments that aim to open up space for discussion between teachers and students. So that students can ask questions easily about material that is considered difficult. Furthermore, the learning process in the classroom is adjusted to the approach contextual through the google classroom application (Classroom observation on Monday, 8 November 2021). Interview result also shows that,

"This google classroom is quite effective. I can share material in the form of photos, videos, ppt, word or pdf easily. Likewise, it is also easy for students to collect their assignments" (Interview result with Mrs. IND on Tuesday, 8 November 2022).

The material is delivered based on syllabus which is made by teacher. Therefore, the instructional material can fulfil students' need in encompass practice and present material, facilitator of communication between teacher and learner.

b) Gadget friendly

Google Classroom is designed to be responsive. It is easy to use on any mobile device. The observation result show that students installed the google classroom application on various brands of computers and cellphones. Some installed it in their laptop and some in their handphone. All of these gadgets supported the google classroom application (Classroom observation on Tuesday, 8 November 2022)

Mrs. IND also said that one of the reasons why she used google classroom was that this application was easy to use and friendly to all brands of gadgets (Interview with Mrs.IND, on Tuesday, 8 November 2022).

2) Weaknesses

The weakness in teaching learning process is normally occurred. The weaknesses consist of the element of instructional design of English teaching using google classroom. It encompasses classroom procedures, media, and evaluation.

a) Weakness in classroom procedure

Classroom procedure did not exactly occur because of the limitation of time in google classroom. When the material must be finished completely, teacher did not use the pattern of learning cycle theoretically. It is because the schedule of teaching learning process altered based on the situation and condition. Based on interview result:

"Well, because offline learning time is very limited, so teaching procedures with a learning cycle cannot be fulfilled all. For example, there are no collaboration stages or group discussions or class discussions. Yaa gimana yaa karena keterbatasan waktu (Interview with Mrs.IND, Tuesday, 8 November 2022).

b) Weakness in media

The delivering media in the classroom sometime got obstacles. It was because of internet connection. Sometimes, when teacher wanted to make an assignment in google classroom, the internet connection got down. The conditions sometimes wasted time. When there was trouble in the computer. Teacher must order the technician to make it better. Interview result shows that:

"The main obstacle if the internet connection is slow. Everything is disturbed. Especially if the computer is damaged, I have to call a technician. This takes a long time" (Interview with Mrs.IND, Tuesday, 8 November 2022).

c) Weakness in evaluation

When the teacher conductted the evaluation, she had to remind the student to submit on time. There were few students seemed ask to their friends in doing the exercise. Interview result shows that:

"In face-to-face learning during evaluation, whenever there is a test, students work on, collected, everything can be together and on time. But if it's online to be submitted through google classroom, some are late, some forget and have to be reminded" (Interview with Mrs.IND, Tuesday, 8 November 2022).

In order to encounter the weaknesses of google classroom, the teacher needs a well-structured plan and implement scaffolding activities in a way that it will help the students better understand and thus better perform the tasks they participated in. Activity of the teacher were composing of presented the problem, checking the problem-solving process, upload classroom materials, feedback and arrangement in teaching learning process. The teacher could interact in assignment and group chat.

DISCUSSION

The application of Google Classroom in teaching writing for Senior High School students in post-pandemic era

Based on the regulation from the government to implement e-learning as the best way to prevent the spread of Covid-19, all the teachers have to found a good strategy in teaching writing through online and offline learning class. According to Pranoto (2004), writing means putting thought into a text. Writing also can be defined as the expression that is expressed in written. According to Richard and Renandya (2004), there are several steps in process of writing namely planning, drafting, editing, and final product. Planning is a step where the writers have to plan about the idea what they want to write. Drafting is a step putting ideas into sentences or paragraphs. Editing is a step where the writer should edit the written text as much as it needed to be possible. The last step is where the writer produces the final product in the form of written text.

First observation showed that in teaching writing, the teacher adapted teaching writing strategy in her classroom procedure proposed by Harmer namely demonstrating, motivating and provoking, supporting, responding, and evaluating. The implementation of teaching writing consisted of activities which were modified into Warmer (Boardgame), Vocabulary Building, Questioning Activities, Vocabulary Exercises, Grammar Review, Text Structure, and Construction a Text, and they were included in three steps of teaching learning activities as opening, main activity, and closing. The materials used by the teacher were printed material in the form of handbook and non-printed material in the form of powerpoint presentation. Meanwhile, classroom procedures involved some steps namely demonstrating, motivating and provoking, supporting, responding, and evaluating.

Second observation showed that the teacher used teaching writing methods proposed by Richards (2002) including planning, drafting, and editing. There were three writing material of class XII Bilingual: job application letter or business letter, instruction text, and news item text. She used video and Lembar Kerja Siswa (LKS) as teaching media. Henceforth, third observation showed that the teacher used planning, drafting, and editing strategies. The material used was LKS that provided them various texts, exercises, and concept explanation. English assessment at SMA Laboratorium Universitas Pendidikan Indonesia is carried out in three points, daily test or *Ulangan Harian* (UH), mid semester test or *Penilaian Tengah Semester* (PTS), and final test or *Ulangan Akhir Semester* (UAS).

Based on research findings, strategies used by the teacher in teaching writing in google classroom planning, drafting, and editing was effective. The teacher delivered the material simply and gave orders to students step by step. Richards (2002:316-319) describes the process of teaching writing approaches has four basic stages namely planning, drafting, editing the final draft. The finding is similar with a study by Kamariah, Husain, Atmowardoyo, and Salija (2018) describing that planning, drafting, and editing steps was used effectively to improve students' writing skill. On the contrary, the finding is different from the study by Bayarmaa and Lee (2018). The difference lies on strategies the teacher used to teach writing. Bayarmaa and Lee (2018) explains that in teaching writing using google classroom, the teacher used Problem-Based Learning (PBL) method.

Meanwhile, the finding is also different with a research by Alhujaylan (2019). He stated that the teacher used CALL with GBA method in teaching writing. Furthermore, the finding is also different with a study by Zhang and Cheung (2018). He claimed that corpus-based approaches are useful in analyzing students' writing using google classroom.

In terms of classroom procedure, the finding show that activities of teaching writing were modified into Warmer (Boardgame), Vocabulary Building, Questioning Activities, Vocabulary Exercises, Grammar Review, Text Structure, and Construction a Text, and they were included in three steps of teaching learning activities as opening, main activity, and closing. The finding is similar with a research conducted by Kamariah, et al (2018) showing that the learning process consisted of four parts namely discussion, pre-writing, writing, and post-writing. But other researcher, Chuaphalakit, et al (2019) presented different result. The teacher used the anonymous peer feedback activity in teaching writing in a classroom.

There were writing material of class XII namely job application letter or business letter, instruction text, and news item text. The material came in form of audio visual, printed, and non-printed material. It is similar with a study by Onyinyechi (2020) stating that types of instructional materials and their use to teach and learn English for economics in secondary school were x-rayed for better understanding, and challenges facing development and effective utilization of instructional materials. The school was adequately equipped libraries with modern printed and non-printed (audio-visual resources) available to suit the teaching and learning needs of economics teachers and students in secondary schools. Another researcher, Ratnaningsih (2019) presents that Google Classroom can be used for other materials such as videos and slides.

English asessment was carried out in three points, daily test or *Ulangan Harian* (UH), mid semester test or *Penilaian Tengah Semester* (PTS), and final test or Ulangan Akhir Semester (UAS). The type of assessment in writing, the teacher used writing sample and portfolio. Then, in Summative assessment teacher used student's classroom task and written test. The researcher found the teacher used analytical score. In assessing of writing the teacher score students' writing tasks a teacher should use rubric score and description. An ideal rubric score should cover the aspects, criteria, and the score. It is similar with a research by Nurhayati (2019) which explained that assessments made by teachers in determining the student's final grade, consisting of the Daily Test Score , the Mid-Term Test Score and the End-Year Test Score. This assessment is carried out to measure students' abilities in the form of factual, conceptual, procedural, and metacognitive knowledge, as well as low to high level thinking skills. The competency measured in this activity is related to the achievement of Basic Competence (KD) on KI-3 conducted by English teachers. The assessment technique used is in accordance with the characteristics of each. These include written tests, oral tests, and assignments. The method used in writing this article is descriptive analytic, to describe the ability of English teachers, in making decisions using information obtained through measurement of student learning outcomes.

The media used in writing class is google classroom, and powerpoint presentation. Similarly, a study by Singh (2020) also presented that google classroom can be used with other media. The teacher used Telegram, WhatsApp, and Google classroom as to engage the students in the learning process during the movement control order. Teachers also used various Apps such as Quizziz, Padlet and Kahoot to conduct online assessment after the teaching process ends.

The teacher and students' roles in Google Classroom

The roles of teachers in teaching writing using Google Classroom were as a controller, observer, organizer, tutor and evaluator. As a controller, teacher had full authority in the classroom and teaching learning process. Similarly, a study by Naibaho (2019) showed that when the teacher acts as a controller, they were responsible in the class and also responsible for all activities that occur in the classroom. In this case the teacher played a role, told the students who need to be informed, organizes the exercises, reads loud and the other role is to give an example or show how to do something with good quality to the students. Teachers who usually only perceived their work as a transfer of knowledge they had to students were usually very comfortable with the role of controller. Many students can remember teachers in their past who only gave instructions and who have inspired their students with the knowledge and charisma they have.

As an observer, the teacher observed students' activities, she gave criticism and feedback to students. In Naibaho's study (2019), teachers not only observed students to provide feedback. They should also pay close attention to the success of the teaching materials and the activities they

deliberately carried in the classroom so that they could all, and if necessary should prepare food during the observation process. On the contrary, previous findings of Rabbi, Zakaria, and Tonmoy's work (2017) and Bayarmaa and Lee's (2018) emphasized on the role of teacher as a motivator and an explainer. The English teacher has awareness of her roles and responses to aid student to attain their ideal objectives by enduring them continuously to study hard. In studies by Kamariah, et al's work (2018), Khalil's research (2017), Alim, et al study (2019), describe that all teachers have awareness about their duty as educator and teacher. It seems a little difference in teaching learning process in kindergarten, elementary school and English course. The teacher's role is much more as the tutor. It can be realized that teaching children is different to teenagers and adult.

As an organizer, the teacher organized student to occupy some various activities and also perform in every instruction. It is similar with Naibaho's research (2019) that when students did not understand what they should be doing, they may not benefit from the ongoing activities or from the teacher's role as an organizer. In this case also a teacher must be creative in informing the activities that will be done, meaning that when conveyed to students teachers should be able to attract their attention so that they can anthusias in doing these new activities. The role of teacher as an organizer also in line with Brown (2001) who argued that teacher has role to facilitate, advice, assist and offer direction to the student. The major responses of teacher in language teaching is to build the condition and to increase the teaching learning process. The student enables to practice the language meaningful context. It is one of teacher's greatest responsibilities to establish students' positive attitude to learn English as foreign language. The English teacher has role to make the learner safe, comfortable, enjoy in teaching learning process. The teacher convinces the learner can do the assignment and examination successfully. They also have role to look for the ways to improve students' ability through discussion, work in pair and individually. Teacher guides them when they get difficulties in their task's fulfilment.

Meanwhile, students' roles in Google Classroom were as processor, performer, and listener. There are similarities with the Fonseca and Peralta's study (2019), that teacher builds some activities to develop the student skill in writing. The activity is aimed to encourage communication, pronunciation and student's interaction. It also helps teacher to expand the classroom indefinitely and provide natural context for the language being used. The activity of classroom which is done by the student lines with theory of process approach in teaching writing. The reflection of process approach is clearly illustrated in the classroom activity. The student produces several writing with emphasis on the process of writing and getting feedback from classmates.

Meanwhile, a study by Raaper and Komljenovic (2022) showed different result. In this case, students were approached as digital users and data producers to inform university practices. They are made liable to various user agreements with digital platform providers but have no actual influence on decision-making. It is similar with Bancin's research (2019) that the teachers applied the teacher's role in good way. They applied the role of teacher appropriate if depend on what students need. They were good in applied the teacher's role maximally as controller, organizer, prompter, participant, resource, tutor and observer. In addition, the interaction between teacher and students in English classroom are interesting teaching and learning process in the third class. It meant that the classes ideal because the teacher and students interacted with good interaction.

The strengths and weaknesses of the implementation of Google Classroom in teaching writing
Referring the third research question, strengths and weaknesses of the implementation of google classroom in teaching writing for Senior High School students in post pandemic era, finding showed that the use of Google Classroom for writing skill are practicality, autonomous learning, feature, and simplicity. It is effective application to complete implementation of the learning approach and gadget friendly. The result was correlated with a study by Iftakhar (2016) that the students can get the grade in Google Classroom. From simplicity theme, the participants state that it was easy to install and submit assignments in Google Classroom. They could also directly send the assignment in the application if they had finished it.

The finding also shows that Google classroom is gadget friendly. A study by Janzen (2018) stated that mobile access to learning materials that are attractive and easy to interact with is critical in today's web connected learning environment. A research by Keeler (2018) also mentions several other benefits of using Google Classroom. She mentions how Google Classroom ensures streamline counseling only by posting an announcement. Crawford (2019) states that Google Classroom facilitates collaborative learning. Here, the instructor can upload materials and give feedback to

students. Students can also upload materials and make personal comments. Moreover, students can collaborate with each other. They can share their documents and assignment thus, they can come up with their best assignment or work.

The weaknesses of google classroom consist of the element of instructional design of English teaching using google classroom. It encompasses classroom procedures, media, and evaluation. It is in line with a study by Alim, et al (2019). The use of Google Classroom was effective with various limitations, because not all students got an account what was provided by the lecturers because they did not have a smartphone, Wi-Fi availability in the school was limited and the students did not have enough mobile data plan during the time of classroom discussion and even some students submitted their assignments using their friends' account.

The finding shows that the delivering media in the classroom sometime gets obstacles. It is because of internet connection. Similarly, a study by Dewi, et al (2020) stated that the obstacles encountered in the learning processes were unstable internet connection in the school and unskilled teachers to operate the application. Another study by Singh (2020) found that problems teachers encountered engaging students through the apps used, anxious over finishing the tasks in a short time and students' attitude to cooperate. In evaluation, when the teacher conducted the evaluation, she had to remind the student to submit on time. There are few students seem ask to their friend in doing the exercise.

A study by Mai & Chi (2019) shows different result. It stated that Google Classroom engaged a majority of students in writing tests. Furthermore, the qualitative analysis of the interview sessions strengthened this conclusion when all participants easily gave their explanations of how Google Classroom facilitated their writing.

CONCLUSION

Implementation of google classroom in teaching writing for Senior High School students in post-pandemic era shows that methods used by the teacher in teaching writing in google classroom is planning, drafting, and editing was effective. The teacher delivered the material simply and gave orders to students step by step. The methods used by the teacher in teaching writing in google classroom are planning, drafting, and editing. In terms of classroom procedure, the finding show that activities of teaching writing were modified into Warmer (Boardgame), Vocabulary Building, Questioning Activities, Vocabulary Exercises, Grammar Review, Text Structure, and Construction a Text, and they were included in three steps of teaching learning activities as opening, main activity, and closing. Meanwhile, the material used by the teacher is audio visual, printed, and non-printed material. English assessment was carried out in daily test or *Ulangan Harian* (UH), mid semester test or *Penilaian Tengah Semester* (PTS), and final test or *Ulangan Akhir Semester* (UAS). The media used in writing class are google classroom, and power point presentation. The roles of teachers in google classroom are as controller, observer, organizer, tutor and evaluator, while students' roles are as processor, performer, and listener. The strengths of the implementation of google classroom in teaching writing for Senior High School students in post-pandemic are the use of Google Classroom for writing skill are practicality, autonomous learning, feature, and simplicity. It is effective application to complete implementation of the learning approach and gadget friendly. The weaknesses of google classroom consist of the element of instructional design of English teaching using google classroom. It encompasses classroom procedures, media, and evaluation.

To start with, the implementation of Google Classroom is perfectly feasible. High school students, the millennials, have been familiar with technology, the internet and a wide variety of devices. Also, Google Classroom is very user-friendly, so both teachers and students do not have difficulty getting used to it. Moreover, technology just plays a supportive part, and teachers should be responsive to students' activities. The most favourable feature of Google Classroom among students is the use of Google Docs for writing assignments, giving and receiving comments and feedbacks. What students expect most when attending a writing class seems to be teachers' remarks and suggestions. In a traditional class, students have to wait until the next class to get their papers back. In contrast, through Google Classroom, teachers can return students' writing immediately after finishing evaluating it. Google Classroom is a relatively new technology in Indonesia, and there is not much research into its applications in language teaching and learning. This research, therefore, lays a foundation for further investigations into this field.

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