



GOOGLE CLASSROOM AS A MEDIA TO DEVELOP STUDENTS' CRITICAL THINKING IN ENGLISH WRITING

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Abstract

Google Classroom is not only media for teaching and learning but also for developing students' critical thinking. This study focused on how Google Classroom as a media developed students' critical thinking in English writing and finds teachers' perceptions dealing with this issue. This was descriptive qualitative research since it explores the students' critical thinking based on Cottrell's theory. The subjects of this study were students of X Accountants 1 and 2 and teachers of SMKS Bina Banua Banjarmasin. To collect the data, observation and interview were used as the instruments. The results showed that Google Classroom helped students develop eight aspects of critical thinking: a sense of audience, clarity, analysis, sequence, selection, best order, group of similar points, and signposting. The teacher positively perceived using Google Classroom in writing as it is very effective as a learning medium.

Keywords: Google Classroom; Critical thinking; Writing

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1. Introduction

In dealing with the industrial revolution 4.0, an educator must be more innovative in conveying learning (Petrillo et al., 2018; Ajmain et al., 2019; Asrial et al., 2019). Many ways to provide a new atmosphere in education, one of which is e-learning. E-learning plays an active role in accommodating students to think critically (Rusnawati et al., 2020; Supriyatno et

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al., 2020;). In e-learning media, students are expected to master the internet-based media and use it in daily learning. Therefore, many languages all around the world and many issues nowadays make learners overthink, especially in education (Adam et al., 2022). Many ways to develop students' vocabularies, one of the ways is writing. By writing, students can develop their critical thinking. Many media can be used; one of the media is Google classroom. Google Classroom can mediate between the teacher (conveyor) and the learners (recipient of the lesson). One of the skills that can be applied to using Google Classroom for critical thinking is writing. By writing, students can think more directed. More than that, writing, according to Cotrell (2005), the following are the characteristics; a sense of audience, clarity, analysis, sequence, selection, best order, group of similar points, and signposting (Ibrahim et al., 2021). Based on the explanation above, the researchers choose SMKS Bina Banua Banjarmasin Students' Grade Tenth Accountant 1 and 2 as her research subject. SMKS Bina Banua Banjarmasin is the best private vocational high school; its achievements, especially its Accountant major, prove it. In Accountant major, the tenth grade has been using e-learning, at eleventh and twelfth, do not apply it.

The objectives of this study are to know students' critical thinking in writing using Google Classroom based on Cotrell's theory; a sense of audience, clarity, analysis, sequence, selection, best order, similar group points, and signposting (Ibrahim et al., 2021). The second researchers' focus is how teachers perceive using Google Classroom as a medium to develop students' critical thinking in writing at the Tenth Grade Accountant 1 and 2 of SMKS Bina Banua Banjarmasin.

Mutia (2018) states that the word media was derived from Latin media, which means "between" or "mediator". In general terms, media means television, radio, phone, and newspaper considered as a whole and as ways of entertaining or spreading news or information to a large number of people. According to Robert, as cited in Mutia (2018), media such as a lecture or a TV program might set the stage but would surely be inadequate for learning a skill such as a hose directing in firefighting. Belshaw (2012) states that the ability for people connects using digital technologies are a revolution akin to the invention and use of the Gutenberg printing press in the 15th century. Based on the definition above, it can be concluded that we can use media to communicate with people indirectly. The use of media is very needed to reach the purpose of the teaching and learning process. Media will help establish the condition for the learners to identify or describe something to gain knowledge and skills. This emphasis is significant in relation to the contemporary enthusiasm for new technologies in education, where media are frequently seen as neutral means of delivering information (Sicam et al., 2021; Utami et al., 2021).

There are many ways to teach, from the simplest to the most complicated media. Nuhung in Mutia (2018), states that there are six kinds of learning media; one of the media is programmed and computer-assisted instruction. Programs, for example, computer-assisted instruction, are sequences of information designed to elicit a predetermined response. The

most common examples are programmed textbooks or instructional programs prepared for computers, such as e-learning. Mason & Rennie (2006) E-learning, like other new technologies, has been the subject of wildly inaccurate predictions. The most commonly quoted is: The next extensive killer application for the Internet will be education. Education over the Internet will be so extensive that it will make email usage look like a rounding error.

From the definition above, it can be concluded that e-learning is electronic technology to access the teaching and learning process outside the traditional classroom. E-learning makes teaching and learning more accessible, such as sharing material, submitting assignments, and doing quizzes. E-learning can be applied in many institutions, for example, schools and universities. Through e-learning, both teachers and students can easily communicate. Bell (2015), Google classroom is a free application designed to help students and teachers communicate, collaborate, organize and manage assignments, go paperless, and much more. Muslimah (2018) states that a Google classroom is a tool that facilitates student and teacher collaboration; also, the teacher can create and distribute assignments for students in an online classroom for free.

Bell (2015) explains the steps using Google classroom: first, login using classroom.google.com and log in using Google Apps for Education account on a phone or computer with an institution email address. "Create Class" will appear, and then press on it. After that, add a class name. Teachers can add the details about the class, such as descriptions and instructions for students in the "about" tab, and also Google Drive Folder for classroom materials and can attach an outline course and lesson plan (Rahman et al., 2021). Finally, the class is ready, and students can freely join if they have institutional Google Accounts and they should find the class code in the "stream" tab.

Critical thinking is the ability to reason and reach the goal of what the material has taught to avoid misinterpretation among teachers and students. Cotrell (2005, p.2) states that if we can analyse the basis of what we take as accurate, we are more able to discern when it is reasonable to be trusting and where it is helpful to be skeptical. Numerous qualitatively different forms of outcome evaluations for thinking courses provide substantial evidence for the conclusion that it is possible to use education to develop the ability to think critically, especially when instruction is specifically designed to encourage the transfer of these skills to different situations and different domains of knowledge (Halpren, 2002; Rahman et al., 2022).

Cotrell (2005) states that the process of re-drafting and editing writing is essential to critical writing. The writer needs to ensure that the final draft has the characteristics associated with critical writing. The final piece of critical writing should be written and well-structured. It should include devices, such as signal words that lead readers through the evidence so that they are clear about the conclusion even before they read it.

According to Mutia (2018), writing can be seen as two different views. They are the product of that writing and the process of writing. In another statement, Nunan (2005) states that writing combines process and product. Brown (2001) states that when writing is seen as the

product, the attention is placed on the final product of writing, such as the essay, the report, the story, or what the product should look like. Written language has some characteristics: Permanence, production time, distance, orthography, complexity, vocabulary, and formality. According to Sakkir and Dollah (2019), a Writing paragraph is a group of sentences about a single topic. The sentence is the single most important linguistic structure. It is like the backbone of all writing. Together, the sentence of the paragraph explains the writer's main idea of the topic. In this study, students write a simple sentence of their opinion based on the topic that day in Google Classroom.

Palmer & Young (2008, p.91), with so much leisure occupied by screen time, much theoretical and widespread, speculate how these electronic media affect children's development. The researchers have documented that children learn various educational and social lessons, both intended and unintended, from television. Less is known about how and what children learn from interactive technologies (Nengsih et al., 2022), including computer software, video games, and the internet. Mali (1994, p.36) states that Perception can be said to be the process by which data from the environment is interpreted to allow us to make sense of it. Mali (1994, p.36), as cited by Gregory (1966), Perception is not determined simply by stimulus patterns; instead, it is a dynamic search for the best interpretation of the available data.

2. Method

In this research, the researchers used descriptive qualitative research because the researchers intended to know the fundamental factors that make students get in using Google classroom in writing to develop their critical thinking based on Cottrell's theory. This study employed a qualitative approach. Qualitative research studies focus on the quality of connection, activities, context, or materials of the study, according to Fraenkel and Wallen (1993). The emphasis here is on a comprehensive account that details every aspect of a particular event. Through the qualitative research model, the writer might be able to collect the data to answer the problem above because the qualitative model could facilitate the analysis of the use of Google Classroom in the class. This study aims to describe the tenth Accountant 1 and 2 students of SMKS Bina Banua Banjarmasin.

The population of the study was SMKS Bina Banua Banjarmasin. It had six majors: Accounting, Graphic Design, Broadcaster, Travel Business, Computer Network Engineering, and Marketing. Thus, there were 676 students. The study sample was Tenth grades of Accountant 1 and 2 students. In Tenth Accountant 1, there are 43 students, and in Tenth Accountant 2, there are 33 students. This research took place at SMKS Bina Banua Banjarmasin. Especially in the tenth class of Accountants 1 and 2.

The first method was observation. It was a method of observation directly related to the object of research (Sileyew, 2019). The researchers used this method to record directly related the process of learning and teaching in the Accountant class, especially in writing, using

Google Classroom. In accordance with the plan of study that was systematically carried out very precisely, so researchers used this method. In this study, the researchers would come to the class and observe what had happened during the teaching and learning process while using Google Classroom, especially in writing. The point of the researchers' observation is about class writing sessions using Google Classroom to develop students' critical thinking based on Cottrell's theory. The researchers noted the activity in Accountants 1 and 2 of SMKS Bina Banua Banjarmasin. The researchers also joined the media, Google Classroom, to observe students' writing during the teaching and learning process when using the media. The researchers' indicator of observing Google Classroom was in chapter II or based on Cotrell's theory. At least, based on the researchers' involvement in interaction with the object of her research, there were two types of observations. Those were the observation and participant observation non-participant. In this study researchers used this type of observation of non-participants; the researchers did the research in a way directly involved in the interaction with the object of her research (Rahman & Ja'afar, 2018).

Interviewing had a variety of forms, including individual, face-to-face interviews, and face-to-face group interviewing. The asking and answering of questions could be mediated by the telephone or other electronic devices. It was assumed that there was a questionnaire and one more interviewee in the interview. The purpose of the interview was to probe the interviewees' ideas about the phenomenon of interest. The researchers interviewed by giving a sheet of paper, and each paper had some questions which students had to answer by writing it and researchers interviewed ten students in Accountant 1 and 10 students in Accountant 2 about using a learning media system (LMS) for developing their critical thinking in writing based on the Cottrell's theory. There were eight characteristics in writing: A sense of audience, clarity, analysis, selection, sequence, best order, similar group points, and signposting. The researchers would interview ten students for each class based on the 8 points above. The researchers interviewed the teacher about her Perception of the activity in the teaching-learning process using Google Classroom, including the students, based on the theory. The interview intended to gain a deeper understanding from the teacher of students' ability in writing to develop their critical thinking. The instrument data used the list of questions to interview the subject's English teacher and students.

The interview was recorded, transcribed, and rewritten neatly, and then the researchers read the entire field notes and sorted out important information, for example, writing vocabulary, discarding irrelevant data, etc. For detail, it could follow, after getting the result of the data by observing and interviewing students and teachers, the researchers wrote the situation in the class during the teaching and learning process in writing Google Classroom if the students had developed their critical thinking by writing. The researcher would deduct the data such as students who did not have a characteristic of critical thinking in writing based on the theory will not be written in the findings and discussions.

Drawing conclusions from the mass of data, Miles, and Huberman suggested that a good display of data in tables, charts, networks, and other graphical formats was essential. This was a continual process, rather than just one to be carried out at the end of the data collection. For detail, it can follow as (1) Transcribing data from audio while interviewing the teacher by using the phone to the written data; (2) Transcribing data from interviewing students by writing on the paper to the findings and discussions; and (3) Interpreting data based on the Cottrel's theory to the research question.

The conclusion or verification stage was a further stage in which at this stage the researchers concluded from the data findings. After phase three was done, the researchers had research findings based on data analysis carried out on an interview result in SMKS Bina Banua Banjarmasin grade tenth Accountant 1 and 2. The analysis should allow beginning to develop conclusions regarding the study, which developed students' critical thinking in writing. The conclusion of the data should be students' points that fit in and not the critical thinking in writing based on 8 points of Cotrell's theory and the teacher's Perception about using the Learning Management System (LMS) written in the previous chapter.

3. Results and Discussion

3.1. Characteristics to Develop Writing Skills

3.1.1. A Sense of Audience

A sense of audience means the students' writing can influence the reader. In the class situation, students are more likely to discuss the vocabulary given by the teacher in real life than in Google Classroom; it may help them minimize misinterpretation if they do the discussion on LMS. They are only given an hour to use the phone after using LMS; their phones should be collected at the teacher's table. Because of the lack of time, the students only have time to write on Google Classroom without leaving a comment on their friends' posts.

Based on the interview, some students are happy if their writings are got a comment from their friends because it can develop their writings, they will be famous, they know their mistakes in writing, they will get new information from their friends, and they also feel more appreciated if their friends give feedback of their writings, furthermore, by viewing their posting in Google Classroom they have felt happy. Another answer is that they feel normal (neither sad nor happy) when someone gives feedback on their writings because there is no influence on the reader. Because of a lack of the time to open Google Classroom, they rarely give comments (scroll down others' posts).

Another question is how to correct a friend's writing in Google Classroom. The first answer is that they will discuss it in Google Classroom. Second, they like to correct immediately in the classroom and Google Classroom. The last answer is that they like to correct it in the classroom. The last question is how to influence friends in writing. The first answer is that they will write in a creative (different from others) way. The second answer is that they will

take a deeper understanding of their writing. The last answer is that they would like to write idiomatic / write another language besides English in their writing.

In the question, how do students feel if their friends leave a comment on their writings in Google Classroom. Many students answer that they are happy if their friends leave a comment, other students answer if their friends' comments did not influence their feelings anymore, and last students are sad if their friends comment on them. Based on Cotrell's theory (2005, p.167), good critical writing always keeps its future audience, or readers, in mind. However, based on the observation, no students are leaving a comment on their friends' posts in Google Classroom, although the teacher asks them to comment on their friends.

3.1.2. Clarity

Clarity means students' writing which has been posted on Google Classroom, to be clearly understood. According to the observation, they have to write every teacher's explanation on their notes so that they can easily find words that they need to write on Google Classroom, and they are also allowed to open the dictionary. For example, in the second meeting, they have to write five adjectives; Beautiful, Handsome, Big, Small, and Brave. Most students have just known the word "Brave", so they open the dictionary and discuss it with their friends before posting it to Google Classroom.

Based on the interview by answering how to make a sentence to be easily understood by the reader, most students' answer that they write a simple sentence with their familiar words and usually use in their daily activity by using a simple sentence that their circles have already known its meaning it makes to be easier to understand. In addition, it avoids convoluted sentences because not all students understand English well, so they make a simple sentence taught by the teacher (Tiara et al., 2021).

The clarity in this study means that the writings posted in Google Classroom are easily understood. Students did not find any difficulties while writing because they were asked to write in a simple sentence and were allowed to open the dictionary. So that the reader can understand their friends' writing and discuss it in the class, it is an excellent way to teach the students to open a dictionary and discuss the lesson with their friends. According to the theory of Cotrell (2005, p.168), critical thinking should aim to be clear as possible.

3.1.3. Analysis

Analysis means students' ability to develop the vocabulary given by the teacher to the sentence. Based on observation, the students would write in their notebooks and look at every vocabulary given by the teacher, which means that they analyze the words to make a good sentence (Mirici & Yangın-Ekşi, 2016). They also write in their notebooks first as brainstorming for their selves before fixing it on Google Classroom. They also easily remember the sentence grammatically from their notebooks; it helps them minimize the time searching on the website.

Based on the interview, most students make sentence by sentence in notes (phone or books) to develop a topic, and they write it on Google Classroom. In making a sentence, they like to write comparisons and contrast. The second answer is that they like to write something in

detail because it helps them get a deeper understanding. The analysis also includes understanding a sentence grammatically. Many students answer that they learn by themselves, and others answer that they learn grammar from their lessons written in notebooks. The students also get the reference for their writings primarily by reading their friends; posts in Google Classroom, and other students get a reference from Google Web. The last answer is that they get inspired by their friends by reading their friend's writing.

In the question of how to develop a topic to be a good sentence in Google Classroom, students answer; first, students only write one topic in one paragraph, which means they only discuss its topic in detail. Second, students make comparison and contrast sentences. Lastly, students only write about a phenomenon chronologically. However, in the observation in the Google Classroom, students are asked to write one sentence based on the vocabulary given by the teacher. For instance, the vocab is "Brave", and the students write, "Laili is a brave girl." So, students' answers are inappropriate in Google Classroom. However, the students' answers might be correct if students are asked to write in the book because the teacher gave two writing activities in one meeting.

3.1.4. Sequence

Sequence means that consistency in writing. In this study, consistency is not out of the topic given by the teacher. The teacher always gives students five vocabularies: adjective, noun, and verb consistency. The students also write the vocabulary in their notebooks first, then write on Google Classroom to sequence sentences. The students will understand the words given by the teacher first, so it is easier to write them into correct sentences. Another answer is in writing to be consistent. Usually, they find out their meaning or meaning in advance, which will make it easier for them to make sentences. The last answer is in writing; they immediately understand that the vocabulary given must be in accordance with the sentences they make or do not need to look for the meaning and open notes.

Sequence means consistency in writing; in this study, consistency is not out of the topic given by the teacher. The teacher gives five vocabularies based on the parts of speech. In theory, Cotrell (2005) stated that good critical writing is planned out well so that the most important points stand out clearly. It appropriates with theory and in the field because the students are given five vocabularies and make it to the sentences.

3.1.5. Selection

Selection in this study means choosing a word to be easy to understand for the reader. According to the observation, students are allowed to open the dictionary to select the word for their writings, and they also open their notebooks; for example, last semester, they learned about occupations so that they do not have to open web search to look for the word about the teacher, doctor, etc. According to the interview, they usually use sentences or words the teacher uses in the lesson. Another answer is that they would like to explore and use new words in Google searches and use them. Another question is how to do exciting writing and make the reader leave a comment in Google Classroom. There are three answers; the first is

that they will give a fact in reality about their writing. The second is that they will write idiomatic and slank words, and the last answer is that they will make a controversial word to make their friends leave a comment.

Cotrell's (2005, p.168) selection in this study means how to choose a sentence or a word to be understood by the reader. During the observation and interview, the students are allowed to open the note and dictionary. It makes them find simple words to be understood by their friends. Nevertheless, in the question of how to do exciting writing and make the reader leave a comment in Google Classroom, their friends still do not comment on them. Many students think that they are too afraid to comment.

3.1.6. Best Order

The best order in this study means that originality and the students' writings are authentic. Based on observation, the students write in their notebooks first; then, they discuss with their friends whether the grammar should be corrected after discussing it. No one of their friends is plagiarizing their writings, and because they lack time to scroll on their friends' posts, they only focus on themselves and have no time to leave a comment in Google Classroom. Based on the interview, most students answered that they write based on their thoughts and avoid plagiarism and copy-paste. The second question is how to make exciting writing and reader leave a comment. Students have three different answers. First, in writing, students will convey the facts according to recent events. Second, students will write slank and idiom words related to the topic. Last, in writing, students prefer to make controversial sentences so that their friends will leave a comment for them.

The best order in this study is based on the theory Cotrell (2005, p.168), which means how the writers do original writing based on their ideas and how to do exciting writing. In the observation and the interview, students' answered that they would write references in their writing, but they did not write the references because the assignment was simple and they could create their writing easily. Another answer is that they will write the facts and write based on their opinion to avoid plagiarism. In the observation, they write based on their ideas to avoid plagiarism after discussing with friends and asking the teacher about their writing. The second question is how to do interesting writing, and the reader will leave a comment, and their answer is in writing they will say the facts, for instance, they are asked to make a sentence about occupation, and the vocabulary is "teacher", so they write, "Mrs. Istiqomah is a teacher". Another answer is that they will write slank and idiomatic sentences and make controversial sentences. However, they only write simple sentences of vocabulary. Slank, idiomatic and controversial sentences are too complex for them.

3.1.7. Group Similar Points

Group similar point is quite similar with selection, but in students' writings in Google Classroom, the reader only once read what they have understood. Students usually look at their notebooks or use sentences taught by the teacher, and they discuss them with friends. Based on the interview, it gets three answers, and the first is that they will use simple

sentences to make their friends easily understand. Second, they will use a sentence or select words already used by the teacher. Furthermore, the last is that they will use a simple sentence already used in daily activity. Another question is how to make a sentence grammatically get three answers. The first answer is that they would like to read a friend's writing and then modify it. The second answer is by the teacher's explanation. The last answer is by reading a book and other references.

Group similar points in this study mean how to make the readers understand students' writings by reading only once and how to make a sentence grammatically. The first question is how to make students' writings easily understood even by reading one time. The students will use simple words and sentences in their daily life so their friends will understand. The students write simple words and sentences because they have just learned to make a sentence in English (some senior high schools did not give the students assignments like that). Another answer, they will write the vocabulary that Mrs. Istiqomah usually uses in the English class so that they can spend more time doing another task. The second question was how to make a sentence grammatically. Students' answers are first, by the teacher's explanation and reading books and other references. The fact was actual because students are often asked to write the lesson in theory notebooks, and some get correct vocabulary by reading English captions on Instagram and Twitter, and they remember it.

3.1.8. Signposting

Signposting based on Cottrell (2005, p.169), in critical writing, it is not usually acceptable to use graphical means to highlight important points. Critical writing avoids using italics, bold text, capital letters, larger font, color, or arrows to make important points stand out. Instead, it relies on good sequencing and language to signpost the reader through the line of reasoning. The students were asked to write a simple sentence. Otherwise, signposting is the purpose of a professional writer who writes academic writing, article, etc. So, the researchers do not take this point in her study. There are three answers if they are in argument (expert in writing). The first one is that they will use a sign such as a comma (,) or quotes ("). The second answer, they immediately write it without taking any sign. Moreover, the last answer is in writing. They are a beginner, so they have not understood yet.

3.2. Teacher's Perception in Using Google Classroom as a Media to Develop Students' Critical Thinking in Writing at Tenth Grade Accountant 1 and 2 of SMKS Bina Banua Banjarmasin

The researchers asked some questions about teachers' opinions on using Google Classroom. She teaches students to develop their critical thinking by giving an exercise in her classes using a smartphone (Google Classroom). For instance, the teacher asks students to write five sentences based on five keywords (vocabulary) in part of a speech. Then to know that students can think critically; is the first of the student's activeness in the teaching and learning process

in class; if students can think critically, then they can accept and understand the lessons given before. Second, teachers check Google Classroom regularly to see which answers are imaginative and varied in composing sentence

S.□

The teacher also does not use brainstorming to start writing lessons because the vocabulary she gives is random or does not appear in the lesson, so it is like brainstorming for them. Introducing this Learning Media System to the students is easy for the teacher because she has used Google Classroom for two semesters. The teacher has known Google Classroom since 2019 and has used it since then. The teacher's way to overcome the shortcomings in this Learning Media System is that some students do not have internet data, or the low battery can be shared with friends or alternately using a cellphone then their friends will upload their posts. According to the teacher, Google Classroom is very effective as a Learning Media System because she can share assignments from home, so teaching and learning are not only face-to-face. Moreover, Google Classroom facilitates her work to correct students' assignments because Google Classroom divides students based on their classes and majors, so Google Classroom is more practical than using another Learning Media System.

Mali (1994) states that one of the sources of information is the exteroceptor, which provides information about our external environment and consists mainly of our senses, sight, hearing, touch, taste, and smell. In this study, Perception is how teacher's point of view of using Google Classroom by the question of how does the teacher know if the student could have the critical thinking and how to teach students in writing to develop their critical thinking. The teacher tells her opinion about using Google Classroom during teaching and learning. The teacher monitors the class situation and checks students' writing in Google Classroom. Based on the teacher's Perception, Google Classroom is very effective as a Learning Management System because she can share assignments from home, so that teaching and learning process is not only face-to-face (Herlina et al., 2021). Moreover, Google Classroom facilitates her work to correct students' assignments.

4. Conclusions

Some characteristics can develop students' critical thinking in writing based on Cotrell's theory. It has 8 points: a sense of audience, clarity, analysis, sequence, selection, best order, similar group points, and signposting. There are some characteristics that the researchers did not find while using Google Classroom in writing based on the research, such as (1) A sense of audience; (2) Analysis; (3) Best order; and (4) Signposting. The teacher's Perception about using Google Classroom in writing is very effective as a learning medium because she could divide assignments throughout the house, and students can do it everywhere, so she is not merely giving face-to-face assignments. In addition, this Google Classroom made it easy for her to correct student assignments because this media divides students by class, so it is more

practical than she used other media. From the research findings, the researchers commended some suggestions to increase the use of LMS, especially Google Classroom, in writing. The researchers hope the students will improve their writing ability to develop critical thinking and keep their interest in learning English. The students should practice English and make it a habit (Mirici & Ölmez-Çağlar, 2017). By using an appropriate application, the researchers hope that the students will enjoy the teaching and learning process. The students will not feel forced to learn English, especially in writing, but they will feel happy to learn since they are in an enjoyable situation.

Declaration of Conflicting Interests and Ethics

The authors declare no conflict of interest in this study.

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