AN INVESTIGATION ON THE LEARNERS' PERCEPTIONS AND EXPERIENCES IN ENGAGING WITH ONLINE WRITING LESSONS CONDUCTED VIA GOOGLE CLASSROOM

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Hemamalini Shelvam[1]
Kamalavasini Jayarajah[2]
Shamalaa Kandasamy[3]
Song Xiao[4]
Yasodha Durairaj[5]
Charanjit Kaur Swaran Singh[6]
Mahendran Maniam[7+]

[1,2,3,4,5,6,7] Sultan Idris Education University, Malaysia.
[7] Email: mahendran@fbk.upsi.edu.my

(+ Corresponding author)

ABSTRACT

This study aims to examine the learners' perception and experiences in engaging in writing lesson conducted via Google Classroom among the secondary school learners in Malaysia and China. This study is important for both the teachers and stakeholders to identify the suitable types of writing activities that can be used in a Google classroom platform to motivate the learners to be interested in writing and the ways to solve the problems faced by the learners when it involves writing lesson via e learning. This study focuses on five learners; three learners from Malaysia and two learners from China. This study employed a qualitative approach. The instruments were interview questions and guided logbook journals. The sessions were conducted via Google Meet and the recorded interviews were then transcribed. Hence, researchers used qualitative method to analyse the codes and categories to pen down the findings. As a result, both China and Malaysia learners expressed their affirmative agreement towards their participation in writing classes conducted using Google classroom. Moreover, based on the log book entries, it was discovered that the features embedded in Google classroom platform plays an important role in the teaching and learning process, mainly in submissions and feedbacks. Finally, the learners agree that Google classroom has improved their writing ability to a certain extend. Although the learner faced some hiccups in utilizing this method of e-learning but all participants were affirmative that Google Classroom has instilled confidence and stimulated their motivation to write better essays.

Contribution/ Originality: This study contributed to the existing teaching and learning session conducted via Google Classroom throughout the pandemic outbreak. This study uses methodology of qualitative study that originated the affirmative perceptions from the students that Google Classroom plays an important role to improve their writing skills.

1. INTRODUCTION

This study is carried out to identify the learners' perception and experiences in engaging in writing lessons conducted via Google classroom. The study setting takes place in Perak and China consisting of five secondary school learners. The results of this study are also expected to identify on how the learners' perceive the use of Google Classroom as a learning tool in learning of writing skill. Besides, the researchers are interested to know the learners' experiences in engaging in writing lesson conducted via Google classroom. This chapter outlines the background of the research, statement of the problem, the purpose of the research, significance, scope, limitations and the definitions of terms.

1.1. Background and Context

In this current time period, the education system in many countries including Malaysia and China has developed rapidly and are moving steadily towards the digital era. As an educator in this digital age, its' crucial for the teachers to comprehend that their learners are from the advanced net generation and the lessons need to be more learners' centred. Therefore, the teachers need to change the learning approach that was previously offline to online now. Thus, this aim can be achieved through blended learning which include Google Classroom. The utilisation of Google Classroom has become the educational debate in these past few years. It's an online tool designed to assist teachers and learners in conducting the teaching and learning process. Google Classroom was released for the first time in 2014. According to Laili and Muflihah (2020), Google Classroom is an application that allows teachers or lecturers to create, share, collect paperless coursework, and analyse learners' assignments while also storing documents automatically. It is also used as a mean of communication between learners and teachers, as well as for organising lessons from a distance or for paperless activities. The existence of Google Classroom as an educational medium is a new development in the education sector, and it is supposed to simplify the learning and teaching process, particularly when it comes to teaching repetitive text.

In addition, Kerzic, Aristovnik, Tomazevic, and Umek (2018) cited that technology has empowered learners to think globally and act to it accordingly. Hence, by using Google Classroom as an English internet-based learning media, learners are expected to improve new desires, interests, motivation, stimulation of learners' learning activities, and of course it is expected to improve their writing ability as well. Writing lesson via online classes had been a widely discussed issue in the education system in both the countries currently, amidst of Covid-19. Jannah and Yuniarti (2019) cited that among all the skills in language, writing is one of the most important skills that must be comprehended by the learners. Furthermore, Haerazi, Irawan, Suadiyatno, and Hidayatullah (2020) cited that writing is one of the most difficult productive skills among the other skills. This is merely caused by complex writing activities that included organizing the ideas or information, avoiding ambiguity, making grammatical use, and choosing appropriate vocabulary. This statement is in line with the explanation by Mc Lean (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. Dealing with the emergence of problems, the researchers preferred to include Google Classroom as the instructional medium in writing lesson. Based on the researchers pre-observation in a school in Batu Gajah Perak and Shandong No.1 Middle School in China, the researchers want to explore the factors affecting learners in engaging in writing lesson via Google Classroom and the types of features in Google Classroom that facilitates writing lessons among learners. Following that, the researchers wanted to look into the learners' perception and experiences in engaging in writing lessons conducted via Google classroom.

1.2. Problem Statement and Rationale

To curb the spread of COVID-19, many educational institutions worldwide closed. Like many other countries, Malaysia and China implemented online teaching and learning in their educational system as their last resort. The

MOE encouraged teachers to use the online educational technologies introduced by the ministry, such as the Google Classroom and Microsoft Team, to conduct online education. However, the researchers experienced a negative response when it comes to writing activity as the learners disappeared from the radar. Therefore, the researchers carried out this study to identify what type of writing activities using Google classroom platform motivates learners to be interested in writing. In spite of using technology to conduct online lessons, the researchers wanted to find out why the learners bolted when it comes to writing lessons and finally the researchers wanted to identify the suitable types of features in Google Classroom that facilitates writing lessons among learners when it comes to writing lesson via e learning.

1.3. Statement of Purpose and Aim

The aim of this research is to identify the learners' perception and experiences in engaging in writing lessons conducted via Google Classroom. In addition, the researchers are interested to explore the factors affecting learners in engaging in writing lesson via Google Classroom. The researchers use the Google Classroom application to enhance the writing lesson via online. The lessons conducted will be more focused on writing lesson; where the researchers will identify what kind of writing activities using Google Classroom platform motivate learners to be interested in writing. Next, the study allows the researchers to find out the reasons why learners are hesitant in participating in online writing lessons. The final objective is to help teachers deliver writing lesson via online in a more efficient way through suitable features in Google Classroom platform.

1.4. Research Objectives (s)

1. To investigate on learners' perceptions and experiences in engaging in writing lessons conducted using Google Classroom platform.
2. To explore the factors affecting learners in engaging in writing lesson conducted via Google Classroom.
3. To explore the types of features in Google Classroom that facilitates writing lessons among learners.

1.5. Research Questions (s)

1. What are the learners' perceptions and experiences in participating in a writing lesson conducted using Google Classroom?
2. What are the factors affecting learners in engaging in online writing lessons?
3. What are the features in Google Classroom, which facilitates writing lessons among learners?

2. LITERATURE REVIEW

2.1. 21ˢᵗ Century Teaching and Learning

Based on Garba, Byabazaire, and Busthami (2015)'s journal, the researchers mentioned that realization has struck upon stakeholders of the education industry to recognize the potential need for ICT integration in education as there is a globally driven force emerging towards building a sustainable knowledge-based society. The researchers further added that in its drive towards becoming an advanced and developed nation by 2020, Malaysia recognizes the critical role of education as the driving force of its transformation process into becoming a digitalized technological based educational hub in South East Asia province. Supported by Sharon, Raza, and Seidman (2019) in her article, who elaborated that the notion of *teachers as learners* defines what teachers are, ought to know and seek. An increasingly globalized and complex world has propelled a movement toward a vast array of skills that fall under the label of "21st century." Most frameworks focus on various types of higher-order skills such as complex thinking, communication, collaboration, and creativity (also known commonly as the 4Cs). Hence, to bridge the gap between the 4Cs and methodology, technology integrated educational tools emerge to facilitate the

teaching and learning process. This is further supported by Gulchin and Nadire (2009) who mentioned that communication was never so easy with the integration of technology in the advancement of 21st century learning.

The barrier for location has been reduced tremendously due to the vast technological devices.

2.2. Current Online Tools amidst Covid-19

According to Johannes, Daniela, Jager-Biela, and Nina (2020), he pointed out that although the transition to online teaching was unexpected and rapid due to COVID -19, it took place amid a wider ICT transformation process in education system. To fill the "gap between students" conventional learning and development at schools, the school curriculum, in the Malaysian context the MOE should interweave ICT into the current syllabus and give our students the deserved opportunities to use advanced technological tools and digital resources for creative and innovative problem solving. The author described that students' digital competence need to be aligned with the European Digital Competence Framework, which scaffolds the CEFR framework. It is evident that the use of ICT is becoming increasingly popular among elementary and secondary school students in the recent decades. Among the popular applications utilized are often associated with social networking sites like Tik tok videos, You Tubes, Instagram and Facebook. Meanwhile, Mike (2020) mentioned that, during home based learning in Indonesia, educators used several alternative methods to carry out their lesson, such as WhatsApp, video calls through Zoom, Edmodo and Google Classroom. In Malaysia however there are platforms designed by the Ministry which pose potential influence which leads learners progress in learning such as are Edpuzzle (interactive video teaching application), Quizzes (quiz shape games), Kahoot (game-based learning), Google Classroom, Interactive Worksheets, Microsoft Teams and Padlets. The Malaysian online learning platform provided by the Ministry of Education, contains digital textbooks, videos, online teaching applications and other useful resources (Moe-DL), the Eduweb TV is a collection of online classes, videos and materials for teachers provided by the government and TV Okey is launched by the public broadcaster Radio Televisyen Malaysia (RTM) which delivers education television programs to students. These applications are enlisted under the DELIMA program (Digital Education Learning Initiative of Malaysia) which can be easily accessed by students as well as teachers. However, Johannes et al. (2020) argues that in spite of its potential influences on teaching and learning, the mere presence of computer technology in terms of hardware or software does not necessarily lead to student progress. He illustrated that although technical infrastructure is required to implement ICT in instructional learning, teachers and students must be encouraged and supported in using digital tools especially during this corona pandemic. A good base in collaborating learning with technology lies in the strong support system that one attains.

2.3. Benefits of Online tool: Google Classroom

Sukmawati and Nensia (2019) explained that one sector which is gradually developing its information and communication technology, is education. It is believed that that technology gives a positive effect to the teaching and learning process. In today's education world, teacher-centered learning is no longer suitable for the current generation. Hence, one needs to change and adapt to a more student centered approach especially for students with diverse abilities. The two main benefits of Google Classroom as an educational tool in teaching and learning are: (1) Emphasizes on collaborative learning and communication and (2) Cultivates positive learning environment with high motivation.

Sukmawati and Nensia (2019) stated that Google Classroom as a google product which is connected to google drive, hangout, YouTube and Jamming Board. She further added that Google Classroom is a learning platform that can be devoted to any educational scope which intends to help learners in making paperless assignments. In accordance with Sukamwati's statement, Christopher (2015) stated that one of the most notable benefits of using Google Classroom as a free source of e-learning is that it allows streamlined collaboration and communication. Once teacher assigns notification to her learners, the learners will have the opportunity to provide feedback to their

peers by posting directly to Google Classroom online discussion stream. Thus, when a learner faces problem in his or her assignment they can quickly gain support from their virtual classmates. One example of online writing activity that is available in forums and discussions on Google Classroom is creating writing blogs. These writing blogs can be shared via Padlet and the process of blogging is an interactive activity which inspires other peers to interact directly and exchange information with the readers. Furthermore, through this writing activity, it promotes learner's autonomy because learners are encouraged to create own weblogs according to the learners' creativity, expression and ideas. By thinking what to write and how to write, enhances creative thinking skills among learners.

Hence, exchange of views about these writing assignments can be discussed via forum or chat columns on Google Classroom. In this discussion, learners can participate freely, share feelings and comments on certain topics. It provides chances for exchanging ideas, views and interest, which empower learners to be critical. This is aligned with Krishnan et al. (2020) elaborations that states that online meetings (Google Meet) and discussions allow learners to communicate analytically and exchange information. Many teachers often believe that group work with hands on activities is the sole definition of collaborative learning, which is a misconception. Working on an assignment online requires learners to break barriers and come forward to express their opinion on something in order to reach a mutual consensus. This requires multitasking and higher order thinking skills blended into collaborative learning. Hence, using Google Classroom, learners are given ample flexibility, time and accessibility to abundance of online resources in order to complete a particular task

2.4. Learning to Write with Technology

According to Woodrich and Fan (2017), online technology plays a crucial part in language learning in a contemporary society which mediates the writing process by creating not only virtual- cross learning across cultures but also stimulates collaborative and effective group interactions to occur. This triggers cognitive, emotional and motivational aspects of the learner. However, the author argues that strategies such as using visuals to align with topic and utilizing coordinating vocabulary terms and requesting students to voice out their opinions before penning down their ideas on paper is not in par with the digitalized world the students live in and hence it is regarded as ineffective strategies. Then, the author added that, many collaborative web second-generation tools such as Google Docs and Wiki have emerged in language classrooms and have altered the dynamics of interactions in classroom teaching and learning. These tools are regarded as interactive and collaborative as they provide a virtual writing space for students to expand their thoughts, ideas and feelings into words.

2.5. Writing with Google Classroom

With the rapid progress in technology, teachers need to adapt quickly to the use of online tools. According to Zulkafa and Zuraina (2017), Google Classroom is one of the most user-friendly platforms and majority of the teachers are inclined to use this medium in their online teaching practices to supplement their teaching in the classroom. To illustrate, the author mentioned that teachers use this platform to teach writing skills by using various learning tools to develop different parts of writing skills. The author cited several researchers whereby they believed that mobile gadgets and applications are also utilized to improve students' writing skills and self-efficacy (Haerazi et al., 2020) Nonetheless, Hadi, Izzah, and Paulia (2021) agrees that writing is a process of communication that uses a conventional graphic system to convey a message to a reader and hence using and online platform is indeed crucial in maintaining the interest and motivational level among students in order to achieve the objective of the lesson. Woodrich and Fan (2017) stated that online networks like Google Classroom which can be categorized as an idea-processing tool can facilitate students' learning as it enables collaboration learning by assisting students to gather information collectively. The author further elaborated that Web-based writing tool such as Google Docs can extend classroom interactions to out-of-class. This is useful whereby due to the current situation, students are

facing difficulties to meet face-to-face because of the Covid 19 pandemic and hence they are able to use the alternative of Google Classroom to work on their collaborative writing projects with ease and efficiency. For example, Woodrich and Fan (2017) examined the impact Google Docs may have on student writing in a Thai university. The study showed that students who commented and gave feedbacks on each other's work via Google Docs gained a clearer understanding of the writing process and performed better on an individual posttest scores as to compared to those students who were in placed in a face-to face group. Hence, is it believed that Google Docs can be used productively to increase students' writing ability. Moreover, Zulkafa and Zuraina (2017) it is the teacher's sheer responsibility to design their personal Google Classroom to suit their students' needs and proficiency. It is understood that Google Classroom is interconnected to Google Drive which permits students to have direct access to sharing documents and spreadsheets online, either individually or in group. Therefore, Google Classroom not only aids in writing performances but also promotes collaborative learning among peers.

3. METHODOLOGY

3.1. Research Methodology

This research design encompasses qualitative study. According to Creswell (2014), data collection steps in qualitative research include setting the boundaries for studies, collecting information through unstructured or semi-structured observations and interviews, documents and visual materials as well as establishing the protocol for recording information. To conduct the qualitative study, an interview was carried out with each participant and they were also requested to write a guided log book.

3.2. Participants

In this present study, researchers have chosen the purposive sampling strategy to select setting and individuals for the research. The study was conducted with 3 students from Malaysia and 2 students from China. All the students were 17 years old. The Malaysian students were in Form 5 from SMK ST Bernadette's Convent, Batu Gajah, Perak. The China students were in Senior 2 from Shandong No. 1 Middle School, China. The participants were chosen based on their experiences of using Google Classroom for their online writing lessons.

3.3. Data Collection Tool
3.3.1. Interview

A semi- structured interview was done to collect data about the students' opinions, beliefs and feelings about the Google Classroom in their own words. It was conducted on the basis of a set of questions that were devised from the literature review and past studies. Interview can be considered as a useful tool to allow participants to talk and express their perception towards the subject matter being studied. Furthermore, the researcher had the flexibility to ask for clarification by prompting questions when the responses were unclear and thus it enhances the validity of the instrument. Prior to the interviews, a consent form was given to the participants. Then, each participant was interviewed via Google Meet and it was being recorded. Due to the Covid -19 pandemic, a face-to-face interview was unable to be carried out. After the recording, each of the interview was transcribed verbatim. Transcribing the interview helps in emphasizing on a particular point and provides better context for findings

3.3.2. An Assisted Log Book Journal Writing

A guided log book was provided to each participant to give them an opportunity to reflect upon their experiences of using Google Classroom. They were able to share their perceptions on the use of Google Classroom and provide explicit advantages and disadvantages of using it in a writing lesson. The students' reflections were essential in addressing the research questions. The use of logbook can effectively capture descriptions and explanations of individual experiences as they adapt to new organizational roles and settings (Lutz & Paretti, 2019).

Many previous researches have shown that logbook could be used as an engaging tool for reflection (Gursansky, Quinn, & Le Sueur, 2010; Knapp, 2012; Muncy, 2014). Findings have shown logbooks are powerful in encouraging students how to learn and consciously engage in reflective practice. Hence, the use of logbook was considered valid and a reliable source for data collection.

4. DATA ANALYSIS AND FINDINGS

4.1. Interview Analysis

This chapter discusses the results and the discussion of the analysed data obtained from the research based on research objectives of the study. The data are presented based on the research questions outlined and this is followed with the discussion of findings.

Based on the Table 1 and 2 below, shows that there are three codes of experiences identified. They are posting and completing the assignment, submitting the assignment, and feedback. Perceptions are the statements made by the participants about the feelings, views and suggestions of writing lessons using Google classroom. It shows that there are two codes of perceptions identified. They are grouped as positive feedback and negative feedbacks:

Table-1. Students' Perception and experience in engaging in Google Classroom.

Category/ code/ sub-code	Definition/ Explanation/ Example
Category 1 (A) ● Perception **Codes** (1) Positive feedback (2) Negative feedback	These are the statements made by the participants about the feelings, views and suggestions. The perceptions include with positive and negative feedback. **Examples**: Assignments are well organized, the teacher does a great job in writing lessons in GC, a great platform for online class, easy and convenient, easy to correct, easy to type, Have low tendency of missing assignments, helpful, convenient, and interesting, can finish assignment quickly, contact with teacher and manage time flexibility. **Examples**: cannot find our weakness in grammar, spelling, dislike GC, not effective, prefer face-to- face lessons, we cannot improve ourselves, cannot find our weakness in English language.
● Experience **Codes** (1) Post completed assignment (2) Submit the assignment (3) Evaluate the assignment	These are the statements made by the participants about the experiences of writing lessons using Google classroom. The experiences were to post and do the assignments, submit assignments, and get feedback from teachers. **Examples**: teachers post assignments in GC, can have ideas from other sources, do assignments on a test pad. **Examples:** click the attachment button to submit the assignment **Examples**: have auto- correct, teachers mark and correct our assignment in GC

Table-2. Factors affecting students' engagement in Google Classroom.

Category/ code/ sub-code	Definition/ Explanation/ Example
Category 2 ● Factors **Codes** (1) Google account (2) Internet problem (3) Health problem	These are the statements made by the participants about the factors that affect writing lessons via Google classroom. They were Google account, internet problems, and health problems. **Examples**: Google account **Examples**: internet problem **Examples**: Myopia, sit at the same place and type a lot, looking at the monitor for a long time

Based on the Table 2 above, it shows that there are three codes of factors identified. They are Google account, the internet and health problems.

Table-3. Features of Google Classroom.

Category/ code/ sub-code	Definition/ Explanation/ Example
Category 3 ● Features	These statements made by the participants about the features in Google classroom that facilitate writing lessons as checklist button, digital communication, and google functions.
Codes (1) Checklist button	**Examples**: The checklist button to check if you finish the assignments
(2) Digital communication	**Examples**: digital communication, teachers can mark and give feedback to students
(3) Google function	**Examples**: Google Classroom come with Google Document, Google Form, Google sheet, Google calendar

Based on the Table 3 above, it shows that there are three codes of features. They are checklist button, digital communication and Google function. These features make learners more willing to use Google classroom for online writing lessons.

4.2. Documentary Analysis

From the journal reflection analysis, the experiences and perceptions were illustrated. The learners can save their time by doing the writing task in a short period as it is just typing. Learners can click the checklist button to check if they submit the assignment, by doing this, learners can avoid missing any homework. In addition, when the learners submit their homework, the teachers can give feedback to them. Learners should timely check the teacher's feedback in time, correct and improve themselves in time. Participants from both China and Malaysia agreed that Google Classroom is a great platform with many advantages, and there are some disadvantages. Although using Google classroom has so many disadvantages, participants still prefer to use Google classroom, and think it is effective for learning.

4.3. Comparison between Students of China and Malaysia in using Google Classroom

This comparison shows that learners from China and Malaysia have relatively almost similar opinions in terms of experience, perception, factors and features of writing lessons conducted using Google classroom. Firstly, about perceptions and experiences. Both learners hold a positive attitude towards using Google classroom in writing lessons. They believe that there are many advantages in using Google classroom for writing lessons. For example, they point out that the assignments in Google classroom are well organized, it is easy for them to type hence they can finish their work on time. Learners from China and Malaysia have experiences in using Google classroom, they post and complete the assignment, then submit the assignment. After they finish their work, they will get evaluation from the teachers via Google classroom. Secondly, about the factors. Both learners from China and Malaysia have some problems using Google classroom. They put forward similar opinions on problems. For the internet problem, those learners who are from China have problems logging into Google classroom because Google is banned in China. Every time they want to use Google classroom, they have to with the help of VPN. For the Malaysian learners, because of the weather, the network is often unstable, which affects the quality of class. After using Google Classroom, with long periods of sitting and screen staring, some health problems followed. These factors may affect Chinese and Malaysian learners engaging in online writing lessons via Google classroom. Thirdly, about the features. Both learners from China and Malaysia prefer the three features of Google classroom which are checklist button, digital communication and Google function. They agree that they have learnt to utilize the features in Google Classroom application which has enhanced their writing skills during online lessons. In spite of living in different parts of the world, both Chinese and Malaysian students are exposed to Google Classroom and aware of benefits.

4.4. Categories and Excerpts

Category 1: Learners' perception and experiences

These learners' perception and experiences refer to the learner's opinion in participating in a writing lesson conducted using google classroom. This digital environment produces a positive attitude because there is no pressure on students. Therefore, the teacher can create students' motivation to learn writing. Writing skill is a special ability that helps students pour the idea or mind to a meaning word or convey the message to readers (Harmer, 2012). For this reason, the participant felt that engaging in writing lesson conducted using google classroom help them to improve their writing. The participants mentioned that engaging in writing class conducted using google classroom helps them in various ways.

Excerpt 1 (a)

- *"When I want to submit the assignment, there's an attachment button to click and attach the file and send my assignment."* **(P4C).**
- *Hmm.. our teacher posts the assignment through Google Classroom. So, when I saw the assignment, I did it on a test pad and took a picture of it."* **(P1M).**
- *"It's very helpful actually, because like we can have ideas from other sources so it's like and we have the auto-correct so it's easier because we don't need to find our mistakes and it will correct by itself."* **(P3M).**

In excerpt 1, the findings show positive attitudes from the learners of Malaysia and China in participating writing lesson through google classroom. Google classroom eases their submission burdens whereby the checklist toggle mainly reflected in submitting their writing assignments and tasks. The learners stated that google classroom is considered as the most accessible platform to their continuous learning and convenient to submit the given writing assignments online. According to Warnock, it is important to teach online writing because students can be guided to reflect themselves by using their own words. It prevents them from overlooking the submission deadlines. Thus, one of the emphasized benefits of google classroom was the auto-correction. For instance, when the students type their work in a google documents, it helps them in correcting the language errors. It has been one of the pluses for the learners while writing their essays. Writing lesson directed via google classroom is effective to find their weakness in terms of grammatical errors, spelling and improve themselves based on the comments given by their respective teachers in writing. According to Iftakhar (2016), google classroom improve learners learning motivation and the stimulation of the learner' activities as it is expected to improve their writing ability.

Excerpt 1 (b)

- *"My perception is not effective because most the time we won't think our own idea, we will always google and when we google, it's not like our own idea so we can't learn we don't do any mistakes there because we take ideas from Googles. We can't find we are weak in grammar, spelling or we can't improve ourselves."* **(P3M).**

However, it is acceptable when participant 3 expressed his negative views towards the writing lesson conducted through google classroom. Writing lesson via google classroom did not provide adequate support for the learning. It possibly because this participant fail to concentrate during the process which leads their mind to wander. Hollis and Was (2016) argued that mind wandering also leads to errors in efficiency and accuracy during challenging and concentrative tasks. Guswara and Purwanto (2021) stated the possibilities for this could be from some of the disadvantages online teaching through google classroom. The learners being able to miss class encouragement. For instance, the google classroom is not as strong as from face to face teaching and learning.

Category 2: Health issues and factors affecting the engagement

The data collected from the interview session gave an overview of the encountered health issues and factors affecting the learners' engagement in their writing lesson. Google classroom usually resort the learners' participation in writing class conducted in google classroom. Guswara and Purwanto (2021) stated the possibilities of google classroom could be one of the disadvantages for teachers and learners. However, sitting at the same place

and type a lot; it causes exhaustion, tiredness and myopia. Both Malaysia and China students agreed that health problem is the most influencing factor that affects their engagement in a class.

Excerpt 2

- *"Somedays I had problems regarding my Google account. So, I found it troublesome to address my Google Classroom but that problem was resolved very quickly with the help of my teachers and my school."* **(P1M).**
- *"Internet problem and also our health problem as well because we will be sitting at the same position, same place and we will type a lot." Myopia as well* **(P4C).**

In addition, the learners expressed some undesirable perceptions when it comes to the factors affecting learners' in engaging in an online writing lesson. Both learners from Malaysian and China emphasized the most concerning aspects are health issues and internet connectivity problems. Sitting on the same place for more than two to three hours causes tiredness and myopia. Due to tiredness, they fail to concentrate in the next class. It jeopardizes their engagement in writing class. Both China and Malaysian students faced the similar internet and health problems in writing lessons in Google classroom.

Category 3: Features in Google classroom

The distinctive features such as google drive, jam board, online sources, and online classes that make it more special is that it also offers both teachers and students to teach and learn lessons throughout the pandemic outbreak. create and manage classes, assignments, grades online without paper, assignments and materials such as YouTube videos, online sources and other items from Google Drive. These features in google classroom give direct and real-time feedback. The page where the teachers use the class stream to post announcements and engage students in question-driven discussions. Google classroom resort the students' participation in writing class conducted in google classroom.

Excerpt 3

- *"The one feature that I loved was that once we have submitted the assignment, there's a checklist button, and once you click it, it would show that you have submitted the assignment. I love it because every time I want to check if I have finished my assignments or not"* **(P1M).**
- *"Teachers use online sources and jam board to explain the writing points and use calendar to display due dates, out-of-class activities, and other important "chronological things".* **(P5C).**

Finally, Stockwell stated digital communication is also facilitating students' writing lessons in Google classroom as it produces a positive attitude because there is no pressure on students. The participant mentioned that features in google classroom work well as it shows assignment grades, report of submission and highlighting on their pending assignment. This feature helps them to identify what are the assignments that they have overlooked for submission. Both Malaysian and China students expressed their feelings towards their comfortability in communication. Due to fear, the students failed to express their opinions, points in face-to-face session whereby writing class conducted via Google classroom, been easy in sharing and discuss their ideas with teachers. The use of jam board eases their understanding whereby the teacher explain their input one-by-one in mind mapping format.

5. DISCUSSION, RECOMMENDATION & CONCLUSION
5.1. Discussion

First, from the main findings of the study, it is evident that participating in a writing class conducted using Google classroom has a significant influence among the students in writing. Google classroom plays and important role in conducting an innovation to help students arousing their interest and motivation, and also improving their writing ability. The education-friendly platform Google classroom brings the benefits of digital collaboration that gives opportunity for the teachers interact with students and motivate them to connect socially and professionally.

The findings from the study showed the Malaysian and China learners' interest and motivation in learning writing, and their perception to Google Classroom are very positive. Besides, they also assumed that Google Classroom could encourage them to write, and help them to improve their writing ability. When the students are convenient with the writing class led in google classroom, the tendency of participating in writing lesson is high. For instance, the data analysis towards learners' perception to the use of Google Classroom on learning writing showed that students had high learning interest. It can be seen from the tendency of students who remain in attention and remember some activities. Besides, the enthusiasm of students towards learning activities, as well as their full attention to what was instructed by teachers proved that learners had high motivation also in learning writing through google classroom. However, some of the participants from China expressed some negative perceptions when it comes to the factors affecting learners' in engaging in an online writing lesson via google classroom. The students met issues in terms of poor internet connection and health issues. This health problems must be more complicated, so students are not motivated enough to do it. Moreover, they do not get enough opportunity to practice writing in class. Hence, writing skill is not obtained automatically but must be consciously learned through independent or guided exercises. For instance, writing is the most complex ability that need few steps and thorough explanation from the teacher to have a better understanding towards the input. This statement was supported by Harmer (2012) who says that writing need ample of inputs like learners need to understand what is conveyed by the teacher, outline is eases what the teacher intended to convey or not, review what be delivered. Hence, this writing skill is not obtained automatically but must be consciously learned through independent or guided exercises. For instance, the most concerning aspects are health issues and internet connectivity problems. The students missed out on most of the valuable input if they fail to join a writing lesson due to the poor internet connection. It would definitely jeopardize their engagement in writing class. Myopia is the strong word uttered by one of the China participant that revealed that the learners were exhausted and tired with their writing class when they had to sit and send their writing assignments within the stipulated timeframe. Even students from Malaysia highlighted the similar issue during the interview session. It might led them to loss concentration in upcoming lessons.

Finally, students' participation on a writing lesson via using google classroom considered an effective platform to improve writing. According to Iftakhar (2016), Google classroom provides a powerful set of features that make it an ideal aid to use together with students. This platform helps the teacher saving time, keeping the class organized, and improving the communication to the students. Google Classroom has potential to streamline communication and learners' workflow by providing a single access point to the core of discussion and assigned work. Besides, according to the evidences highlighted from the interview session, Google Classroom helps students to keep files more organized because all their work can be stored without paper in one program and it helps the teacher to identify learners who are struggling to submit assignments more quickly because of the tracking mechanism associated with the assigned tasks.

5.2. Conclusion

Based on the study results and discussion, it can be summarized that there was a significant value on the students' writing using google classroom. According to Negara (2018), Google classroom is an online medium platform generated to help students have a continuous learning acquisition throughout the pandemic outbreak regarding assignments, task, material, and assessments. Google Classroom aids teachers and students in communicating the material and assignment. The implementation of Google classroom as a medium in teaching writing significantly affects the students' writing. Besides, it might need more time, effort, and spirit for teachers and additional techniques to enhance students' writing ability in Google classroom.

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