

INVESTIGATING INDONESIAN VOCATIONAL HIGH SCHOOL VOICES IN THE ONLINE WRITING CLASS: A CASE STUDY

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Abstract

Nowadays, online learning that is conducted by students requires them to work harder to carry out the learning process. It is undeniable that students at various levels of education have used online platforms to help the learning process, including vocational high school students. Therefore, it is interesting to investigate students' voices about the implementation of online classes in their schools. In this study, researchers focused on the use of Google Classroom among vocational school students attending online writing classes. This study uses a case study design by selecting eighty students in Bandar Lampung. To collect data, researchers distributed questionnaires through Google Forms and interviewed students. The results showed that students had positive and negative perceptions about the implementation of Google Classroom, namely: (1) There are issues with connecting Google Classroom to the internet; (2) Students do not comprehend the writing materials provided by Google Classroom; and (3) Students' laziness and lack of discipline in carrying out or collecting assignments (5) Students have difficulty expressing themselves and responding in the writing class via Google Classroom. Furthermore, several challenges were discovered for students in online writing classes via Google Classroom, including: (1) Student indiscipline due to being too bored to do online assignments; (2) students' lack of understanding of writing material in class; and (3) Students' lack of interaction with teachers in Google Classroom.

Keywords: Google Classroom, online learning, students' voice, vocational school

INTRODUCTION

The global impact of the COVID-19 outbreak has been felt in recent years. The education system is one of the global consequences of the pandemic. This epidemic has an impact on all levels of education in Indonesia, from elementary to secondary to university, in terms of online teaching and learning. In fact, there is a solution; that is, every school in Indonesia provides learning media that can support online learning activities without the need for meetings, such as Google Suite for Education, Kahoot, WhatsApp, and Kelas Pintar (Ayu, 2020). Each platform has strengths and weaknesses in terms of supporting online learning (Ayu, 2020). The general strength of the online media provided is the ability to access all

materials and carry out learning activities from anywhere and at any time, so that students can learn without coercion and without time constraints.

Google Classroom is the most appropriate and popular learning medium for students. Google Classroom is an excellent learning tool for facilitating the learning process. Teachers can more easily explain material and provide students with an understanding of teaching materials. Google Classroom is widely used in the field of education. The facilities provided by Google Classroom can manage classes at any time, create online classes, and provide information (Bock et al., 2018). The purpose of using Google Classroom is to attract students' interest in the learning process and help them improve their learning outcomes (Nugroho and Lestari, 2021; Rakhmawati, 2020).

Students can access the Google Classroom application by connecting via an e-mail account. After joining the class group, students can see the material provided by the teacher. There is an assignment collection feature that displays the grades of collected assignments, and students can see their scores. Not only that, but learning media such as Google Classroom include discussion forum features that students and teachers can use to hold class discussions that can be responded to and commented on (Sartika, 2021).

Furthermore, Heggart and Yoo (2018) stated that Google Classroom is simple to use at any time and from any location, it is widely used, and it is not paid or free, but the lack of learning media such as Google Classroom means that there are no external sources of feedback, such as automated question banks and private chats between teachers and students. The most common case in the use of Google Classroom is that most students in Indonesia are still confused about how to use learning media like Google Classroom correctly (Janah and Yuniarti, 2019; Febiyanti, Srisudarso, and Utami, 2021).

The student's perception is an important indicator to consider in the current online learning process (Islam, 2019). According to the definition of perception, which is the process by which individuals organize and interpret their sensory impressions in order to give meaning to their surroundings, student perception is an important indicator related to the learning process (Islam, 2019). The researchers focused on student perceptions based on the responses provided as an evaluation of learning.

This research was conducted at SMK N 1 Bandar Lampung, which uses Google Classroom as an online learning platform. Based on the researchers' experience in conducting community service programs previously in that school, it was found that students encountered obstacles in learning English, especially writing skills, through Google Classroom. Therefore, the objective of this research is to investigate students' voices towards the implementation of online writing classes and to find out the challenges of writing in class using Google Classroom.

METHODOLOGY

Research design

A case study was used as the method in this research. This study included eighty students from a vocational high school in Bandarlampung. The researchers used purposive sampling with criteria to select the sample, which means that students have been studying online for a year and use Google classroom to support online learning.

Instruments

To collect data for this study, a questionnaire and an interview were used. The questionnaire included ten closed-ended questions divided into six positive and four negative questions, each with a Likert scale of strongly agree, agree, disagree, and strongly disagree. The questionnaire was completed by the students using a Google form. The researchers also prepared five open-ended questions for the students to answer during the interview. Some students were interviewed in order to strengthen perceptions and clarify unclear or ambiguous questions that respondents might misinterpret.

Data analysis

The data analysis techniques that researchers used in this research are data analysis from Miles, Huberman, & Saldana (2014). The data analysis techniques included data collection, data condensation, data display and conclusions. The reason why researchers chooses this data analysis technique because it was the most suitable techniques for this research or process data in the research which discussed about the students' perceptions and challenges towards the online writing class through Google Classroom in vocational high school, and it could also make the data that the researchers wanted to present to the readers more organized.

FINDINGS AND DISCUSSIONS

Findings

Students' Voice towards Online Writing Class through Google Classroom

This research took 3 weeks and was done through a questionnaire and an interview. In this case, the researchers used the results of students' answers in the form of a questionnaire, and the data were obtained from eighty students in a vocational high school. There were 10 questions consisting of strongly agree, agree, disagree, and strongly disagree, which were

given to explore students' voice in online writing class through Google. In order to conduct research, the researchers asked students to fill out a questionnaire that was distributed via Google form. The statements consist of 6 positive questions and 4 negative questions about perceptions of learning writing in class via Google Classroom.

The percentages below are the results of closed-ended questionnaires about investigating students' voice in online writing class via Google Classroom. The result is shown in the table below:

Table 1 Students perceptions in writing Class through Google Classroom

Items	Result			
	SA	A	D	SD
Statement 1	42,9%	10,7%	21,4%	25%
Statement 2	63%	22,2%	7,4%	7,4%
Statement 3	53%	25%	14,3%	7,1%
Statement 4	60,7%	25%	7,1%	7,1%
Statement 5	60,7%	21,4%	14,3%	3,6%
Stastement 6	60,7%	28,6%	10,7%	10,7%
Statement 7	57,1%	57,1%	10,7%	10,7%
Statement 8	60,7%	21,4%	14,3%	3,6%
Statement 9	50%	14,3%	21,4%	4,3%
Statement 10	60,7%	21,4%	14,3%	3,6%

According to the data in the table above, there are ten perceptions that will be discussed. First, statement number one (42.9%) indicates that the student is having difficulty learning to write in Google Classroom. This is supported by the questionnaire results, which show that students have difficulty collecting and downloading documents through Google Classroom. 10,7% of students concur. Meanwhile, 21,4% of students disagreed with the second statement and 25% of students disagreed with the first because some students had no trouble collecting and downloading documents through Google Classroom.

The second statement, 63% and 22,2%, can be interpreted as the student struggling to learn to write through Google Classroom. This is supported by the questionnaire results, which show that students do not understand the writing material provided by Google Classroom. Meanwhile, 7.4% of students disagree with this statement, owing to the fact that some students can comprehend writing material via Google Classroom.

The third statement, 53% and 25% students, can be interpreted as students' perceptions in the writing class via Google Classroom strongly agreeing with statement 3. This is supported by the questionnaire results, which show that students are enthusiastic to learn to write even though they have not been assigned by the teacher. However, 14,3% of students disagree and 71% strongly disagree with this third statement, implying that a few students are not enthusiastic to learn to write in the Google Classroom class even though the teacher has not assigned assignments.

The fourth statement is 60.7% and 25% students, which can be interpreted as students' perceptions of difficulty in the writing class via Google Classroom. This is supported by the questionnaire results, which show that: students feel lazy to study and do not have an increase in their learning outcomes when learning to write through Google Classroom, but 7.1% of students disagree with the statement because few students do not feel lazy and have increased learning outcomes when learning to write through Google Classroom.

The fifth statement, which has 60.7% and 21.4% agreement, means that students agree with statements about their perceptions in writing class via Google Classroom. The results of the survey show that students agree if they get a good explanation in writing class through Google Classroom, while 14,3% and 3.6% believe that students do not agree if they get a good explanation in writing class through Google Classroom.

The sixth statement, with 28,6% agreeing and 60.7% strongly agreeing, indicates that students strongly agree with statements related to students' perceptions in writing class via Google Classroom. According to the results of a survey, students know what Google Classroom is, while 10.7% disagree and 10.7% argue that some students do not understand what Google Classroom is.

The seventh statement 57.7% of students strongly agreed and agreed, while 10.7% strongly disagreed, implying that students' perceptions of Google Classroom can save them money and time. The eighth statement has 60.7% strongly agree and 21.4% agree, indicating that students agree with statements about their perceptions in writing class via Google Classroom. This is supported by the questionnaire results, which show that students do not understand how to use the Google Classroom facilities. However, 14,3% and 3.6% of students believe they already know how to use Google Classroom.

The ninth statement, 50% and 14.5%, indicates that half of the students agree that students have limitations in expressing their opinions in the writing class via Google Classroom, while 21,4% and 4.3% disagree, and some argue that students can have opinions in the writing class even though it is via an online platform, namely Google Classroom. The tenth statement is 60.7% and 21.4%, which means that students are dissatisfied with the results of learning to write through Google Classroom, while 14.4% and 3.6% are satisfied with their learning outcomes in writing class through Google Classroom.

In this case, the researchers discovered that the students' perceptions in writing class through Google Classroom, students' perceptions that the use of Google Classroom is less effective because they experience problems such as students do not have an internet connection, making it difficult to download or collect assignments, students who do not

understand how to use Google Classroom correctly, so in the second research question, this will become a challenge faced by students in the classroom.

According to the questionnaire results, there are six perceptions of students in writing class via Google Classroom, namely students experiencing problems collecting and downloading documents, students who do not understand writing material, students who do not have learning improvements, students who do not understand the facilities and uses of Google Classroom, students who have limitations in opinion in writing class, and students who are dissatisfied with the results.

Students' Challenges in Writing Class through Google Classroom

To strengthen the data, the researchers interviewed some students about their perceptions of the online writing class via Google Classroom. This interview consists of five questions. The results are as follows:

a. Students' perceptions of the efficacy of using Google Classroom

The following responses were derived from interview questions about students' perceptions of the effectiveness of using Google Classroom.

- R1 : It is less effective in my opinion because it is difficult to understand the lesson and send assignments.
- R4 : I believe Google Classroom is effective because it can aid in the delivery of lessons during online classes and make assignment collection easier.)
- R5 : In my opinion, the perception of effectiveness in using Google Classroom is very ineffective because students find it difficult to digest the material that has been given, and students are frequently constrained in signals.

According to the first excerpt, all students believe that Google Classroom is ineffective for teaching writing because of numerous obstacles encountered by students, such as internet problems, difficulties downloading and collecting documents, and students' difficulties understanding writing learning materials. Only a few students, however, stated that Google Classroom was simple to use because it aided in the collection of assignments during online classes. As a result, the most common difficulty encountered by most students was internet connection issues. This corresponds to the student's answers during the interview.

b. Students' perspectives on writing classes after receiving writing material via Google Classroom

The following responses were the result of interview questions regarding students' opinions on studying writing classes after receiving writing material via Google Classroom.

- R1 : In my opinion, after studying the writing text material provided by the teacher via Google Classroom, I am unsatisfied because the teacher only provides material and assignments, and if there is material that I do not understand, I cannot directly ask for clarification.
- R4 :After studying the Google Classroom writing text material, it is difficult to understand because it is not seen or explained directly, and learning by not seeing directly is less effective in my opinion.
- R6 : I find it difficult to continue the lesson if it is discussed online
- R9 : not too difficult, because I learn from other sources.

According to the second excerpt, the students' perceptions in writing class via Google Classroom, students feel they are not free to understand learning because the teacher provides material and assignments online, according to students if learning writing is done face to face it will be easier to understand. This was consistent with the students' answers to question three during the interview.

c. Students' initiative to study the material via Google Classroom

The following responses were obtained from interview questions regarding students' initiative to study the material via Google Classroom.

- R11 :Yes, because if you take the initiative to study the material first, it will be easier to understand and comprehend if the material is repeated. It is difficult to understand quickly due to the constraints of studying material through Google Classroom.
- R121: I did, indeed. Because, before the teacher sent the material to the GC, I read the material that the teacher would deliver the following day
- R 17 : No, I'm just waiting for the teacher to give materials and assignments through Google Classroom.
- R25 : No, because I just completed the tasks

According to the third excerpt, some students study writing material before beginning online learning through Google Classroom. Even though half of the students do not study writing learning material, this is necessary to ensure that students understand the material. This was consistent with the student's responses during the interview.

d. Students' difficulties when studying text via Google Classroom

The following responses are the result of interview questions about students' difficulties with writing text in Google Classroom.

- R20 :The problem is that when we collect assignments, some assignments cannot be sent, leading the teacher to believe we are not doing the assignments).

- R23 : Sometimes assignments cannot be submitted, and files cannot be opened).
R25 : Learning to write through Google Classroom is not difficult.

According to the fourth excerpt, all students have difficulty collecting assignments due to internet interference and students' limited understanding of English vocabulary, but only a few students have difficulty learning writing through Google Classroom. Answers given by students during interviews.

e. Students' Perceptions towards Teachers' Feedback via Google Classroom

The following responses were the result of interview questions about the feedback that the teacher provided after the learning process.

- R11 : Yes, the teacher told us during the online class that the writing class in Google Classroom would be difficult, including understanding the vocabulary and the material sent
R20 : Yes, but the teacher only provided simple responses and suggestions, without providing context.
R24 : Yes, when the teacher came in, he repeated the material.
R25 : Yes, they explain the material, but some do not.

According to the fifth excerpt, the teachers provide feedback and suggestions or repeat the writing learning material, but this explanation is carried out after face-to-face meetings or called offline, and the teacher does not provide re-explanations through learning media when online classes.

According to the interview results, the perception of students in the writing class via Google Classroom is not effectively used because it causes difficulties, with the most difficulties coming from students in using Google Classroom, including difficulties in internet connection, difficulty collecting assignments, and downloading assignments.

Discussions

In writing classes through Google Classroom, all students have been taught many things. They have been trained by teachers who are able to apply applications, especially Google Classroom, although in conveying how to use it through online media such as WhatsApp groups or through the Zoom application, in this case, 60.7% of students do not understand how to use Google Classroom. Before implementing Google Classroom for learning, namely, students are asked to prepare cellphones and internet that can connect them to Google Classroom. 42.9% of students said that the obstacle to using Google Classroom lies in the slow internet connection, so students have difficulty connecting to the class. Next connected, students get ready to start learning writing in class via Google Classroom. In real-

world situations, in the implementation of Google Classroom, students attend class by checking, answering the teacher's greeting, filling out the attendance list, and listening to lessons in the form of PowerPoint slides and Youtube videos related to writing classes. Then, the students do the tasks given through Google Classroom. 63% of students do not understand writing material through Google Classroom because the material and videos provided are limited. In addition, students are also given time to sign the attendance list for one day and time to collect assignments for one week.

In this case, 60.7% of students feel lazy, which causes them to be undisciplined in doing and collecting assignments. Actually, students can discuss lessons through the feature. In the chat discussion forum feature in the chatbox in Google Classroom, although not many were involved in the discussion, 50% of students could not express their opinion about writing lessons because of laziness and connection barriers, and before class ended, students listened to what they would do at the next meeting. At the end of the lesson, the teacher gave another explanation about the writing material through WhatsApp chat. Although there were many obstacles faced by students in learning to write through Google Classroom and collecting their assignments, 3.6% of students were diligent and understanding, and 57.1% of students strongly agreed that Google Classroom saves time and money.

As a result, learning writing through Google Classroom means that it is difficult to understand, which will further challenge students taking writing classes through Google Classroom. The data found that the weakness of Google Classroom learning lies in the lack of interaction between teachers and students, or even between students themselves. It can slow down the formation of values in the teaching and learning process through the tendency to ignore academic or social aspects, and vice versa (Ratnaningsih, 2019). Students are indisciplined, lack of motivation, and boredom when doing assignments online, as well as uneven facilities owned by students, such as computers and internet access (Syafi'i, 2020).

Students in schools, particularly high school students, are familiar with the use of this application. In the increasingly advanced digital phase, learning media such as Google Classroom are very helpful for distance or online teaching, but there are still challenges for students to understand while using the Google Classroom application (Shelvam et al., 2022). Writing classes are included in the curriculum. According to the researcher's interviews, the following are the five challenges that students face in writing class via Google Classroom:

First, there is the issue with the internet connection. One of the challenges that students face when trying to access Google Classroom is a limited internet connection that

does not support it (Mathipa & Mukhari, 2014). In order to maximize an application, students must have access to a good network. Many students face this challenge when attempting to connect to the Google Classroom class; additionally, the school's location, which is not close to network coverage on certain cell phone cards, results in signal loss and delays in accessing Google Classroom itself. Due to the location of the area, unsupported starter packs, and cellphones that do not support certain networks, this problem has not been solved optimally until now.

Meanwhile, the second challenge concerns the students' own discipline. Some students admit that they lack discipline while using Google Classroom because the application still tends to be monotonous and difficult for them to understand. Because of boredom, students begin to ignore online classes and become undisciplined. In contrast to offline classes, which can be scheduled directly by the teacher, students are sometimes too lazy to complete assignments from Google Classroom, which contributes to their lack of discipline.

The third difficulty is a lack of understanding of the writing material. According to the findings of interviews, some students struggle when writing paragraphs because they use repeated words, explanatory sentences, and main sentences in ways that make the reader unable to understand the subject narrative. Writing is one of the abilities that requires special understanding, particularly sentences or reading language from writing classes (Deiniatur, 2021; Torabi, 2021; Hayati, et.al., 2021). Findings reveal that the students in the class struggled to understand the writing material sent by the teacher via Google Classroom. Because of the limited explanation of the material and the lack of student initiative to study independently, this challenge could not be completed online, and some students preferred writing classes taught directly rather than in Google Classroom, which is only a digital application that needs to be studied more thoroughly. As a result, students believe that the writing material in class is still difficult to grasp.

The fourth difficulty is a lack of student-teacher interaction. The interaction between students and teachers is critical to a successful learning process (Lim and Tan, 2022). Based on the findings, there is very little interaction between teacher and students in writing classes in Google Classroom, which causes them to be confused about the material. This is a challenge that many students face in Google Classroom writing classes; limited interaction can cause students to misunderstand the writing material even more, and if there is no encouragement from the teacher, the material will not develop in students' minds, and they will do as they please.

The fifth issue is that students do not know how to use Google Classroom. Google Classroom has many features that students in the class should be aware of, but not all students are aware of how to use them. Some teachers only instruct students to download Google Classroom but do not teach the specifics, such as what The task alarm in Google Classroom does not always match the time and is late, which causes students to miss assignments more and more if the teacher does not provide clearer directions about Google Classroom, including features that should be explained in detail. As a result, this is a challenge that should not be overlooked, and instructions from the teacher or school should be followed.

CONCLUSION AND SUGGESTION

Based on the findings of the research, the researchers discovered six negative perceptions and two positive perceptions, including negative perceptions such as (1) students do not understand how to use Google Classroom and (2) internet connection problems when connecting to Google Classroom. (3) Students do not comprehend writing learning in Google Classroom. (4) Students are lazy and undisciplined when it comes to completing or collecting assignments. (5) In the writing class using Google Classroom, students are restricted in how they can express their opinions and respond to others' comments. Furthermore, there are two positive perceptions: (1) students have little understanding of Google Classroom, and (2) students believe that learning to write through Google Classroom can save time and money. Meanwhile, students in writing classes using Google Classroom face five challenges, which include: (1) student challenges due to unstable internet connectivity; (2) student indiscipline due to boredom with monotonous online assignments; (3) students' lack of understanding of writing material in class; and (4) a lack of interaction between teachers and students in Google Classroom. (5) Students are unfamiliar with Google Classroom and its features.

Teachers must ensure that all students understand how to use Google Classroom and the materials that have been provided before it can be considered for teachers to choose the most appropriate media for students. This research is also expected to make teachers more innovative in teaching English through online platforms in the future.

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