

PERCEPTION AND MOTIVATION OF STUDENTS ON ENGLISH WRITING LANGUAGE LEARNING THROUGH GOOGLE CLASSROOM

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ABSTRAK

Penelitian ini mengkaji bagaimana siswa memandang dan termotivasi oleh Google Classroom dalam konteks pembelajaran menulis dalam bahasa Inggris. Metode kuantitatif digunakan untuk mengumpulkan informasi melalui kuesioner yang dikirimkan kepada 21 peserta melalui Google Forms. Survei ini mencakup 10 pernyataan yang disusun dalam dua kategori: persepsi siswa dan motivasi mereka. Hasilnya menunjukkan bahwa sebagian besar siswa memiliki pandangan yang baik terhadap Google Kelas, dan menganggapnya bermanfaat, efektif, dan mudah digunakan. Platform ini mendukung akses ke sumber daya pendidikan, penyerahan tugas, dan komunikasi dengan instruktur, sehingga membantu pengalaman belajar yang lebih terstruktur.

Terkait motivasi, temuan ini menunjukkan bahwa Google Classroom meningkatkan motivasi internal dan eksternal, sehingga mendorong siswa untuk terlibat lebih aktif dalam tugas menulis. Meskipun demikian, disebutkan adanya permasalahan seperti koneksi internet yang tidak dapat diandalkan dan notifikasi yang lambat, yang mungkin dapat mempengaruhi pengalaman siswa. Singkatnya, penelitian ini menyimpulkan bahwa Google Classroom berfungsi sebagai sumber berharga untuk meningkatkan pembelajaran menulis bahasa Inggris dengan menumbuhkan persepsi dan motivasi positif di kalangan siswa.

Kata kunci: *Google Classroom, persepsi siswa, motivasi belajar, keterampilan menulis bahasa Inggris, teknologi pendidikan*

ABSTRACT

This research examines how students view and are motivated by Google Classroom in the context of learning to write in English. A quantitative method was used to gather information through a questionnaire sent to 21 participants via Google Forms. The survey included 10 statements organized into two categories: students' perceptions and their motivation. Results indicate that a majority of students hold favorable views of Google Classroom, characterizing it as beneficial, effective, and user friendly. The platform supports access to educational resources, submission of assignments,

and communication with instructors, thus aiding in a more structured learning experience.

Regarding motivation, the findings suggest that Google Classroom boosts both internal and external motivation, prompting students to engage more actively in writing tasks. Nonetheless, issues like unreliable internet connections and slow notifications were mentioned, which could somewhat influence students' experiences. In summary, the research concludes that Google Classroom serves as a valuable resource for enhancing the learning of English writing by fostering positive perceptions and motivation among students.

Keywords : Google Classroom, students' perception, motivation in learning, English writing skills, educational technology

INTRODUCTION

Technology affects various aspects of human life, including education.

Technological advances have changed the way humans communicate, search for information, and interact with others in today's digital age. Digital technology has played an important role in supporting the learning process by providing various tools and resources that facilitate learning activities. Technology is increasingly being used in education because it can help students achieve their learning goals more effectively and make them more active and interested in the learning process. This is supported by prior research indicating that technology-enabled classrooms can boost student motivation and lead to improved learning outcomes (Qibtiya et al., 2024). Therefore, incorporating technology into education is considered important for improving the quality of teaching and learning in today's digital age. Along with technological developments, integrating technology into the teaching and learning process has become a very important part of education today. Technology not only serves as a tool but also creates a more interactive and engaging learning experience. In addition, technology makes learning easier

because students can access learning materials anytime and anywhere. With digital technology, the previously traditional learning process can now be developed into a more innovative and creative learning environment (Ritzau, 2014).

Currently, one of the most commonly used technologies in learning is Google Classroom. Google Classroom is an online learning platform designed to help teachers manage classroom activities digitally. This platform makes it easier for teachers to give assignments, provide learning materials, give feedback, and discuss with students. This platform also allows students to collect assignments online, access learning resources, and participate in class discussions. Google Classroom is considered a useful learning management system because it simplifies the teaching and learning process and reduces reliance on paper-based assignments. In addition, this platform provides flexibility for teachers and students to interact in a virtual learning environment, which can support language learning activities such as writing exercises. Through this platform, students have the opportunity to improve their writing skills by completing assignments, receiving feedback from teachers,

and participating in online discussions (Rukmana, 2021).

Previous studies have examined the use of Google Classroom for teaching English to students. Google Classroom is effective in improving students' reading and writing skills, but has little impact on speaking and listening skills. Additionally, other research indicates that Google Classroom is generally well-received by students because it offers more opportunities to practice writing and complete assignments more quickly (Tama et al., 2025). However, some studies have also identified issues such as limited interaction and technical problems, which can affect how students learn.

Perception, motivation, and technology are crucial in language learning. The way a person views and understands information based on their experiences is called perception. This can influence their attitudes and behaviors (Ananda Hulwatun Nisa et al., 2023) & (Dwi Nugroho et al., 2021). The Technology Acceptance Model (TAM) explains that perceptions of a technology's usefulness and ease of use influence user acceptance (F. Davis & Viswanath, 2000) & (F. D. Davis, 2013). Students are more likely to use platforms like Google Classroom because they are

perceived as useful and easy to use.

Motivation is also crucial for language learning because it drives students to achieve their goals (Zahrah et al., 2025). According to self-determination theory, motivation encompasses intrinsic and extrinsic factors that influence student engagement (Deci & Ryan, 2000). Furthermore, students who feel confident in their abilities tend to perform better in class. Writing, considered one of the most challenging language skills, requires students to organize ideas, use grammar, and communicate meaning effectively (Spahr, 2018) & (Suhaimi, 2016). Consequently, feedback is crucial for improving students' writing skills (Norcini, 2010) & (Goldstein & Goldstein, 2004).

Furthermore, it has been demonstrated that the use of technology in language learning enhances interaction, accessibility, and learning efficiency (Kessler, 2018) & (Garrison & Kanuka, 2004) & (O'Connor-Petruso, 2015). Google Classroom is a popular learning platform that offers a flexible and organized learning environment, enabling students to submit assignments, receive feedback, and access content (Dwi Nugroho et al., 2021) & (Soleh, 2021). However, several issues, such as

interaction and technical problems, have been identified in previous studies, which indicate that Google Classroom can enhance student engagement and motivation (Astuti & Indriani, 2020)(Qibtiya et al., 2024).

However, even though many studies have looked into how effective Google Classroom is for language learning, there are not many that specifically focus on students' perceptions and motivation when learning English writing through Google Classroom. Most previous studies focused more on how the platform is usually used or its effect on learning outcomes, rather than looking deeply into students' perspectives. Understanding students' perceptions and motivations is important because it can influence their participation and success in learning to write through an online platform. Therefore, this research aims to explore students' perceptions and motivations towards learning English writing through Google Classroom in order to provide a deeper understanding of how this platform supports the development of students' writing skills in English language learning.

This study aims to investigate students' perceptions and motivation toward the use of Google Classroom in learning English writing. The integration of

digital platforms such as Google Classroom has become increasingly common in educational settings, especially in supporting online and blended learning environments. Therefore, it is important to understand how students perceive the use of Google Classroom and how it influences their motivation in learning English writing. Based on this background, the research questions of this study are the following: (1) What are students' perceptions of using Google Classroom in learning English writing? and (2) What are students' motivations toward learning English writing through Google Classroom?

METHODOLOGY

This study used a quantitative approach to look into how students feel about using Google Classroom for learning English writing and what motivates them to use it. Quantitative research was picked because it lets the researcher gather numerical information and use statistical methods to look for patterns and common trends in how students answered.

The information was gathered using a survey that was sent out through Google Forms. Using Google Forms allowed the researcher to send out the questionnaire quickly and

smoothly to participants over the internet. The questionnaire had 10 statements meant to check two main things: what students think about using Google Classroom for learning English writing, and how motivated they are to use it.

The questionnaire was divided into two sections. The first part of the study checked how students felt about using Google Classroom for learning English writing. It had five questions that looked at how easy it was to use, how clear the instructions were, how well the learning tasks were organized, and the problems students faced while using it. The second part looked at students' motivation, which included five statements about their interest in writing, how much they were encouraged to practice writing, their motivation to finish writing tasks, the feedback they got from teachers, and their interest in learning writing through Google Classroom.

All the statements were rated using a Likert scale, which includes options like strongly disagree, disagree, neutral, agree, and strongly agree. This scale lets the researcher look at how much students agree with each statement. The data that was collected was then looked at using basic statistical methods to understand what students thought about and were motivated by

when using Google Classroom for learning English writing.

RESULT AND DISSCUSION

In this research, the researchers conducted a questionnaire through Google Forms with 21 students to investigate students' perception and motivation toward English writing language learning through Google Classroom. The results showed that most students had positive perceptions of Google Classroom and felt motivated to learn English writing through the platform.

Table 3. Student Response Data Table

Statmen t	Stro ngly Agre e (Per cent age %)	Agre e (Per cent age %)	Neut ral (Per cent age %)	Disa gree (Per cent age %)	Str ong ly Dis agr ee (Pe rce nta ge %)
Writing is easy	18.2	31.8	36.4	13.6	0
Helps understand tasks	13.6	31.8	50	4.6	0
Instructions are clear	9.1	50	40.9	0	0
Activities are more organized	13.6	54.5	27.3	4.6	0
Difficult to follow lessons	4.6	13.6	59.1	18.2	4.6
Encourages writing practice	4.6	45.5	45.5	4.6	0

Motivate s task completi on	4.6	45.5	40.9	9.1	0
Feedbac k is motivati ng	13.6	59.1	22.7	4.6	0
Intereste d in learning via GCR	9.1	27.3	50	9.1	4.6
Less interesse d because of GCR	4.6	18.2	40.9	31.8	4.6

3.1 Students' Perceptions of Using Google Classroom in Learning English Writing

The data were collected from 21 respondents after one duplicate response was removed. The results of the study indicate that students generally have a positive perception of the use of Google Classroom in learning to write in English.

Based on the qualitative responses collected through the questionnaire, most students expressed positive opinions about their experience using Google Classroom. Most respondents described the platform using positive terms such as "good," "very good," "helpful," "efficient," and "convenient." These responses indicate that students view Google Classroom as a supportive tool that facilitates their learning activities.

In line with the concept of perception as the process of interpreting and understanding information received through experience, as described in the literature, students' responses reflect their direct interaction with the platform. Their perceptions are shaped by their experiences with the usefulness and functionality of Google Classroom in completing academic assignments. The data indicate that students can organize and interpret their experiences into a generally positive assessment of the platform.

In addition, some students also discussed specific benefits they gained from using Google Classroom in the process of learning to write in English. Most respondents stated that this platform made it easier to access learning materials, submit assignments, and communicate with teachers or professors. These findings indicate that the features available in Google Classroom help make the learning process more organized and structured. Integration with other digital devices also helps improve efficiency in managing academic tasks.

Additionally, flexibility turned out to be another important factor that students found appealing. Several respondents mentioned that Google Classroom makes it

possible for them to learn at any time and from any location, which is very helpful for fostering a distant learning environment. This supports the idea that technology improves accessibility and gives students more flexible learning options.

A small percentage of students expressed indifferent opinions, characterizing their experience as "so-so" or "biasa saja," despite the majority of positive comments. This suggests that not every student uses the site with the same degree of happiness. A few respondents also noted a number of difficulties, including technical problems like erratic internet connections and delayed alerts. These elements might affect how students see the platform's efficacy.

Overall, the results show that students' opinions of Google Classroom as a learning management system in English writing classes are generally favorable. Despite a few small technological issues, the platform is thought to be helpful, accessible, and effective in helping the learning process. Previous studies have shown Google Classroom to be an effective and engaging learning tool, and these findings are consistent with that.

3.2 Students' Motivation in Learning English Writing through Google Classroom

The data also shows how motivated students are to use Google Classroom to study English writing, in addition to perception. Despite the fact that the replies were gathered in an open-ended fashion, the students' statements reveal a number of motivational markers.

Google Classroom allows students to finish tasks more quickly and effectively, according to numerous students. Phrases like "it makes it easier to submit assignments" and "very helpful for assignments" show that the platform encourages students to participate in educational activities. This illustrates the idea of motivation as a force that propels people to behave in order to accomplish their learning objectives.

Additionally, Google Classroom's accessibility and ease of use seem to boost students' enthusiasm to learn. Students are more likely to actively engage in learning activities when they find the platform user-friendly and useful for organizing their work. This implies that both inner and extrinsic motivation are present. Students' positive emotions and interest in using the platform are indicative of intrinsic motivation, while their reactions to task

completion and teacher instructions made possible via the system are indicative of extrinsic motivation.

In addition, a few students stated that Google Classroom facilitates connection and communication with teachers, which could improve their involvement in the educational process. Students are more motivated to study when they have access to resources, instructions, and feedback in one location, which keeps them organized and focused.

However, other students mentioned that technical difficulties, including poor internet connectivity, can lower their motivation, which is consistent with the perceived results. Students' consistent participation in online learning activities may be hampered by these difficulties.

Overall, the results indicate that students' motivation to learn English writing is positively impacted by Google Classroom. In addition to making tasks easier to complete, the platform motivates students to participate more actively in their education. It has been demonstrated that integrating technology, such as Google Classroom, increases students' motivation to learn.

The findings of the study show that most students have a good view of using Google Classroom to learn how to write in English. Most

students said the platform was helpful, efficient, and easy to use, which means they generally had a good experience with it. This good view can be explained by the idea of perception, which is about how people pick out, group together, and make sense of information based on what they have experienced before. Since students use Google Classroom directly to finish assignments and get materials, their good experiences help shape positive views about it.

This result matches the idea about how we see things that experts like Stephen P. have suggested. Robbins says that perception is how people organize and make sense of the information they take in through their senses, so they can understand their surroundings. In this case, students see their learning experiences through Google Classroom as helpful and encouraging, which makes them feel good about the platform. Similarly, the idea that how we perceive something is shaped by our past experiences and how we interact with our surroundings also helps explain why students who find the platform simple to use are more likely to give it a positive rating.

Furthermore, this study's findings also back up earlier research that showed Google Classroom can

help learn languages. Research by Widya Sartika and Gede Weda Rukmana showed that students generally have a positive view of Google Classroom, especially when it comes to learning how to write. These studies show that the platform helps students finish their assignments faster and gives them more chances to practice writing. The results of this study are similar to past research, which shows that Google Classroom is a good tool for helping students learn English, particularly when it comes to improving their writing. In addition to perception, students see things. The study also shows that Google Classroom helps make students more interested in learning how to write in English. It seems that students are more willing to take part in learning activities because it's easy to get materials, turn in homework, and talk to teachers. This matches the idea of motivation being a powerful force that pushes people to act and work towards reaching their goals. When students think a learning platform is helpful and simple to use, they are more likely to want to take part in learning activities.

The results also indicate the presence of both intrinsic and extrinsic motivation. Evidence of intrinsic motivation is apparent in the favorable attitudes students have towards the platform,

expressing that they find it enjoyable and user-friendly. Conversely, extrinsic motivation is shown in their reactions to outside influences, such as finishing tasks and gaining feedback from instructors via the platform. This supports the idea that both internal and external elements impact motivation in education, collectively affecting how students engage and participate in their learning experiences.

However, in spite of the overall encouraging outcomes, certain students encountered difficulties with Google Classroom, especially concerning technical problems like unreliable internet connections and slow notifications. These issues may hinder students' viewpoints and potentially diminish their motivation to some degree. This observation reveals that although technology brings numerous benefits, its efficiency is still reliant on supporting elements such as infrastructure and accessibility.

Overall, the outcomes of this research indicate that Google Classroom significantly contributes to assisting students in learning English writing. The platform not only improves students' views on the educational process but also boosts their desire to partake in writing tasks. Thus, the incorporation of digital tools like Google Classroom in

language education can be seen as an effective approach to enhance both student involvement and academic results.

CONCLUSION

This study shows that students prefer Google Classroom for learning English writing. Students reported that the platform helps them learn, is useful, and is easy to use. The learning process becomes more organized and effective when there is easy access to learning materials, communication with teachers, and assignment submission. In terms of motivation, Google Classroom has also proven effective in boosting students' internal and external motivation to learn. Thanks to its ease of use, accessibility, and support from teacher feedback, students become more interested, active, and motivated to complete writing assignments. However, technical issues such as delayed notifications and unstable internet connections remain challenges that can affect students' learning experience.

Based on these findings, teachers should optimize their use of Google Classroom by providing clear instructions, consistent feedback, and engaging learning activities to continuously improve student engagement and

motivation. Additionally, schools must ensure they provide supporting facilities, such as a stable internet connection, to make technology-based learning more effective. To gain a better understanding of the use of technology in English language learning, future researchers should conduct broader studies or examine how Google Classroom is used for other language skills.

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