

ABSTRACT

Juniari, N.W. (2023). *Google Classroom as a Learning Platform in Writing Class at Mahasaraswati University: Implementation, Students' And Lecturers' Perceptions, and Students' Motivation*. Thesis English Language Education Postgraduate Study Program Ganesha University of Education

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Keywords: perceptions, motivation, Google Classroom, writing

Google Classroom has been widely used as a learning medium since the pandemic situation, particularly for students' writing skills. This study aimed to investigate the use of Google Classroom in teaching essay writing, the lecturers' perception of using Google Classroom in teaching essay writing, the students' perception of the use of Google Classroom in essay writing class, and students' motivation in essay writing with Google Classroom. The present study adopted a sequential explanatory mixed-method research design. The subject of this research is one essay-writing lecturer and 30 third-semester students that use Google Classroom as learning media with a purposive sampling technique. As this study adopted a mixed-method design, quantitative and qualitative data collection and analysis were conducted. The qualitative data were collected through classroom observation and in-depth interviews and perception and motivation as quantitative data were done through survey questionnaires. The finding revealed that 1) the lecturer used Google Classroom as the learning media same as the offline class, such as greeting the students, sharing the material, explaining the learning objective, giving assignments, giving feedback, and scoring students' essay writing, 2) the lecturer showed a highly positive perception of using Google Classroom in teaching essay writing class, 3) the students showed a highly positive perception of the use Google Classroom in essay writing class, 4) the students showed a high degree of motivation both intrinsic and extrinsic in their essay writing classes with Google Classroom. Therefore, these results imply that Google Classroom is an effective learning medium for both a lecturer and students to improve their writing skills.

ABSTRAK

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Tesis ini telah disetujui dan diperiksa oleh pembimbing I: Prof. Dra. Luh Putu Artini, MA., Ph.D., dan Pembimbing II: Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.

Kata kunci: Persepsi, motivasi, Google Classroom, menulis

Google Classroom telah banyak digunakan sebagai media pembelajaran sejak situasi pandemi, khususnya untuk keterampilan menulis siswa. Penelitian ini bertujuan untuk menyelidiki penggunaan Google Classroom dalam pengajaran menulis esai, menyelidiki persepsi dosen menggunakan Google Classroom dalam mengajar menulis esai, menyelidiki persepsi siswa tentang penggunaan Google Classroom dalam kelas menulis esai, dan menyelidiki motivasi siswa dalam menulis esai. dengan Google Kelas. Penelitian ini mengadopsi desain penelitian metode campuran sequential explanatory. Subyek penelitian ini adalah satu orang dosen penulis esai, 30 mahasiswa semester tiga. Melalui teknik purposive sampling. Karena studi ini mengadopsi desain metode campuran, pengumpulan dan analisis data kualitatif dan kuantitatif dilakukan. Data kualitatif dikumpulkan melalui observasi kelas dan wawancara mendalam serta survei untuk data kuantitatif. Hasil penelitian menunjukkan bahwa 1) dosen menggunakan Google Classroom sebagai media pembelajaran yang sama dengan kelas offline seperti dosen menyapa mahasiswa, berbagi materi menjelaskan tujuan pembelajaran, memberikan tugas, memberikan umpan balik dan menilai penulisan esai mahasiswa, 2) dosen menunjukkan persepsi yang kuat tentang penggunaan Google Classroom dalam mengajar kelas menulis esai, 3) siswa menunjukkan persepsi yang sangat positif tentang penggunaan Google Classroom di kelas menulis esai, 4) siswa menunjukkan tingkat motivasi yang tinggi baik intrinsik maupun ekstrinsik dalam menulis esai dengan Google Kelas. Oleh karena itu, hasil ini menyiratkan bahwa Google Classroom merupakan media pembelajaran yang efektif bagi dosen dan mahasiswa.