The Use of Google Classroom to Teach Writing at Ivet University

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Abstrak

Penelitian ini bertujuan untuk menyelidiki penerapan google classroom untuk mengajar menulis dan pendapat taruna tentang instruksi menulis melalui google classroom. Penelitian ini merupakan penelitian kualitatif deskriptif yang menggunakan wawancara dan kuesioner untuk mengumpulkan data. Sampel penelitian ini adalah taruna Teknik Mesin Kapal Universitas Ivet tahun ajaran 2022/2023. Hasil wawancara dan hasil kuesioner taruna dikumpulkan kemudian dianalisis secara deskriptif. Hasil penelitian ini menunjukkan bahwa 1) taruna teknik mesin kapal melakukan beberapa langkah dalam penerapan google classroom untuk mengajar menulis, antara lain membuka kelas, melakukan kegiatan inti, melakukan penilaian, menutup pelajaran, dan melakukan kegiatan tindak lanjut., 2) taruna memiliki pendapat positif tentang pembelajaran menulis yang diterapkan melalui google classroom.

Abstract

This study has a purpose to investigate the implementation of google classroom to teach writing and the cadet's opinions about the writing instruction through google classroom. This was a descriptive qualitative study that used interviews and questionnaires to collect the data. The sample of this study was the cadets of ship mechanical engineering of Ivet University in the academic year 2022/2023. The results of interviews and the results of cadet's questionnaires were collected and then analyzed descriptively. The result of this study indicated that 1) the cadets at Ship mechanical engineering conducted several steps in implementing google classroom to teach writing, including opening the class, conducting a main activity, conducting an assessment, closing the lesson, and conducting follow-up activities, 2) the cadets had positive opinions about writing instruction that was implemented through google classroom.

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PENDAHULUAN

The spread of the Corona virus disease has affected all elements of the world community. COVID-19 has been declared a huge world pandemic, referring to the WHO decision as stated in Khatri et al. (2020). It has disrupted life all over the world, including among Indonesian people and academicians. In accordance with the President's instruction, Indonesian people have to limit the interaction among the community because this virus can spread easily through interaction. This pandemic highlighted the need to use online learning and applications to achieve learning goals (Schneider & Council, 2021; Wargadinata et al. 2020). Minister of Education and Culture, Nadiem A Makarim, encouraged all parties to make sure that cadets continue to learn even though it needs to be conducted from home.

Learning from home is the best way to limit the interaction so that the spread of the Corona virus can be prevented. Some lecturer applied several methods in the teaching process. To make it easier, lecturers and cadets use the internet as an online learning media. Online learning allows cadets to easily access learning materials. The high demand for internet access drives the creation of subject-based learning resources, which leads to the creation of the final product in the form of e-material (Ibrahim & Febriani, 2018).

Online learning is a system of delivering learning material to cadets via web or audio and video conference. This system includes some features such as assessment, direct cadet participation, cadet tracking, collaboration, and also a communication tool. Demiray (2011) states that online learning is the action of delivering course materials and instruction to learners by using Internet technology. Online or virtual learning is useful for cadets as they can learn and gain knowledge from the activities and interactions carried out in learning. Cadets can understand the material even if it is delivered online.

Online learning becomes an alternative for lecturers and cadets in this pandemic situation. Accordingly, a growing number of cadets are opting for online learning due to its conveniences (Kauffman, 2015). Online learning can be conducted through teleconference, WhatsApp, and other online applications. It makes the teaching-learning process better and interesting. Also, it can easily clarify concepts. Lecturers will show the material in the form of Youtube videos, meet the cadets by Zoom meeting, or find the theory from books so that the cadets will be easier to learn English online. Furthermore, the lecturers must always seek out engaging teaching materials so that the cadets will not feel bored. An achievement as well as emotions influence the decisions made by cadets for online learning and participation, then interaction and academic achievements are closely related to online learning environments. It is intended that cadets will keep studying earnestly even if they are doing so from home. Therefore, cadets are expected to write the answers to the assignments and send them by the Google Classroom application.

Writing is a communicative, productive, and expressive activity using written materials as the medium. This activity is intended to convey a message from the author to the reader. In writing activities, cadets must be able to use grammar structures and vocabulary. Jarvis

(2001) emphasizes that many cadets do not enjoy writing as they feel that if they are not able to do it properly at first, then they will never get it. According to Urquhart and Mc. lver (2005: 5-6), writing is a recursive process, which means cadets often revise the whole process. Then, cadets must also learn strategies for discovery, and lecturers must assist cadets in creating content and setting goals. It is hereby stated that the reader, the purpose, and the opportunity to determine all types of writing and writing which are effective in their reasonable fulfillment will make the writing complex.

Writing is a productive skill that focuses on producing language rather than accepting it. According to Harmer (2012), writing is an ongoing activity that emerges from the writer's mind about what they want to say and how to say it. The writer must read and recheck the writing after finishing the text. Therefore, writing can not be done in one step, but it needs to take several steps namely planning, drafting, editing, and the final version (Harmer, 2012). Good writing usually can attract the reader's attention to the content of the text. Thus, cadets need to use the correct grammar rules, then select the appropriate vocabulary, and consider coherence and cohesion, so that the writing will produce a good sentence with the right meaning (Wijaya, 2014).

In learning English at Maritime faculty, the lecturer previously taught with many strategies, but during this pandemic era, the lecturers need to find many ways to transmit the knowledge without meeting. Online learning becomes an alternative to connect lecturers with cadets. However, there are some obstacles to online learning. As stated in a study by Yuzulia (2021), lecturers and cadets face challenges in online learning that are mainly related to poor internet

connection, lack of motivation, lots of distractions in learning, and more stress due to the amount of tasks. To face these challenges, lecturers have a responsibility to help cadets so that they can move from their current state of ability to a new state of ability. Learning English requires cadets to master four language skills; those are listening, speaking, reading, and writing.

According to Pappas (2015), by using Google Classroom, lecturers can provide a more efficient learning process, as it can carry out teaching and learning activities to be more productive and meaningful by simplifying assignments, increasing collaboration, and communicating. By using Google Classroom, the lecturers create classes, give an assignment, and send feedback. Lecturers and cadets will not send wrong messages because in Google Classroom there will be no private messages coming in. In addition, Google Classroom's memory capacity makes advantage of the email's memory so that the assignment files uploaded by Google Classroom will not take up any space on the phone's storage. Notifications in Google Classroom will not make a fuss because notifications appear specifically on Google Classroom learning media. The use of Google Classroom simplifies the process of teaching, learning, and assessing cadet assignments for lecturers.

Many researches have been conducted to determine whether Google Classroom is useful for online learning. Harjanto and Sumarn (2019) studied the experiences of seven lecturers using Google Classroom in South Tangerang. The study was designed on a qualitative methodology. It was carried out to evaluate the experience of lecturers in using Google Classroom as an educational learning platform. The lecturers were chosen deliberately

based on their active involvement for one year in the Google Classroom platform. This study showed that lecturers used Google Classroom as a tool to facilitate and manage cadet assignments, organize classes, and accommodate interactions with cadets. Lecturers also found Google Classroom very helpful for holding their virtual classes. Google Classroom is a free service that assists lecturers and cadets in the learning process and provides a variety of benefits to its users (Hapsari & Pamungkas, 2019). Furthermore, Google Classroom can be used to facilitate the online learning process (Utami, 2019). Google Classroom can be used in online learning.

Google Classroom is a product of Google that is used by lecturers and cadets for online learning. Iftakhar (2016) states that "Google Classroom is intended to help educators manage the creation and collection of cadet assignments in a paperless environment, essentially leveraging the framework of Google Docs, Drive and other applications." On this pandemic situation, Google Classroom is particularly suitable to be utilized by schools as it can foster and develop cadet knowledge during the online learning. Also, Google Classroom can save unlimited assignment files effectively. Then, lecturers can provide class instruction and share assignments without paper, comments, and cadet work assessments in one place. The lecturer can save the time when there is an active class. Finally, the lecturer becomes more focused on explaining the material during the class (Iftakhar, 2016). kita

According Dicicco (2016), Google classroom can effectively improve cadets' learning abilities in the field of increasivocabulary. In Google Classroom, lecturers can send

assignments to all cadets and every cadet can see it. Cadets can submit assignments individually without disturbing other cadets with notifications. The assignments can be submitted in the form of images, videos, or files. Cadets can view the assignments and send them easily by simply clicking on the assignment and adding attachments. Assignments can be submitted not only by one lecturer, but by all lecturers at the same time. There are several benefits from using Google Classroom. First, this application is easy to use. Second, it can support cadet and lecturer learning activities because everyone can share and access material resources and documents.

In the preliminary study, the lecturer asked cadets to create a Google Classroom account. After that, the lecturer sent the class code that the lecturer had previously made to invite the cadets. Then, if all cadets have already joined, the lecturer forum page informed that they would start teaching with Google Classroom and send notifications in the form of assignments on Google Classroom according to the theme given. Cadets started to learn English in Google Classroom to do writing English assignments that have been given by the lecturer. Cadets were expected to be able to write assignments in English and send them on the class assignment page. In the first assignment, the lecturer analyzed cadets" response toward the assignment given, starting from the time frame, writing ideas, and obstacles when they worked on the assignments.

The uses of Google Classroom for writing competence are practical and simple. It is practical because the cadets only need to type without sending email or printing the assignments and also without having to meet directly with the lecturer. According to Brown (2007), the complexity of writing includes skills in reducing redundancy, combining sentences, making conclusions, and

making lexical types. Cadets can see the flow feature that shows writing assignments. Cadets can also see notifications and scores on the application feature. Iftakhar (2016) states that cadets can get grades on Google Classroom. Cadets can also send assignment directly to Google Classroom if they have finished it. Yunus and Syam (2021) state that most cadets were satisfied with the use of Google Classroom in online classes especially during the pandemic because face to face learning is limited and Google Classroom is the right choice for lecturers and cadets to facilitate online learning. By using Google Classroom, cadets can do their assignments effectively and quickly. Considering the importance of teaching writing and the substantial use of Google Classroom during the pandemic, it becomes important to analyze the phenomenon through a research. Therefore, this research was conducted by taking an English lecturer and 20 cadets at Maritime faculty as the samples. This research aimed to investigate the implementation of Google Classroom to teach writing, as well as the cadet's opinions about the writing instruction that was conducted through the platform. This study was important to be conducted since it offered novelty to related literature, as it investigated how teaching writing was implemented through Google Classroom as an online learning platform as well as what the cadets thought about the implementation.

This research was conducted to describe the use of Google Classroom in teaching writing. Google Classroom is useful as it is easy to use and easy to access. The existence of Google Classroom assists lecturers to teach writing. Also, the lecturer can provide input about cadets writing. Besides, it helps cadets to learn writing easily. Those reasons encouraged the researcher to conduct a study entitled "The Use of Google Classroom for Teaching Writing".

METODE

This research focused on the implementation of Google Classroom to teach writing and the cadet's opinions towards the instruction. This research used a qualitative research design since it aimed to investigate the implementation of the writing instruction during the pandemic in the online classroom. Two methods were applied to collect the data. The data related to the implementation of Google Classroom to teach writing were conducted through interview. Then, the data for the second research question related to the cadet's opinion towards the writing instruction conducted through Google Classroom were collected through questionnaire. The obtained data were categorized, analyzed, and interpreted qualitatively. The subjects in this study were 20 cadets of ship mechanical engineering. The subjects were chosen through purposive sampling. Maritime faculty was the setting of the study. It was chosen as the setting since the department was accredited "B", meaning that the quality of the campus, which includes the teaching methods were assured. Moreover, the results of the preliminary study also revealed that the English lecturer at Maritime faculty utilized Google Classroom to teach writing during the pandemic.

HASIL DAN PEMBAHASAN

According to the lecturers and cadets, the implementation of the writing instruction through Google Classroom ran very well. WhatsApp was also used to complement the Google Classroom platform so that both parties could respond faster. The difficulty faced by the lecturer in integrating online writing skills in English through Google Classroom was the delay of cadets in submitting their assignments. It happened due to various reasons, such as signal problems and cadet conditions at home. The implementation of learning to write English online through Google Classroom received positive responses from cadets as it made the cadets easier to understand the material, produce writing piece, make them more familiar with technology, and improve their English writing skills.

Before doing a lesson, the lecturer had to prepare several things such as planning and learning strategies. In the planning stage, lecturers had to prepare appropriate teaching materials for cadets. Learning stages consisted of 3 stages, namely introduction, teaching and learning process, and closing. In introduction, the lecturer greeted the cadets. Starting from greeting, then lecturer explained the things that could be done and should not be done during the learning process. In teaching and learning stages, the material from lecturer would be discussed in Google Classroom so that cadets could easily understand the material. Then, the lecturer gave an exercise to see the ability of the cadets. Lastly, cadets submitted the exercises to be graded and given feedback by the lecturer. In the closing stage, the lecturer would let the cadets to ask questions related to the material. It was intended to discuss the material that had been given earlier or to review the essence of the material. The cadets would get an opportunity to ask the unclear parts then the lecturer would answer it in a simple way.

The description of the interview results conducted with the lecturer regarding the implemention of writing instruction through Google Classroom is presented in Table 1.

Table 1. Description of the Interview Results with the Lecturer

Steps of Teaching	Description of the Implementation
Opening the class	- Greeting the cadets and asking about their condition - Providing description about the learning objectives and activities for the day - Giving apperception
Conducting the main Activity	- Providing appropriate learning materials for the cadets in the forms of videos or texts that were shared through links - Providing examples of the writing texts with correct structure, grammar, and language features - Sharing the writing task and asking the cadets to finish it Accordingly
Conducting assessment	- Checking the cadet's writing products through their submission on Google Classroom - Providing comments or feedback on their writing by paying attention to the correct structure, grammar, and language features - Asking the cadets to do revision
Closing the lesson	- Reviewing the materials that have been delivered - Asking the cadets for things that were not clear or difficult to be understood
Conducting follow-up activities	- Giving assignment to monitor the cadet's learning progress and understanding of the materials - Conducting a discussion through the Forum feature on Google Classroom - Providing feedback on the returned assignment so that cadets could do revision when needed

Based on the results of the interview, it can be seen that the lecturer conducted all of the steps in teaching. It was because the implementation consisted of opening the class, conducting the main activity, conducting assessment, closing the lesson, and conducting follow-up activities. In the interview, the lecturer explained that this step were rather similar to the ones she used in the face-to-face meetings before the pandemic.

Related to the follow-up activity, the lecturer mentioned later on that she also conducted it by giving assignment to the cadets and holding a discussion on Google Classroom to see whether or not the cadets understood the learning materials and made progress through the learning process.

To open the class, the lecturer greeted the cadets and asked about their condition, then provided description about the learning objectives and activities for the day, and gave apperception. Then, the lecturer proceeded to the main activities by informing the cadets about what they were going to do and learn. The lecturer also provided the learning materials through videos or texts. In carrying out the learning, the lecturer must adjust he material with the cadets" needs and the learning objectives. Therefore, based on the interview results, the lecturer stated that she chose the materials carefully based on certain criteria and presented them to the cadets in the forms of videos or texts that were sent in link for easier access.

After providing the learning materials, the lecturer shared the writing task that the cadets needed to do. The lecturer gave an example of the materials provided, which were in the forms of examples related to how to write congratulatory card. The cadets were then asked to write one and then send it to the lecturer through Google Classroom. The results also indicated that the lecturer delivering the opening and main activity by using both English and Bahasa Indonesia, which were claimed to help the cadets to understand the task better. However, the learning materials were still in English.

Then, in assessing the lecturer must look at written language with correct grammar, proper use and easy to understand. The results showed that the lecturer conducted the assessment by checking the cadets" writing products through their submission on Google Classroom, providing comments or

feedback on their writing by paying attention to the correct structure, grammar, and language features, and asking the cadets to do revision.

Before closing the lesson, the lecturer usually reviewed the material that had been delivered. Then, the lecturer would let the cadets to ask questions related to the material. For the follow-up activities, the lecturer used the forum feature in Google Classroom to conduct discussions. Finally, the lecturer could see the progress shown by cadets when they submitted their assignments. The lecturer opened and read the submitted assignments one by one so that the lecturer could assess their progress. After having been filled by comments, the assignment would be returned to cadets so that they could check if there were any deficiencies.

It can be seen that the results of lecturer interview in implementing Google Classroom to learn writing was same as the ordinary teaching without using Google Classroom. There was only a slight difference from the ordinary teaching that the lecturer had to attach the learning materials in the form of video or text link in explaining the material. It would help the cadets to understand the material easily. In addition, the lecturer also put several examples of the material to be discussed which were obtained from various sources. Then, in using Google Classroom, lecturers could directly comment on cadet assignment and conduct online discussions on forums to let the cadets ask about the unclear parts. The lecturer's way in teaching writing using Google Classroom was also very clear since the lecturer used two languages (English and Bahasa Indonesia) in providing instructions. The example of the writing instruction conducted by the lecturer.

For the assessment, the lecturer gave direct comment or feedback on the cadets assignment. This practice of the assessment can be seen on Figure 1.
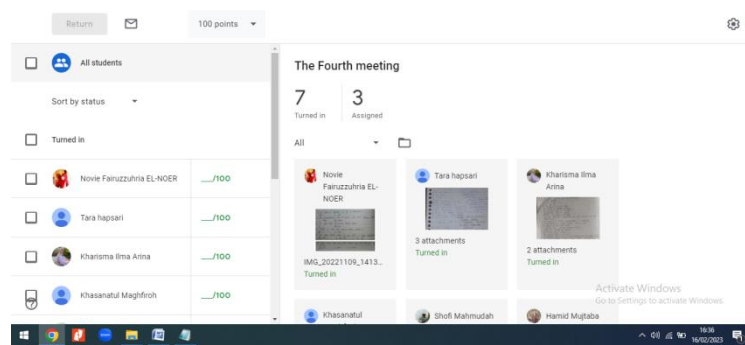

Figure 1. Example of the Cadet's writing Collected on Google Classroom for Comments by the Lecturer

Based on Figure 1., it can be seen that the lecturer graded and commented directly to the submitted writing exercises. After that, the lecturer gave the exercises back to the cadets to let them knew their mistakes so that they will be more careful in the next exercises.

The questionnaire used in this study consisted of 20 questions, which were then distributed to 20 cadets of Maritime faculty and then analyzed qualitatively. The following data presented in Table 2 were the results of the questionnaire that was distributed to the cadets.

Based on Table 2, it can be seen that the cadets had positive opinions towards the ease access of Google Classroom, since the majority of the cadets answered „yes.‟ All of the cadets were able to log in into Google Classroom easily by using a laptop/desktop and post comments through Google Classroom. More than 91% of them were also able to log in without others‟ assistance, join the Google Classroom, and cancel comments after posting through Google Classroom. More than 81% of them could also create their account easily and switch between accounts. These emphasized the ease access of Google Classroom for the cadets. The results indicated that difficulties faced by the cadets were related to login, logout, and connection problems.

However, in the questions related to the difficulties in using Google Classroom, which were presented by items number 12, 13, and 14, the majority or the cadets answered „no,‟ indicating that they did not find much difficulties in using the platform. Finally, relating to the effectiveness of learning writing through Google Classroom, the Majority of the cadets answered „yes,‟ indicating that they had positive opinions towards Google Classroom effectiveness. The majority of the cadets found it to be effective as they got enclosures or handouts from the lecturer, understood writing through Google Classroom, felt motivated in learning writing through Google Classroom,

perceived learning writing through Google Classroom flexible, and found learning writing through Google Classroom rich with learning materials and examples or illustrations.

Table 2. The Results of the Questionnaire

Aspects	No.	Questions	Yes	No
The ease of accessing Google Classroom	1	Are you able to log in into Google Classroom easily by using a laptop/desktop/HP?	100%	-
	2	Can you log in without others" assistance?	95.3%	4.7%
	3	What do you think about account creation? Can you create your own account easily?	80.3%	19.7%
	4	Can you login without difficulty or other's assistance?	35%	65%
	5	Can you join the Classroom?	92.4%	7.6%
	6	Can you switch between accounts?	60%	40%
	7	Can you logout without difficulty or other's assistance?	41.7%	59.3%
	8	Can you access all features of Google Classroom?	99%	1%
	9	Do you often get troubles to connect?	53.7%	47.3%
Difficulties	10	Can you post comments through Google Classroom?	100%	-
	11	Can you cancel comments after posting through Google Classroom?	97%	3%
	12	Do you find problem with e-mail, either in sending or receiving e-mail?	26.3%	74.7%
	13	Do you find difficulty in turning assignments Through Google Classroom?	25.3%	74.7%
	14	Are there any new/difficult words you find in Google Classroom?	36.3%	64.7%
The effectiveness of learning writing through Google Classroom	15	Do you get enclosures or handouts from your lecturers?	95%	5%
	16	Can you understand writing through Google Classroom?	71.7%	28.3%
	17	Do you think that you are motivated in learning writing through Google Classroom?	71.7%	28.3%
	18	Do you perceive learning writing through Google Classroom flexible?	73.4%	26.7%
	19	Can you perceive learning writing through Google Classroom are rich with learning materials, plenty of examples, or varied illustrations?	74.7%	25.3%
	20	Do you have any problems while learning writing using Google Classroom?	60%	40%

Recently, the COVID-19 outbreak has affected all aspects of people's lives including education system. Due to the increase of the cases, the online teaching and learning process continues indefinitely. This transformation has been considered by the Indonesian government for the new normal situation. In this regard, this study conducted a qualitative research with the design of the interview method with the lecturer. This study was also intended to know the opinions of cadets toward online teaching and learning process by applying Google Classroom to learn writing at Ivet University exactly at ship mechanical engineering department. The results of this study indicated that the use of Google Classroom has been received well for online learning activities.

The researcher used qualitative data analysis to describe that the use of Google Classroom to teach writing in online English classes was perceived positively by the eighth grade cadets of Ivet University exactly at ship mechanical engineering department. From the interview results, the way the lecturer implemented Google Classroom to teach writing was revealed. In addition, questionnaires were also given to the cadets in order to find out their opinions toward the use of Google Classroom to learn writing. The cadets responded positively as they revealed that they could improve their technology literacy while using Google Classroom.

Google Classroom is an online media that can be generated to create assignments, share teaching materials, collect paperless assignments, and grade cadet assignments. It is also associated with automatic document storage. It can be used as a medium for interaction between cadets and lecturers in managing classes both in remote classes or paperless assignments that can be held without being bound by space and time.

Lecturers" learning strategy plays an important role to engage the cadets. Kartika (2018) explained that the learning strategy is the main factor in improving a language learning process and language skills. If the learning strategies are not carried out well, it will be hard to achieve the target results. Therefore, the lecturers have to prepare appropriate strategy that is easy to be implemented.

Based on the results of the study, it can be seen that the lecturer conducted all of the steps in teaching suggested in the Instrumen Penilaian Latihan Mengajar Undiksha (2020), meaning that the implementation was in line with the theory. It was because the implementation consisted of opening the class, conducting the main activity, conducting assessment, closing the lesson, and conducting follow-up activities. The details of the implementation also revealed that the writing instruction through Google Classroom was similar to the one in face-to-face meeting before the pandemic. The difference was that the lecturer needed to provide the learning materials in the forms of videos or texts link that were attached on the Google Classroom post for easy access. The lecturer also used two languages, which were English and Bahasa Indonesia, so that it was easy for cadets to understand.

The findings also indicated that the positive opinions that the cadets had towards the writing instruction through Google Classroom was similar to the findings of the study

conducted by Rakhmawati (2020), which was an experimental research. It is because the study found that Google Classroom gave an effective influence in learning writing for the cadets. Further, the learning process became more effective, interesting, and fun after changing the model of learning using Google classroom. This result is also in line with the findings of the research conducted by Kado (2020), who found that Google Classroom was perceived to be an effective learning management system by the cadets.

However, in the questions related to the difficulties in using Google Classroom, which were presented by items number 12, 13, and 14, the majority or the cadets answered „no," indicating that they did not find much difficulties in using the platform. Finally, relating to the effectiveness of learning writing through Google Classroom, the Majority of the cadets answered „yes," indicating that they had positive opinions towards Google Classroom effectiveness. The majority of the cadets found it to be effective as they got enclosures or handouts from the lecturer, understood writing through Google Classroom, felt motivated in learning writing through Google Classroom, perceived learning writing through Google Classroom flexible, and found learning writing through Google Classroom rich with learning materials and examples or illustrations.

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The positive opinions that the cadets had towards the writing instruction through Google Classroom were also validated by the results of the study by Syakur (2020) who found Google classroom as a beneficial platform that could improve the average achievement of learning English for cadets.

Relating to the difficulties in using Google Classroom, however, the results of this study were different from the ones found by Rossytawati (2018). It is because this study found that the cadets did not find the difficulties as the major ones and the difficulties were mainly related to login, logout, and connection problem. On the other hand, the study by Rossytawati (2018) found that most of the cadets faced challenges in minimizing their time and effort in doing and collecting the assignment.

KESIMPULAN

Based on the results of the study, there are some conclusions that can be drawn in order to answer the research questions. The lecturer at Maritime faculty conducted several steps in implementing Google Classroom to teach writing, including opening the class, conducting main activity, conducting assessment, closing the lesson, and conducting follow- up activities. The instructions were delivered in English and Bahasa Indonesia and the learning materials were shared in links attached in the Google Classroom post. Relating to the cadets" opinions, the results indicated that the cadets had positive opinions towards the writing instruction that was implemented through Google Classroom since the majority of them responded positively towards the ease access of Google Classroom and the effectiveness in using Google Classroom to assist the writing instruction. Relating to the difficulties in using Google Classroom, the majority of the cadet's responses indicated that the difficulties were not major.

Based on the results, some suggestions can be given to several parties that are related to the study. For English lecturer, they are advised to implement Google Classroom in teaching writing by considering the correct teaching steps and preparing appropriate learning materials   and learning media in order to provide an effective learning process for the cadets. For the cadets, they are advised to improve their computer literacy and use internet provider with higher bandwidth or stronger connection to attend the learning process well and avoid technical issues. The discussion of this study is still limited as this study only used 20 cadets and an English lecturer for the samples. Therefore, other researchers are encouraged to conduct further study with improved design and scope of research as well as a better perspective in implementing Google Classroom in writing learning.

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