

STUDENTS' PERCEPTION ON THE USE OF GOOGLE CLASSROOM FOR ONLINE ENGLISH LEARNING

Sri Endang Pamungkas¹⁾, OkthaIkaRahmawati, S.Pd²⁾, ChyntiaHeruWoroPrastiwi, M.Pd.³⁾

¹Faculty of Language and Art, IKIP PGRI Bojonegoro

Email: sriendangpamungkas@gmail.com

²Faculty of Language and Art, IKIP PGRI Bojonegoro

Email: oktha_ika@ikipgribojonegoro.ac.id

³Faculty of Language and Art, IKIP PGRI Bojonegoro

Email: chyntia_heru@ikipgribojonegoro.ac.id

ABSTRACT

The study was intended to know students' perception of the use of the Google classroom application in English studies during the pandemic that occurred at the Muhammadiyah Randublatung Senior High School. The study uses qualitative descriptive methods of case studies. The author did research at Muhammadiyah High School. The author used XI class as a research subject, the sample that the researchers used was 20 children with details of 20 students filling out questionnaire and only 10 students could be interviewed. In the context of interviews researcher conduct interviews via telephone voice. The researcher uses the three steps of the data-collection procedure: observation, interview, and documentation. Studies have shown that 45% of students respond to the use of the Google classroom application in online English studies are quite effective and help students, as it is easy to access and ecologically sound. The features found on the Google classroom application would be sufficient. By 30% students consider the application inadequate to be used in online English studies. Because applications can only be used to transmit files, tasks and materials. This leaves students less content with what has been shared in Google classroom as it contains writing without an explanation.

Keywords: Google classroom, Perception, Online English Learning, Pandemic

ABSTRAK

Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap penggunaan aplikasi Google classroom dalam pembelajaran bahasa Inggris pada masa pandemi yang terjadi di SMA Muhammadiyah Randublatung. Penelitian ini menggunakan metode deskriptif kualitatif dengan studi kasus. Penulis melakukan penelitian di SMA Muhammadiyah. Penulis menggunakan kelas XI sebagai subje kpenelitian, sampel yang peneliti gunakan adalah 20 anadengan rincian 20 siswa mengisi angket dan hanya 10 siswa yang dapat diwawancarai. Dalam konteks wawancara peneliti melakukan wawancara melalui suara telepon. Peneliti menggunakan tiga langkah prosedur pengumpulan data: observasi, wawancara, dan dokumentasi. Studi menunjukkan bahwa 45% siswa menanggapi penggunaan aplikasi kelas Google dalam studi bahasa Inggris online cukup efektif dan membantu siswa, karena mudah diakses dan ramah lingkungan. Fitur-fitur yang terdapat pada aplikasi Google classroom sudah cukup memadai. Sebanyak 30% siswa menganggap aplikasi tersebut tidak memadai untuk digunakan dalam studi bahasa Inggris online. Karena aplikasi hanya dapat digunakan untuk mengirimkan file, tugas, dan materi. Hal ini membuat siswa kurang puas dengan apa yang telah dibagikan di kelas Google karenaberisi tulisan tanpa penjelasan.

Kata Kunci : Google Classroom, Persepsi, Belajar Inggris Online, Pandemic

INTRODUCTION

In the 21st century, the process of teaching a face-to-face class is no longer a cornerstone in the educational world. Technological development and communication brought a wave of change to the world of education, which cannot be denied the application of communication and information technology into compulsory service. After all, every school and every other collage has now used technology to support its activities. Education development in the millennial era, teachers are required to be adept at the sophistication of today's technology. Because these present learning methods are very different from those of old that rely on chalk and the chalkboard in the process of learning to teach. Of the many phenomena occurring about the methods of learning over the ages, there is one that profoundly influences the learning process in today education. Which is entry of the Covid-19 plague.

The readiness of the world of education to face Covid-19 is rather difficult, because so far the learning system has carried out 100 percent of face-to-face teaching and learning, suddenly experiencing a very basic change into online learning. Learning from home (BDR) has a big impact on students and parents. They are forced to transform and adapt in learning (Admadi&Setianingsih, 2000).In the treatment of the covid-19 effect on the world of government education the role is critical and fundamental. Budget allocations established in a 2020 instructor for refocus activities, budget restructuring, and interference with covid-19 goods and services should be implemented immediately.

As for the role of school as the institution for education should be on high alert to facilitate any advancement involving the education of its students. The educational programs of schools should be really presented to students, especially with online media still, the school should take care of ethics as an institution. Home learning emphasis on students must be closely watched to keep teachers teaching

online media nimble and adept at delivering lessons students should learn.

One of the most used learning platforms among high school students is Google Classroom. Google Classroom is a free web service developed by Google for schools that aims to simplify creating, distributing, and grading assignments. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. Google Classroom integrates Docs, Sheets, Slides, Gmail, and Calendar into a cohesive platform to manage student and teacher communication. Students can be invited to join a class through a private code, or automatically imported from a school domain.

Students can be invited to join a class through a private code, or automatically imported from a school domain. Teachers can create, distribute and mark assignments all within the Google ecosystem. Each class creates a separate folder in the respective user's Drive, where the student can submit work to be graded by a teacher. Assignments and due dates are added to Google calendar, each assignment can belong to a category (or topic). Teachers can monitor the progress for each student by reviewing revision history of a document, and after being graded, teachers can return work along with comments.

The study proclaims high students' perception about the use of the Google classroom application. According to Gibson (1999) Perception is a cognitive process used by a person to interpret and understand the world around. Whereas according to Kotler (2000) perception is a process in which the person selects, organizes and interprets the information that comes in to create an overall picture of meaning. Based on the background above the writer decided to do a study title "Students' Perception on the use of Google Classroom for online English Learning at SMA Muhammadiyah Randublatung". expected to get information on the students' perception of the Google classroom application media on English during the pandemic.

Based on the background of study, then the researcher formulated in the following

research problem: How are student's perceptions the use of Google Classroom in online English Learning? What factors that cause the students perceptions?

Based on the above research issues, the writer has several objectives to support this research as follows: to describe the students' perceptions on the use of Google classroom in online English learning and to find out the factors that cause the students perceptions.

This research finding would give benefits for school can know the students' perception about the use of the Google classroom application to the online learning process during pandemic. For teacher: Teachers can improve the quality of online learning so that the learning process continues to run well during a pandemic, and students can capture the material provided by the teacher.

RESEARCH METHOD

In this study, researcher will use qualitative research designs. Qualitative research is a study where the data is analyzed and described in depth. According to Creswell in Raco (2010) revealing that qualitative research methods are the approach used to explore and understand central symptoms. Sugiyono (2010) explains that qualitative research methods are a method based on post positivism philosophy. The foundation was used to study the natural state of the object. It is opposed by experimental methods.

The researcher will use the case study design as a qualitative branch. Researchers chose the case study because the case study was an observation of a phenomenon or a case in a specific area. According to Polkinghorne & Beck (2004) case study is one form of qualitative research based on human understanding and behavior based on human opinions.

Based on the above explanation of the purpose of this study is to identify responses regarding the use of Google classroom as a tool of study at the Senior High School Muhammadiyah Randublatung. The case study is used because it enables researchers to collect detailed information, including the scope of

certain cases or some small cases in a vast range.

The population in this study was students of Muhammadiyah high school Randublatung the XI class of 110 students who had been using the Google classroom applications for more than a year. The sampling method used in this research is purposive sampling. Purposive sampling is a technique Deliberate collection of samples or data sources. The sample from this study is taking 20% of the 110 students. So, that sample taken is as many as 22 students then rounded up to 20 the student will fill the questionnaire or questionnaire and only 10 students will answer the interview on this study.

The primary data sources in this study were the distribution of questionnaires to 20 students who had been selected and interviews with 10 students of SMA Muhammadiyah Randublatung who had used the Google classroom. Platform which had been selected from among the most active and less active students in online learning in Google classroom. While the secondary data source is documentation to strengthen the data.

In this research the data was collected using observation, questionnaire, interview, and documentation. Observation is a data collection technique, in which the researcher makes direct observations to the object of research to see closely the activities carried out. According to Moleong, the interview is a dialogue for a specific purpose. The conversation is conducted by two or more participants, namely the interviewer (asking questions) and the interviewee (providing answers to their questions). Then documentation can be in the form of human words, pictures or commemorative works.

In this study, researchers conducted direct conversations to get information or information from data sources and responds about problems related to research. In this case, the interview was conducted through zooming because conditions made it impossible to conduct face-to-face

interviews during the pandemic. This interview was conducted to obtain a verbal response from each student about using the Google Classroom platform.

According to Hamidi (2010), data analysis is the steps taken by researcher in and sorting data for the purpose of drawing conclusions. The data analysis technique used in this study is the data analysis model of Miles and Huberman. Perform data analysis during data collection and after data collection is completed within a certain period of time. Miles and Huberman (in Sugiyono, 2011) proposed that the activities in qualitative data analysis are carried out interactively and continue to be completed. There are three components in data analysis: 1) Data reduction, means summarizing, choosing the main content, focusing on the important content, looking for themes and patterns. 2) Presentation of data, presented as a structured collection of information, conclusions can be drawn and action can be taken. 3) Data conclusion, The conclusion of qualitative research is an unprecedented new discovery.

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this chapter, the researcher will describe the results of observations, questionnaires and interviews

1. Observation

The first stage that the researchers conduct is to make observations. In the first observation visit, the researchers checked the online learning process of XI MIPA and IPS classroom English. This application is very helpful for students to obtain materials and assignments from teachers in a practical and easy way. In the second observation, the situation of the class was slightly different from the previous one, and the enthusiasm of the students decreased slightly. It may be because of boredom or ignorance that students are reluctant to take online classes for a long time. Here, the researchers used the Google

Classroom application to attach some student online classroom activities.

2. Questionnaire

Researchers distributed an open questionnaire, in this questionnaire there were 7 questions about students' perceptions of the use of the Google Classroom application in online English learning during the pandemic. The questions are made in Indonesian so that it is easier for students to understand each question that the researcher gives. Questionnaires were distributed to 20 students of class XI from each department. In this question, there are three kinds of answers for students. Positive perception, negative perception, and neutral.

In the first question regarding students' perceptions of using the Google Classroom application in online English learning, 45% students answered with a positive perception response, 30% other students answered with a negative perception response and the rest of the students answered neutrally. According to students who answered positive perceptions of the use of the Google Classroom application for online classes, it really helped them in getting the materials and assignments given by the teacher, by using the application they were helped in carrying out online classes during this pandemic. Meanwhile, according to students who answered with a negative response, they thought that the application was not helpful enough therefore the application could only be used to view and send materials or assignments. Because the material distributed is only in the form of files, students find it difficult to understand the material and assignments given by the teacher. The rest of the students answered neutrally.

In the second question, which is about the factors that cause student perceptions, there are a variety of

different answers. Most of them answered, the perception factor that arose according to them was due to the Covid-19 pandemic which resulted in students having to study from home. There are also students who answer because of the connection factor this is because not all students live in areas that have good signal connections. And the last factor is because of the lack of more explanation from the teacher, according to them, they only share material through the application without any additional explanation making them confused and not understanding. So many students are reluctant and bored to take online classes.

The third question discusses whether the Google Classroom application helps them in carrying out online English learning. 55% students answered yes, the application really helped them with the Google Classroom application they could still do distance learning and get material. While the other 30% students did not agree or responded negative, according to them the application was not helpful enough but only made them confused and bored in doing distance learning. And the other 15% students answered neutral.

The fourth question is about what obstacles students experience and how they overcome them. There are many varied answers, according to them, these obstacles can be overcome by immediately conducting face-to-face schools as usual. Because that way they can learn normally with minimal obstacles or constraints. Some also answered that they must learn the application first in order to operate the application, sometimes the environment also affects their signal connection and hinders the student's learning process. In addition, students also answered that with this online class program students are required to be more independent and creative,

because the limited movement makes them only able to rely on the internet.

The fifth question is whether the application is suitable or appropriate if it is used for online classes for a long time. 65% students answered they agreed and thought that the application was suitable if used for a long period of time. And 35% students denied that the application was not suitable, according to them the features contained in the Google Classroom application were still lacking because they could only share material and there was no further explanation that made them understand the material.

The sixth question is about the shortcomings or features that are lacking from the Google Classroom application. 25% students gave a positive response by answering that the application has no shortcomings and is good enough to be used in online classes. And 75% students gave negative responses, according to them the Google Classroom application is still lacking due to an unattractive appearance and incomplete features.

The last question is about the advantages of the Google Classroom application. According to them this application is very easy to access and very helpful for them in distance learning. They can access it anywhere and anytime, they can also send assignments given by the teacher easily through the application.

3. Interview

Based on the data obtained in the first question, 40% of students answered with a positive response, namely by answering that the Google Classroom application was very helpful. Another 30% of students answered that this application was less efficient and another 30% of students gave a

neutral response with answers that were quite helpful but there were still some shortcomings. Furthermore, the second question 30% of students answered interview questions with positive responses, namely with easy answers to install, while 70% of students gave negative responses, namely signal factors, data packages and incomplete features. In the third interview, 80% of students answered the Google Classroom application was very helpful and 20% of students did not think that the application was less helpful.

Furthermore, in the 4th interview question 80% of students answered questions about the challenges they experienced by looking for a place that had a better signal connection or asking teachers and friends if there was something they didn't understand, and 20% of students answered they didn't understand. The next question 30% of students agree if the application is suitable for use for a long period of time and 70% of students answer disagree. The 6th question regarding the shortcomings contained in the Google Classroom application, 30% of students answered that there were no deficiencies in the application and 70% of students answered that the Google Classroom application was still lacking. The last question is about the advantages that exist in the application, 100% of students answered with a positive response that the Google Classroom application really helped them in carrying out online learning English.

4. Documentation

In the documentation section, the researcher attaches several photos that prove that the research was actually carried out at SMA MUHAMMADIYAH

RANDUBLATUNG. There are obstacles that make this research done online the researcher only attaches a few photos to meet the accuracy of the research stage.

B. Discussion

1. How a student's perception about the use of Google classroom in English studies during the pandemic?

The first research problem discusses students' perceptions of the Google Classroom Application, the results of interviews that have been conducted by researchers get many responses from students about the application. Some students said the Google Classroom application really helped them in doing online learning during the pandemic. With this application, students can easily get and send material files and assignments anytime and anywhere. Because the features contained in the application are very easy to understand and easy to access. Noordin Asnawi (2018: 17), calls the Google classroom application a mixed learning platform intended for every scope of education as a way out of difficulties in creating, sharing and grouping each paperless assignment. This app is one of the best platforms to improve teacher workflow. The App includes advanced services that make this tool ideal for use with students. With this tool a teacher can save time, keep the class organized, and improve communication with students. This app is available to everyone with Google apps for education, a suite of free productivity tools including Gmail, drive and Docs. While some students think that the features in the Google Classroom application are still

lacking, they think the application makes it difficult for them to understand because of the lack of explanations on the material that has been shared by the teacher. Explanation is very necessary in English lessons because there are some materials that must be explained directly by the teacher. Based on a previous study by Okmawati (2020) entitled The use of Google Classroom during a pandemic, research findings prove that the use of this platform is effective. It is one way that schools and teachers must pay attention to provide students with e-learning that can attract students' interest, while the teacher's learning process moves to virtual classes. After implementing this application through learning from home that was launched by the government due to the pandemic, the students were more enthusiastic in carrying out the learning process. It can be said that it is effective to use Google classroom to fulfill the curriculum. However, there are some technical problems caused by several things, including students cannot access the internet and there are even students who send assignments from their friends' accounts.

2. What factors cause the students perception?

The second research problem is discussing the factors that influence the student's perception. Some of the factors that influence students' perceptions are because the application is easy to understand, according to him, the Google classroom application is very simple and suitable for high school students and easy to reach.

Several other factors, namely because of the covid-19 pandemic it became more effective and students had to get used to the application, one of the 20 students answered that he was very bored playing Smart phones because online learning was still being applied. According to him face-to-face schooling must be implemented immediately or students will be really bored and lazy to go to school. The next factor is that besides the teacher being unable to explain in detail the material presented, there are also many factors that hinder learning, one of which is a poor signal connection, unsupported Smart phones and sometimes students don't always have a data package to access the Google Classroom application. According to (Sabran & Sabara, 2019) Google classroom is a platform that aims to help students or lecturers if these two things are not present, both in class and can communicate with students without having to be tied to a learning schedule. According to (Made Yeni Suranti, 2020) in his journal, teachers also easily create effective and collaborative classes to build easy interactions with their students, this is because Google Classroom is equipped with features to create classes, check and check student assignments, even quizzes. Even decimal scoring is held for grading and also video conferencing The next factor affecting students' perception is due to poor signal connection. For students living in rural areas to access the Google classroom app, they have to go out looking for a place that has a good signal connection to access the app.

CONCLUSION

1. Based on the number one problem statement of the data obtained, it can be concluded that students are helped by using the Google classroom application. This is because the application is very easy and effective to use during the pandemic. But according to students there are still some shortcomings in the application.

2. While the data obtained from the second problem statement, it can be concluded that the factors that influence students' perceptions are because the Google Classroom application is easily accessible and does not take up many data packages. In addition, several other factors according to students, namely because of the covid-19 virus, the emergence of the virus made students get used to using online media to carry out online classes.

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