

Students' Perceptions Towards the Use of Google Classroom in Learning English

Kintan Ika Warsito Putri

English Language Education Teacher Training and Education Faculty

Slamet Riyadi University

Email : kintanatikgc@gmail.com

ABSTRACT

The research was aimed: 1) to analyze all activities which were carried out in learning English that used Google Classroom in Students of class VIII at a private school in Central Java in 2021/2022 Academic Years; 2) to analyze students' perception in teaching learning English towards Google Classroom in Students of class VIII at a private school in Central Java in 2021/2022 Academic Years. Method that used in this research was descriptive qualitative method. The sample of the research were 35 students of Eighth Grade. For collecting data technique, the researcher used interview with English teacher and distributed questionnaire to the students via Google form. Then, the researcher used triangulation to validity the data. For analyzed the data, the researcher used some steps: collecting data, reducing data, displaying data, and verifying data. The result of this research showed that there were some activities which were carried out using Google Classroom namely: explaining the learning material by the teacher, giving the assignment by the teacher, discussing about the material and assignment to the teacher, doing the assignment and sending the result of the assignment by the students. The students perception towards the use Google Classroom was varied namely: students can learn anytime and anywhere, Google Classroom helps students to develop their ability in reading and writing English skill and students can accept learning material easily to understand.

Keywords: Students' Perception, Google Classroom, Learning English.

INTRODUCTION

The Covid-19 pandemic seems to be a big event that has an impact on the education system in Indonesia. One of the teaching learning system that was changed from classroom learning activities then switched to teaching learning based on online. Based on E-learning effectiveness, it can be concluded that E-learning as an online learning media was effective enough to supporting learning process while implemented, E-Learning can be used as a solution in Learning at home. Hanum (2013). Therefore, E-Learning platform is expected to help improve student learning outcomes as a form of learning objectives and received several responses.

Online learning is an media to support teaching learning process during pandemic. This has refers to the last few years, in the world of education, it has become a demand to make online learning in the learning process. He, Xu, and Kruck (2014). There are several online learning platforms that can used in teaching learning process such as: Microsoft teams, Quipper, and Google Classroom.

One of the skill that should mastered in learning English is reading skill. Stated by Pang, et al (2003), the activity in reading skill was understand the written texts after reading the texts.

It refers to Harmer in Anderson (2012), by giving learners something meaningful to write about after reading, they can make reading a springboard in writing. Also one of the skill that must be mastered in language is writing skill. It also stated by Hyland (2003), one way to share personal meaning in a writing course that emphasizes the power of individuals to construct their own views on a topic is by writing. In this research, an online learning media for teaching reading and writing that chose by researcher is Google Classroom.

Google Classroom is one of the online learning media that can apply in teaching reading and writing. An online learning platform that can be used as a virtual classroom where students can study anytime anywhere by using the material presented by the teacher as a class designer, is one of the facilities offered by Google Classroom. Aini (2019). Through Google Classroom, it offers to easy-to-used learning tools for students of all categories to work together, then teacher can make lessons being effective, interactive, and memorable by making students the main center. Nagele (2017). So that, it could be concluded Google Classroom can apply in teaching reading skill and writing skill as a online learning media.

Perception is a process to give information from reality experience in the

past. According to Akande (2009), perception is the cognitive impression that is formed from 'reality'. This research used the chemical senses, because the components of chemical senses are complete including the senses of vision, audition, and touch. It refers to statement by Smith in Matthen (2015) the use smell, taste, and touch as the part of senses belongs to this type of perception.

In this research, the similarity of several previous research is the researcher decides to study about Google Classroom as English online learning from the students' perception by applying descriptive qualitative research. The differences from the previous research in this research is the focus on the students' perception in using Google Classroom during learning English process, the researcher analyze about Google Classroom in teaching reading and writing. And to solve it, in this research used interview with the English teacher and distributed questionnaire to the students.

This research objectives were to analyze the activities which were carried out in learning process that used Google Classroom in Students of class VIII at a private school in Central Java in 2021/2022 Academic Years and to analyze students' perception in teaching learning English towards Google Classroom in Students of class VIII at a

private school in Central Java in 2021/2022 Academic Years. This research was expected to give information and reference about one of the uses of the online learning media in teaching learning English that is Google Classroom, can give problem-solving in using Google Classroom during learning English process, and can be used as an reference for other researcher that want to analyze the similar research.

RESEARCH METHOD

This research was analyzed about students' perception in teaching learning English towards Google Classroom in Students of class VIII at a private school in Central Java in 2021/2022 Academic Years. The methodology used in the research was descriptive qualitative research. According to Moleong (2017), collecting data in qualitative research is carried out in a natural setting, which is mean that the use of natural methods is carried out by people or researchers with natural interests.

Descriptive method need research design that should be suitable with the qualitative procedure. It refers to statement by Creswell (2018), in qualitative research must be carried out some procedures, such as: 1) selecting the problem, this research have two problem statements that related to the teaching learning english using Google Classroom; 2) designing the

research; 3) collecting the data, this research used interview with the english teacher and distributed questionnaire to the students; 4) analyzing the data, this research used theory of Miles and Hubberman (1994) that must be follow in each procedure such as: collecting data, reducting data, displaying data, and verificating data; 5) reporting result, for the last step in this research made conclusion and suggestion from the research.

The technique of collecting the data were interview with the english teacher and distributed questionnaire to the students. According to Sugiyono (2017), questionnaire is data collection technique that is done by giving a set of written statements to the respondent to answer. The research used open and close questionnaire to make varied answer. Likert scale used for scoring the questionnaire that answered by the students. Likert scale is the summation of combination of multiple likert items. Carifio and Perla (2008). The range of the answer from the Likert scale as follows: 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree. Likert (1932). The technique to analyze the data was describe by the word since the informant of data source were teacher and students.

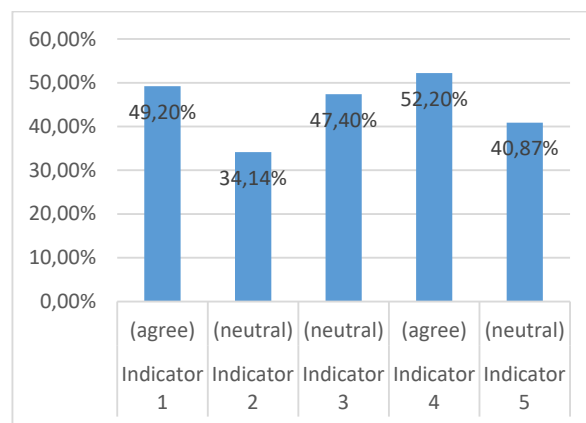
RESULT AND DISCUSSION

a. Result

1. The activities carried out in using Google Classroom in the learning English

From the analysis that the researcher did, there were 5 indicators from first problem statement.

Picture 1.1 The result of the activities carried out in using Google Classroom in the learning English



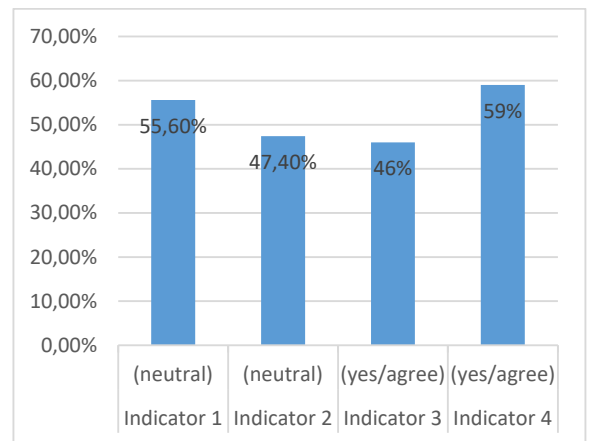
The result of the questionnaire from the first problem statement could be seen in histogram and it showed the most answer by respondents. The first problem statement was divided into five indicators questionnaire as follows: 1) utilization in using Google Classroom during learning

reading skill; 2) the students' learning style; 3) the problem face by students of the use Google Classroom in reading skill; 4) utilization in using Google Classroom during learning writing skill; 5) impact of the use Google Classroom in writing skill. In the first indicator, almost 49,20% of the students chose agree that they used Google Classroom in learning reading skill. The second indicator, almost 34,14% of the students chose neutral that they used Google Classroom as their learning style. The third indicator, almost 47,40% of the students chose neutral that they have problem faced in reading skill through Google Classroom. The fourth indicator, more than 52,20% of the students chose agree that they used Google Classroom in learning writing skill. the fifth indicator, almost 40,87% of the students chose neutral that they got the impact by using Google Classroom in writing skill.

2. Students perception in teaching learning English towards the use of Google Classroom

From analysis that the researcher did, there were 4 indicators from the second problem statement.

Picture 1.2 The result of The students' perception in teaching learning English towards the use of Google Classroom



The result of the questionnaire from the second problem statement could be seen in histogram and it showed the most answer by respondents. The second problem statement was divided into four indicators questionnaire as follows: 1) students perception of the use Google Classroom in writing skill; 2) students' perception of the use Google Classroom in reading skill; 3) students difficulties of the use Google Classroom; 4) students performances of the use Google

Classroom. In the first indicator, more than 55,60% of the students chose neutral that they have a good perception in using Google Classroom in writing skill. Second indicator, almost 47,4% of the students chose neutral that they have a good perception about the use of Google Classroom in reading skill. The third indicator, almost 46% of the students chose yes/agree that they got difficulties in using Google Classroom during learning process. The fourth indicator, more than 59% of the students chose yes/agree that they used Google Classroom when performance their skill during learning activity.

b. Discussion

1. The activities carried out in using Google Classroom in the learning English

Based on the result in research findings, students utilize Google Classroom in learning reading skill and writing skill as a online learning media that used for teacher and students in online learning. One of the tools that can be used in online classes for free as a media that facilitates collaboration between students and teachers to create and

distribute assignments for students that is Google Classroom. Beal (2017). Using Google Classroom easier for teacher and students in learning English process during pandemic. It refers to Iftakhar (2016), Google Classroom easy to access anywhere by mobile phone.

Google Classroom give the impact in learning English, it can simplify students writing process in anywhere with using grammar correctly while arrange words into sentences and paragraph. The components of writing skill that we should know were kind of contents, forms, grammaticals, vocabularies, and mechanics such as punctuations and capitalizations, in order to make a good writing. Haris (1969). Eventhough it is quite effective to use, there is still some problem faced while using Google Classroom during learning English process. This statement related to Muthmainnah (2018), there are effective online learning media to increase students' reading skill, although it also has some practical weaknesses that is Google Classroom.

From explanation above, we could be concluded, students used Google Classroom as an online

learning media that help students and teacher supporting in teaching learning English, which are contained strength and weakness.

2. Students perception in teaching learning English towards the use of Google Classroom

Based on the result in research findings, Students had good enough perceptions about the use Google Classroom in learning process. According to Aini (2019), an online application as media where students can learn anytime and anywhere by using the material presented by the teacher as a class designer which is formed in online class, namely Google Classroom. Google Classroom makes students easier when process of submitting assignment, then got some feedbacks from teacher, and students contact the teacher through Google Classroom easily. Shahrane (2016),

Even so, some students still got difficulties in using Google Classroom during learning process. Adjustments to the use of computers and smartphones, students' understanding of operating applications, internet networks, and so on, are the main obstacles in

online learning that which is called as technical problem. Gamelearn (2017). Students can be facilitated with some features which are contained in Google Classroom and Google Classroom supporting students performances in learning English. This statement also related to Afrianti (2018), Google Classroom has significant effect in supporting learning English because it can make it easier for students to send assignment, receive learning material, and effective for online learning.

Based on explanation above, we could be concluded, students give positive perceptions when using Google Classroom in teaching learning English, eventhough there are several students difficulties during students performances towards the use of Google Classroom.

CONCLUSION

The conclusion from the research about Students' Perception of the Use Google Classroom at Eighth Grade Students in Learning English. Based on the analysis, In the first problem statement, students utilize Google Classroom in learning reading skill and writing skill as a

online learning media that used for teacher and students in online learning. Even so, there were strength and weakness from the activities carried out in using Google Classroom in the learning process. And for the second problem statement, Google Classroom have a good perception by the students in teaching learning process, eventhough there were several students think that used Google Classroom would

be obstructed when the internet connection was bad and using Google Classroom for a long time, students can be bored.

From the data that researcher was analyze, using Google Classroom can apply in learning reading and writing. Because there were many benefits and features that facilitated by Google Classroom for teaching learning English.

REFERENCES

- Basonggo, Harni, Said, Mawardin M., and Dewi, Anjar Kusuma. (2016). Developing Writing Skill of Grade VIII Students. *E-Journal of English Language Teaching Society (ELTS)*, 4(1), 1–11.
- Cresswell John W and Creswell J. David. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* Fifth Edition John.
- Darmalaksana, W., Hambali, R. Y. A., Masrur, A., and Muhlas. (2020). Analisis Pembelajaran Online Masa WFH Pandemic Covid-19 sebagai Tantangan Pemimpin Digital Abad 21. *Karya Tulis Ilmiah (KTI) Masa Work From Home (WFH) Covid-19 UIN Sunan Gunung Djati Bandung Tahun 2020*, 1(1), 1–12.
- Deiniatur, M. (2021). Students Percption On The Use Of Google Classroom. *INCARE: International Journal of Educational Resources*. 01(06).
- Dull, E., and Reinhardt, S. P. (2014). An analytic approach for discovery. *In CEUR Workshop Proceedings* (Vol. 1304, pp. 89–92).
- Kurnia, Yusma Rita. (2018). Teaching reading in junior high school. *Journal of Applied Studies in Language*. 2(2), 102–108.
- Kusrini. (2019). The Analysis of Scientific Approach in Thematic Learning Using Webbed Model in Ambawang Elementary School. *JP2D (Jurnal Penelitian Pendidikan Dasar) UNTAN*. 2, 46–56.
- Muthmainnah, Nur. (2018). Problems Encountered By Students in Teaching. *International Conference on Language, Literature and Teaching*.

27–32.

- Prestiadi, D. (2020). Effectiveness of e-learning implementation as a distance learning strategy during coronavirus disease (covid-19) pandemic. *Proceeding International Webinar on Education 2020*, 5, 47–53.
<http://journal.um-surabaya.ac.id/index.php/Pro/article/view/5950>
- Ratnaningsih, P. W. (2019). The use of Google Classroom application for writing and speaking in English education class. *Paskalina Widiastuti Ratnaningsih Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature*, 5(1), 2019.
<http://ejournal.kopertais4.or.id/mataraman/index.php/efi>
- Rinker, Tyler. (2014). On the Treatment of Likert Data. *ResearchGate*
- Setiadi, M. A. (2020). Students' Perception on the Use of Google Classroom in Language. *ResearchGate*, August, 1–10.
- Simmons, Alison Hatfield, Gary, Snowdon, Paul, and Siewert, Charles. (2016). The Oxford handbook of the philosophy of perception. *Choice Reviews Online*, 53(06), 53-2597-53–2597.
<https://doi.org/10.5860/choice.194275>
- Sudewi, Putu Wahyu. (2021). Students Perception of E-Learning: A Case Study on the English Students at Sulawesi Barat University. *E-Journal of Linguistics*. 15(1), 75–82.
- Susanti, E., Antoni, R., and Kasyulita, E. (2015). A Study on the Students' Writing Skill in Procedure Text at the Ninth Grade Students of SMPN 1 Rambah Hilir. *Jurnal Mahasiswa Prodi Bahasa Inggris UPP*, 1(1), 10.
e-journal.upp.acc.id
- Yunus, A. A., and Syafi'i, A. (2020). Google Classroom as Learning Platform in Teaching Writing. *British (Jurnal Bahasa Dan Sastra Inggris)*, 9(1), 48–64.