

The Implementation of Google Classroom as a Medium of English Learning

Aga Kristyasa

Universitas Slamet Riyadi Surakarta

agakristyasa@gmail.com

ABSTRACT

Nowadays, learning process is carried out online. One of the popular platforms is Google Classroom. This research focused on the use of Google Classroom as a medium of English learning. The objectives of the research were: 1) to find out about the process of teaching learning using Google Classroom as a medium of English learning at the eighth grade of SMPN 1 Colomadu in 2020/2021 Academic Year.; 2) to find out about the benefits of using Google Classroom as a medium of English learning at the eighth grade of SMPN 1 Colomadu in 2020/2021 Academic Year.; 3) to describe the student's problems during the teaching-learning process using Google Classroom as a medium of English learning at the eighth grade of SMPN 1 Colomadu in 2020/2021 Academic Year. This was a descriptive qualitative research. The subject of this research was the students of class 8E consisting of 30 students of SMPN 1 Colomadu. The technique of collecting data was questionnaire distributed via Google form. The results of this research indicated that more than 81% of students using Google Classroom as a medium of interaction, discussion, and sharing their assignments and materials with other students or teachers went well. Almost all of the students had a positive response and the activities of using Google Classroom in English learning experienced the benefits of the Google Classroom. However, the students had some problems related with internet signal.

Keywords; Google Classroom, Process, Benefits, Students Problems.

INTRODUCTION

Technology is now growing rapidly in the 21st century, and people realize that they need it in their daily lives, particularly in social media. In the last few years, online social media has become increasingly popular. McCrindle (2014) states that younger generations have lived a life engulfed in digital technology. Many of the people born in the 1980s who are not yet familiar with technology spend their childhood discovering nature and playing with each other. Nowadays, however, most parents typically entertain their children with some kind of technology, including smartphones and television. Consequently, these children become acquainted with technology and use it, whether for fun or to help in their daily lives.

Since internet has become a leading technology, everybody wants to use the internet. People today recognize that the use of modern technologies is a living requirement and an indication of the cultural awareness of the group Younes (2015). The use of the Internet has been shown to help students

understand more about English. The Internet provides additional language opportunities that can provide additional language skills for students, especially in the areas of language learning Singhal (1997). Several websites can help students learn languages or provide supplementary knowledge that their school teacher has not obtained. However, only some of the platforms are built to assist language learning students. In specific, learning English is based on a school curriculum and one of them is Google Classroom.

Google Classroom is one of the platforms that facilitate collaboration between students and teachers; teachers can also create and distribute online classroom assignments for students. Google Classroom Gmail is used to connect to the classroom, making it easier for teachers to advertise and ask students questions in the classroom. It builds networks for teachers to share some assignments and announcements. Google Classroom can be a medium forum to transform learners into active participants. Nagale (2017) states that

by using Google Classroom, teachers can create involved, student-centered, engaging, and unforgettable lessons.

Google Classroom was implemented in the teaching learning process of English at SMP 1 Colomadu. The objectives of the research were: to find out about the process of teaching learning using Google Classroom as a medium of English learning at the eighth grade of SMPN 1 Colomadu in 2020/2021 Academic Year.; to find out about the benefits of using Google Classroom as a medium of English learning at the eighth grade of SMPN 1 Colomadu in 2020/2021 Academic Year.; and to describe the student's problems during the teaching-learning process using Google Classroom as a medium of English learning at the eighth grade of SMPN 1 Colomadu in 2020/2021 Academic Year.

THEORETICAL REVIEW

There are many benefits and potentials of social networks today. Social networking is a forum or web service that seeks to promote the creation of social relationships between people who share the same interests,

hobbies, backgrounds, or real world relationships. Most of these services are system-based and their users communicate through the Internet, e.g. e-mail and instant messaging. Social networking sites allow users to exchange ideas, activities, events, and more. Asur (2010) states that social networking has expanded rapidly and has changed forms of contact between individuals and others.

Internet has been introduced in the public region with the forms of contact in daily life, beginning with chatting, face-to-face conversations, online shopping, and even online learning, and conversations via electronic devices have gradually been replaced. Internet is a global interconnected computer network infrastructure that uses the Internet protocol suite to communicate between the network and users. The Internet is a forum for links to social networks. Social networks are virtual social life sites created by many popular social networks on the Internet, including Connected, Facebook, Twitter, Youtube, Myspace, Google Classroom,

Google Scholar, etc. The new generation of students can be named the millennial generation group, which means that most of them experience and use technical intelligence, where creativity is easily felt and used. We may argue that the current generation of students are digital natives who have been brought up in a web-enriched world, where omnipresent innovations play an integral part in human life and are rapidly embracing new developments. Social networking is a global and significant phenomenon that has persisted since the dawn of civilization. In the last few years, online social media has become increasingly popular. The rapidly growing use of social media to exchange knowledge has also given rise to a great deal of academic interest (Oreilly, 2017).

Students are currently using social networking sites to exchange information and skills, to work together to complete homework assignments or term projects, and to discuss ideas and concepts. For example, online learning, such as Google Classroom, What's App, and the Facebook community, as

a means of English learning, is a very useful application for combining information and technology. According to Bukowitz and Williams (2019), the majority (90%) of people used online learning, Facebook, myspace used it to connect with others about courses, talk, etc.

Rapid technological progress plays a part in the advancement of the teaching-learning process. Advanced Information and Communication Technologies (ICTs) contribute to various learning processes, one of which is the combining of learning. Mixing learning blends conventional and modern methods of teaching (Throne, 2003).

Some people may still not be familiar with Google Classroom. Google Classroom is a platform that promotes student participation and teacher collaboration; teachers can also set up and distribute assignments for students in online classrooms free of charge (Beal 2017).

METHOD

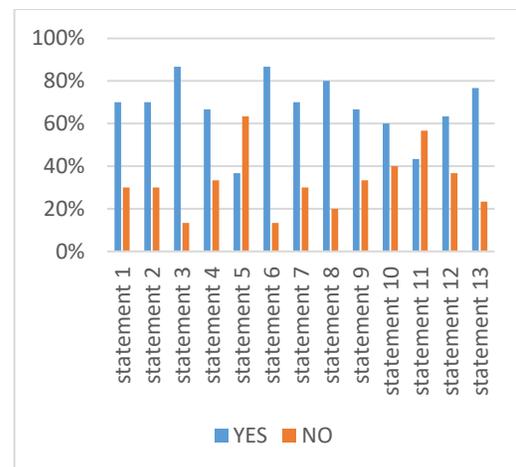
The research was a descriptive qualitative study. Creswell (2012) states that qualitative research is a type of educational research involving the collection of data using a form containing general, evolving questions, the collection of word or picture data, and the collection of data from a small number of individuals or sites.

The subject of this research was the students of class 8E consisting of 30 students at SMPN 1 Colomadu in the Academic Year 2020/2021. The data were obtained from questionnaires distributed to the students about the use of Google Classroom as a medium of English learning. The data were analyzed using the theory proposed by Miles and Huberman (1994:10) involving data collection, data reduction, data display, and conclusion drawing/verification.

RESEARCH FINDINGS AND DISCUSSION

Questionnaires were used to answer the three questions. Below are the results of the three major issue statements:

First issue was about the process of teaching learning by using Google Classroom as a medium of English learning. This statement is divided into two indicators. The first indicator is about Communication and interaction between teacher and students during the teaching learning process. The second indicator is about Perceive Instruction Delivery during the teaching-learning process.

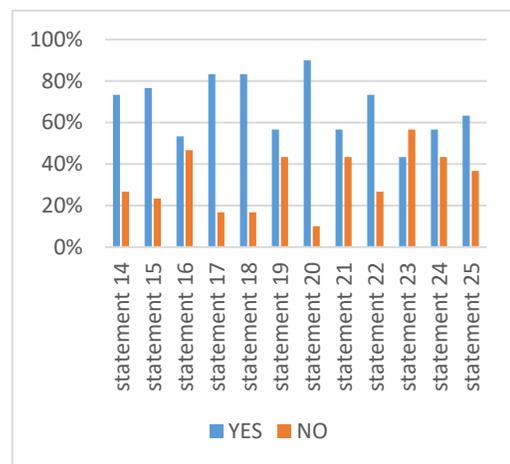


Based on the chart above, it shows that.

The results of 13 statements which are the breakdown of two indicators from the first problem statement, about the process of teaching-learning using Google Classroom as a medium of English learning, there were two indicators. The first indicator was about communication and interaction between teacher and students during the teaching-learning process, it shows on statement number 1-7. The second indicator was about Perceive Instruction Delivery during the teaching-learning process, it shows on statement number 8-13. Google Classroom has a positive effect on students. When emerging technology is used effectively and practically, good results are achieved. Sadik at the Branner (2014). They argued about the use of technology such as smartphones not only as a communication tool but also uses it in most aspects of everyday activities such as playing music, watching a video, doing assignments, shopping online, and playing games. There is no way they can be prevented from using their devices in the classroom. Students should run Google Classroom in the same way, the system

is user friendly, and that users can easily access all the facilities available on the system, including the Google Classroom menu and sub-menu.

Second issue was discuss about the benefits of Google Classroom as a medium of English learning. This statement is divided into two indicators. The first indicator is about the Ease of access to Google Classroom as a medium of English learning and the second indicator is about the Perceived Usefulness of the Google Classroom as a medium of English learning.



The results of 12 statements which are the breakdown of two indicators from the second problem statement, about The benefits of

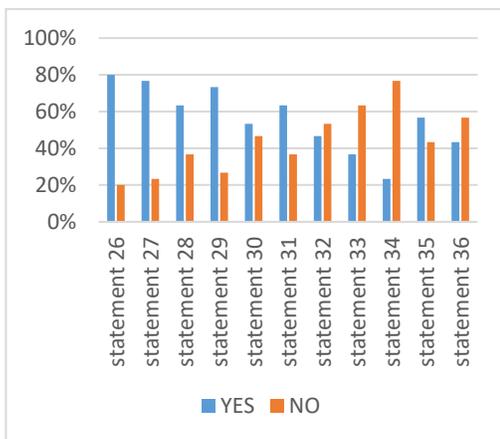
Google Classroom as a medium of English learning for Eighth-grade Students of SMPN 1 Colomadu in Academic Year 2020/2021, there were two indicators. The first indicator was about the Ease of access to Google Classroom as a medium of English learning, it shows on statement number 14-19. The second indicator was about the Perceived Usefulness of the Google Classroom as a medium of English learning, it shows on statement number 20-25. The use of Google Classroom helps students and teachers a great deal. The chart showed that almost all respondents had encountered the advantages of the Google Classroom by using Google Classroom in English learning. Most of them use Google Classroom to get materials and share them with teachers or students, and almost all of them have great encouragement during the teaching process by using Google Classroom as a tool for learning English. Students used Google Classroom to submit assignments, discuss their lessons, and read the materials they exchanged with their instructor. Most of them use Google Classroom as a tool for learning

English and have made a positive change in their grades. They can also develop basic English skills, such as writing skills, listening skills, and speaking skills. Almost all of the students felt the benefits of Google Classroom.

Google Classroom brings a lot of advantages in teaching-learning activities online. Almost all students felt the benefits of Google Classroom. And the student's success in using Google Classroom as a means of English learning is good, as can be seen from experienced students and student agreements with Google Classroom statements of usage. The Manage Menu allows teachers to select learners, classes, and invite other colleagues to teach collaboratively in virtual classrooms. This ensures that both teachers and students can take part in debates at any time and wherever. From the above statement, it can be inferred that Google Classroom has many beneficial features that can help students improve their English skills, such as writing skills, listening skills, and speaking skills. Google Classroom

has many advantages when it comes to online teaching-learning. Most students understand and can use the features of the Google Classroom.

Third issue was discuss about the student's problems during the teaching-learning process using google classroom as a medium of English learning. This statement is divided into two indicators. The first indicator is about student motivation during the teaching-learning process and the second indicator is about students' satisfaction during the teaching-learning process of using Google Classroom as a medium of English learning.



The results of 11 statements which are the breakdown of two indicators the third problem statement about the student's problems during the

teaching-learning process using google Classroom as a medium of English learning. This third problem statement, it divided into two indicators. The first indicator was about students' motivation during the teaching-learning process, it shows on statement number 26-31. The second indicator was about the students' satisfaction during the teaching-learning process of using Google Classroom as a medium of English learning, it shows on statement number 32-36. More than half of the students have some difficulties during the teaching-learning process using the Google Classroom as an 8th grade English Learning medium for SMPN 1 Colomadu students. More than half of the students used Google Classroom to develop their writing skills, listening skills, and speaking skills by using Google Classroom features. Students often apply their English assignments once a week at a minimum, and students use Google Classroom until the end of the class is similar to the Iftakhar research (2016), in which respondents said they could upload so many files at a time. As the teacher has provided Gmail ID, they can join the

class by using class code from anywhere and at any time. The need for encouragement to lift students' feelings is crucial to help them develop their English skills. Google Classroom as an online learning media provides a range of valuable applications to aid students and teachers in teaching and learning activities.

In this 21st digital age, the use of technology is important for everyone, particularly students and teachers. From the discussions above, the use of Google Classroom offers many benefits for both students and teachers alike. Google Classroom has many features to assist teacher and student activities in the learning process. Google Classroom aims to inspire teachers to support their students by integrating innovative online platforms with quality learning material. The advantage of using Google Classroom for online learning is that students will appreciate and feel excited about the learning process.

In this report, the researcher concluded that Google Classroom will help students learn English skills, such

as writing skills, listening skills, and speaking skills. More than half of students use Google Classroom to develop their writing skills, listening skills, and speaking skills by using Google Classroom features. Google Classroom, as an online learning medium, also provides a range of useful applications to aid students and teachers in teaching and learning practices, which can improve student motivation to research a new style (online). Moses and Mohamad (2019) have mentioned that motivation is another obstacle that students face. They will not be involved in pursuing their learning experience if the students are not inspired.

CONCLUSION

Based on the discussion above, the conclusion from the results of the study are:

The contact and interaction between the teacher and the students during the teaching-learning process have a strong synergy, the teacher gives the student specific guidance about how to use the Google Classroom and presents the content to the student using

the Google Classroom as an English learning tool. Students use Google Classroom not only to submit homework, discuss lessons, and read content, but also to learn basic English skills such as writing skills, listening skills, and speaking skills. It can be seen in the discussion that almost all students have mastered well the use of Google Classroom features.

The use of Google Classroom helps students and teachers a great deal. Almost all of the respondents had encountered the benefits of Google Classroom by using Google Classroom in English learning. Most of them use Google Classroom to get materials and share them with teachers or students, and almost all of them have great encouragement during the teaching process by using Google Classroom as a tool for learning English. Students used Google Classroom to submit assignments, discuss their lessons, and read the materials they exchanged with their instructor. Most of them use Google Classroom as a tool for learning English and have made a positive change in their grades. They can also

develop basic English skills, such as writing skills, listening skills, and speaking skills.

The use of Google Classroom leads to the conclusion that students' experience can be examined from a student's point of view that half of the students have some difficulties accessing Google Classroom, especially with internet connections.

Based on the result above, the researcher found that students had high expectations of using Google Classroom as a tool for learning English. The researcher also found that Google Classroom has advantages and disadvantages depending on the student's experience. The greatest benefit of using Google Classroom is that it offers a lot of features that make it easier for students to learn. On the other hand, the most downside of Google Classroom is that it requires an internet link that is often difficult for students to reach.

REFERENCES

- Asur, S. (2010). Predicting the future with social media. *International Conference on Web and Intelligent agent Technology*.
- Beal, V. (2017). *Google Classroom*. Retrieved April 25, 2017, from Webopedia:<http://www.webopedia.com/TERM/G/google-classroom.html>
- Bukowitz, W. &. (2019). The knowledge management field book. *upper saddle River, NJ: financial time*.
- Creswell, J. (2012). *Educational Research*. Boston: Pearson Education.
- Iftakhar, S. (2016). Google Classroom: What Works and How? *Journal of Education and Social Sciences, Vol. 3, , 7*.
- McCordle, Mark (2014). *The ABC of XYZ: Understanding The Global Generation, Chapter 3 (The Generation Map)*
- Miles, Mathew B., dan A. Michael Huberman. 1994. *An Expanded Sourcebook: Qualitative Data Analysis*. London: Sage Publications.
- Moses, Rachel Nyanamoney, and Maslawati Mohamad. 2019. "Challenges Faced by Students and Teachers in ESL Contexts: A Literature Review." *Creative Education* 10(13):3385–91.
- Nagale, N (2017). *Udemy*. Retrieved <https://www.udemy.com/google-classroom>

Oreilly. (2017). Design patterns and business for the next generation of software. *Communication & Strategies*, 17-37

Brenner, Kathy. 2013. "Digital Stories: A 21st-Century Communication Tool for the English Language Classroom." *English Teaching Forum* 52(1):22–29.

Singhal, M. (1997). *The Internet and Foreign Language Education: Benefits and Challenges*.

Thorne, K. (2003). *Blended Learning: How to Integrate Online and Traditional Learning*. London, UK: Kogan Page Limited.

Younes, M.B. (2015). The Impact of Technologies on Society: A Review. *IOSR Journal of Humanities and Social Science*.