

STUDENT'S PERCEPTION TOWARDS THE USE OF GOOGLE CLASSROOM IN TEACHING READING

Leo Tamariska¹

Sri Handayani²

English Language Education, Teacher Training and Education Faculty, Slamet Riyadi University

tamariskaleo@gmail.com

ABSTRACT

The aims of this research are to find out: (1) the activities carried out towards the use of Google Classroom at the eighth grade students of SMPN 1 Colomadu in academic year 2020/2021, (2) the students perceive the application and the level of students' perception towards the use of Google Classroom at the eighth grade students of SMPN 1 Colomadu in academic year 2020/2021, (3) the students' respond towards the use of Google Classroom in teaching reading at the eighth grade students of SMPN 1 Colomadu in academic year 2020/2021. A descriptive qualitative research method is applied in this research. The sources of the data were an English teacher and the eighth grade students of SMPN 1 Colomadu 2020/2021 academic year which is consists of 30 students. The technique of collecting data used by the researcher were an interview with the teacher and a questionnaires that distributed in Google form via link sent by WhatsApp. Meanwhile to analyze the data, the researcher used a qualitative data analysis and likert scale. The results of this research shows that the students gave a positive responses towards the use Google Classroom in teaching reading. It can be proofed by (1) most of the students were utilizing the Google Classroom well, they felt comfortable and enjoy with the Google Classroom learning style and they became interested when the Google Classroom applied in the teaching process. (2) the students perceive usefulness from the use of Google Classroom in teaching and learning process. (3) the high Google Classroom's usage level and many students are helped by Google Classroom in their reading mastery level. It can be concluded that the use of Google Classroom have a positive impact to the student's reading ability at the eighth grade students of SMPN 1 Colomadu in 2020/2021 academic year.

Keywords: Perception, Google Classroom, Teaching Reading, Online Learning

INTRODUCTION

Technology that we know and use is still in its early stages of growth. Since then, the technology's advancement in different areas is highly helpful to ones in achieving clear goals especially in the area of education and for those who learn foreign languages especially English language as Sulistyanto and Imada (2020) stated that English is a valuable skill in the twenty-first century. It's a language that brings people from all over the world together. Education in the twenty-first century concerns students for understanding both teaching learning material and the technology mastery at once. By using technological tools in teaching activity, students will have more resources of information that can be accessed anytime and anywhere they want as Bull and Ma in Ahmadi (2018) statement that language learners have access to an infinite supply of tools due to technology. Meanwhile, Harmer in Ahmadi (2018) stated that learners' cooperative learning is improved by using computer-based language exercises. Moreover, Alkamel and

Chouthaiwale (2018) said that because of its innovative and inspiring content, ICT will improve teaching and learning and offer real opportunities for individualized instruction.

In Indonesia, technology is being improved and applied in a variety of areas, including education. The use of the technology tools is also various to support the learning process including the use of social media. Social media is as well one of the most widely used platforms in online learning classes. In this case, online learning has been introduced in many primary schools, with SMPN 1 Colomadu being one of them. Most of the teachers in this school use media in teaching process, mostly online platforms like Ruang Guru, Uclean, Quizizz, and Google Classroom.

Google Classroom by Azhar and Iqbal in Sulistyanto and Imada (2020) is one of the most widely used LMS nowadays. As an open web-based tool, Google Classroom helps anyone with a Google account to build and administer online lessons. It allows teachers to easily build and

arrange tasks, provide schedules, and connect with their students. According to Iftakhar in Sulistyanto and Imada (2020) Google Classroom aims to assist teachers in managing the development and selection of students' assignments through the use of Google Docs, Google Drive, and other applications, enabling a paperless environment. Based on the use, Google Classroom is available to access on both a computer and a cell phone.

In the daily teaching learning process, some of the students faced few problems in using Google Classroom program as an online media especially in learning reading. The example is students who had a difficulties in understanding and remembering the learning material in teaching reading. As a teacher we should give more motivation to the students because as Fauzan and Arifin (2019) said that the more motivation offered, the more involved the student would be in order for learning to be efficient.

Based on the explanation above, the use of online media in

English teaching learning on SMPN 1 Colomadu is already implemented. In this case, the researcher intends to do research about students' perception towards the use of Google Classroom in teaching reading at eighth grade students of SMPN 1 Colomadu Karanganyar 2020/2021 Academic Year.

THEORITICAL REVIEW

Reading is an active mechanism that involves contact among the text and the reader, and it is important to completing lifetime and educational goals (National Reading Panel in Gholamipour 2018). Meanwhile there are 3 part of framework of teaching reading according to Brown (2000): 1. Before you read, 2. While you read, 3. After you read.

Google Classroom is a Software program that allows instructors and students to organize courses and communicate with one another without being restricted by class schedules as stated by Fauziah, Ula, Nisa, El, Suryani, Trisnendri (2019) that Google Classroom allows teachers to instantly and efficiently

generate and manage classwork, give direct comments to educators, and interact with students without being restricted by time or space.

The potential to perceive certain persons, objects, or experiences with intent and feelings is known as perception (Elliot in Sarkol 2016) means that the relationship between trigger and internal assumption, ambitions, and observer's experience results in perception. Although inspiration and emotions are key factors in this step, they are not the only ones.

RESEARCH METHOD

In this study, the researcher used a qualitative research. In order to gather information, the researcher used two techniques: an interview and a questionnaires. According to Ary in Muliati 2017 a qualitative research “involve interviews and observations and documents analysis without formal measurement which will be used to understand perspectives and interpret behavior and intention in order to contextualize findings and may create theory grounded in the findings itself”. To analyze the data,

the researcher used a qualitative data analysis and likert scale as the rating scale. In this case, the researcher used Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD) rating scale of viewpoint.

The research was conducted in SMPN 1 Colomadu in 2020/2021 Academic Year since January 2021 until February 2021. The subject of the research were the VIII grade students especially at VIII E class.

The researcher collected the data by using a questionnaire with 25 total item of questions for the students and the researcher used an interview for the teacher with 10 total item of questions.

RESEARCH FINDING

The researcher wants to present the data collected from the questionnaires and interviews at this stage. The questionnaires that were used to address the three issues. The results of the three major issue statements are mentioned below.

1. What are activities carried out towards the use of Google Classroom in teaching reading.

This statement divided into three indicators.

- a. First indicator was about the utilization from the use of Google Classroom in teaching reading.

Question 1 was about the use of the material by the students sent from teacher to help them learning reading, 70% of the students are choosing agree and strongly agree.

Question 2 was about the use of Google Classroom in sending their daily assignment, 46% of the students are choosing agree and strongly agree.

- b. Second indicator was about students learning style.

Question 3 was about the students comfort' feeling for using gadget in classroom, 36% of the students are choosing agree and strongly agree.

Question 4 was about the students' laziness to read

theory on paper book rather to read it on gadget, 40% of the students are choosing agree and strongly agree.

Question 5 was about the students' understanding to learn material and instruction given by teacher using Google Classroom, 40% of the students are choosing agree and strongly agree.

Question 6 was about the students' activities to do and pay attention to teacher directions in Google Classroom at the same time, 23% of the students are choosing agree and strongly agree.

- c. Third indicator was about the students' behavior of using Google Classroom in teaching reading.

Question 7 was about the students' excitement in learning process using Google Classroom, 37% of the students are choosing agree and strongly agree.

Question 8 was about the students' behavior using

Google Classroom to discuss reading material with friends, 36% of the students are choosing agree and strongly agree.

Question 9 was about the students' decision for continuing to use Google Classroom in improving their reading ability, 50% of the students are choosing agree and strongly agree.

Question 10 was about the students' decision to pay close attention when the lesson is taking place using Google Classroom, 70% of the students are choosing agree and strongly agree.

The researcher concluded that the activities carried out towards the use of Google Classroom is run well, most of the students were feeling comfort and often to use the Google Classroom to do their daily assignment.

2. How do the students perceive the application and the level of students' perception towards the use of Google Classroom

This statement divided into two indicators

- a. The first indicator was about the students perceive usefulness of Google Classroom application

Question 11 was about the Google Classroom that makes them easy to study anywhere and anytime, 64% of the students are choosing agree and strongly agree.

Question 12 was about Google Classroom that helps them to discuss the lesson with teacher in online mode, 54% of the students are choosing agree and strongly agree.

Question 13 was about the students' opinion about the use of Google Classroom that can improve their reading ability, 47% of the students are choosing agree and strongly agree.

Question 14 was about the students' opinion about the Google Classroom time efficiency, 50% of the

students are choosing agree and strongly agree.

Question 15 was about the students' opinion in getting privacy when they do the task by using Google Classroom, 56% of the students are choosing agree and strongly agree.

Question 16 was about the use of Google Classroom that made the teaching learning process become more fun, 37% of the students are choosing agree and strongly agree.

- b. The second indicator was about students, perception from the use of Google Classroom in teaching reading. Question 17 was about the use of Google Classroom that help them to understand new vocabulary, 34% of the students are choosing agree and strongly agree.

Question 18 was about learning English reading skill through Google Classroom that enhance their reading comprehension and fluency

on reading English word, 37% of the students are choosing agree and strongly agree.

Question 19 was about Google Classroom that makes their reading process become more interesting, 43% of the students are choosing agree and strongly agree.

Question 20 was about Google Classroom that makes the learning become easier, 60% of the students are choosing agree and strongly agree.

The researcher concluded that most of the students can perceive the Google Classroom and most of the students give a positive perception towards the use of Google Classroom in teaching reading

3. How do the students respond towards the use of Google Classroom in teaching reading

This statement divided into two indicators

- a. The first indicator was about students' level of Google

Classroom usage in learning reading

Question 21 was about students usage level of Google Classroom until the end of class, 57% of the students are choosing agree and strongly agree.

Question 22 was about students that often to use Google Classroom when they want to find references or materials related to their assignments, 53% of the students are choosing agree and strongly agree.

- b. The second indicator was about students' reading mastery level using Google Classroom

Question 23 was about students who can decipher a meaning of each word in the text, 30% of the students are choosing agree and strongly agree.

Question 24 was about students who have trouble getting main idea from the information contained in the text, 26% of the students are

choosing disagree and strongly disagree.

Question 25 was about students who still difficult to understand and remember new vocabulary, 47% of the students are choosing agree and strongly agree.

The researcher concluded that most of the students have a high percentage of Google Classroom usage and their reading mastery also improved by the use of Google Classroom in teaching reading although few students still had a difficulties in understanding and remembering new vocabulary from the learning material.

In addition, the researcher showed that students had a beneficial experience of Google Classroom's usage in teaching reading skills. It is obvious from their positive answers to the statements.

Their reading skills grow as a result of using Google Classroom in their

online learning experiences. When Google Classroom was used as the medium for the teaching-learning process, the students felt enthusiastic and inspired.

CONCLUSION AND

DISCUSSION

The result of interview with the teacher and questionnaires for the students which consists of seven indicators: 1) The utilization from the use of Google Classroom in teaching reading; 2) The students learning style; 3) The students behavior of using Google Classroom in teaching reading; 4) Student perceive usefulness of Google Classroom applications; 5) Students' perception from the use of Google Classroom in teaching reading; 6) The students' level of Google Classroom usage in learning reading; and 7) The students' reading mastery level using Google Classroom.

Based on the findings, the researcher concluded that the students had positive views of Google Classroom's use in teaching reading.

According to the perspectives of the students, the researcher discovered that Google Classroom has both benefits and disadvantages. The most important value by using Google Classroom is that it offers a number of features that makes the learning process become easier for the students. The statement above is supported by the study result which will be describe in each problem statement of the research (1) The majority of the students were experienced in using Google Classroom because they utilized it well, they were comfortable and enjoyed with the Google Classroom learning style, and they were excited when it was used in the teaching process. (2) As stated by the students in the questionnaires form that using Google Classroom in the teaching and learning process is beneficial and useful for them. (3) Google Classroom has a high usage level and most of the students gain a profits from it in terms of reading mastery level.

In the other hand, the most disadvantages side from the use of Google Classroom is few of the

students that faced some difficulties such as the phone capability that not capable enough to run the Google Classroom application so the teaching and learning process were disturbed.

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