

**STUDENTS' ACCEPTANCE TOWARDS THE USE OF GOOGLE
CLASSROOM IN LEARNING ENGLISH**

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Abstract

This research aimed to find out the students' acceptance towards the use of Google Classroom in learning English at the Seventh Grade Students of SMPN 27 Surakarta 2022 / 2023 Academic Year. This study was conducted at the seventh grade students of SMPN 27 Surakarta in the Academic Year 2022/2023. This study applied Descriptive Qualitative (QD). The research was conducted on June-July in 2022/2023 Academic Year. The subject of the research was 32 students of VII A at SMPN 27 Surakarta. In collecting the data, the researcher used questionnaire to students in a form of Google Form and interview with English teacher. To analyze the data, the researcher used qualitative method. The result of this research showed that the used of Google Classroom as an e-learning media has advantages and disadvantages. Google Classroom could help the students learning English easier and make the learning process more interesting. It also showed that with the use of Google Classroom could enhance students' English skills and more creative. However, there were some obstacles that faced by the students during the use of Google Classroom, that the problem of internet network and quota limited.

Keywords : Students' Acceptance, Google Classroom, A Descriptive Study

INTRODUCTION

Digital literacy skills must be possessed by student and teacher in this era due to education system in Indonesia has been implemented the technology in the process of learning, “The latest P21 framework document, education must consider the 4Cs: communication, collaboration, critical thinking, and creativity. Students must fulfill these 4 skills according to the current educational provisions” (Gusti, 2019). Therefore, teacher has important role in 21st century, teacher should to plan, instruct, deliver the lesson and assess the student learning. Teaching with technology will have greater impact. Teacher must know to use variety of methods in their classroom (Vijayalakshmi, 2020). “Technology has controlled the entire teaching and learning process and has helped

students to form their learning strategies more efficiently”. Bull (2005) stated that “The integration of technology can help students to develop thinking skills and enhance their creative abilities by facilitating access to more technological tools outside of educational institutions” (Umar & Luluk, 2018).

Google Classroom is one of the tools used for online learning. “Google Classroom is flexible, it can be implemented on learning materials related to technology information and communication” (Hapsari, 2019., Muslik, 2019., & Tumengkol, 2020). Google classroom is very supportive to teaching and learning process (Mohd. Shahrane, et al., 2016). “Google Classroom is also connected with other features such as Google Drive,

Youtube, Gmail, Hangout, and Calendar to help teachers in teaching and learning activities” (Novalia, 2021). Teachers and students can access this application easily. Can be used both on home computers, laptops, even strings. This application is often used as a support for conventional, blended, and online learning processes (Hapsari and Pamungkas, 2019., Nurfalah, 2019., Zurimi, 2019). Google Classroom has various features and facilities that support the distance learning process (Putri & Dewi, 2019). Google Classroom is a tool that facilitates collaboration between students and teachers in online classes (Beal, 2017). The purpose of implementing Google Classroom in e-learning is to assist teachers in creating and distributing paperless assignments. To use this app, we must have a Google

account (Martinez Mones, 2017 in Novalia, 2021). Students easily and quickly collect their tasks directly connected via google drive. teachers can also easily determine deadlines for collecting assignments, monitoring, conducting reviews and providing feedback or feedback and assessments for tasks that have been submitted (Yuni, 2020).

Understanding students' acceptance of the use of e-learning media is the most important step to improve and develop the success of e-learning so teacher be able to understand the effect of perceived ease of use and perceived usefulness on students' intentions and attitudes to use e-learning media in the learning process (Saade, R., Nebebe, F. & Tan, W. 2007 & Zamroni, 2017). Technology

Acceptance Model (TAM) developed by Davis in 1989 is one of the most popular research models which aims to predict the use and acceptance of information, systems and technologies by individual users. “This study is conducting to search consistent improvement, and to identify intrinsic and extrinsic factors related to individual decisions, intentions, and satisfaction about the acceptance and use of information technology, through various tests and evaluation methods” (Priyanka, 2012., Venkatesh and Davis, 2003 in Wahyuni, 2019).

Understanding how students perceive and participate in the e-learning process and understand how to implement effective e-learning is very important to improve the learning process (Kohang and Durante, 2003,

Amer, 2013 & Benjamin & Derrick 2020). TAM believes in two concepts, Perceived usefulness means that the extent to which individuals believe that using a system will improve job performance. “Someone will use a system if they feel the system is useful, and someone will not use the system if they feel the system is less useful” (Yani, 2018). Then, perceived ease of use means that the extent to which individuals believe that using a system does not require effort (Yani, 2018). Individual who feels that the system is easy to use, they will consistently use it, and if the individual feels the system is not easy to use, they will not use it.

Based on the foregoing, the researcher wishes to undertake a study that focuses on students’ acceptance using questionnaires, interview, and

observation. This study examines students' acceptance of the use Google Classroom during e-learning especially focuses on learning English. As a result, the researcher will investigate how students' acceptance toward the use of Google Classroom in learning English.

RESEARCH METHOD

The research was conducted on 29 June – 12 July 2022. The setting of the research was SMPN 27 Surakarta. It was located in Transito street, 32, Pajang, Laweyan, Surakarta, 57161, Central Java. This research applied Qualitative-Descriptive research (QD). The QD method is a term that used in qualitative research for a descriptive study (Polit & Beck, 2014). Qualitative-descriptive focused on answering research questions related to who, what, where and how an event or

experience occurred until finally studied in depth to find patterns that emerged in the event (Kim, H., Sefcik, JS, & Bradway, C., 2016). Sources of the data in this research was taken from interviews, questionnaires, field notes and observations. The validity of the data in this study was used triangulation. In qualitative research, researchers must state the truth objectively, therefore the validity of data in qualitative research is very important. It aims to measure the level of credibility of qualitative research so that it can be justified scientifically.

In this study, researcher used two concepts as follows: 1) Triangulation of source, by exploring the truth of certain information through various methods and sources of data acquisition (Kusrini 2019). In this

study, researcher used interviews and questionnaires to collect data, and 2) Triangulation technique, done by comparing different information or data. In this study, the researcher used observations and interviews with teachers and students. The researcher employed questionnaires, interviews, and observations to gather the data. The data was evaluate using Miles and Hubberman (1994) with three step approach, which included data reduction, data display, and conclusion drawing/verification.

RESULT AND DISCUSSION

The discussion based on the research findings is presented in this part. It is concerned about the students' acceptance of using Google Classroom in learning English. The problem statements was formulated by the

researcher, it was: How students' acceptance of using Google Classroom in learning English .

Result

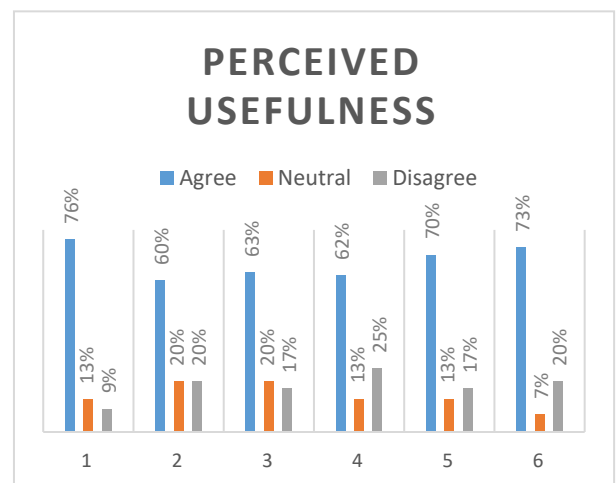
Technology Acceptance Model (TAM) is theory to investigate the acceptance of various information system applications (Chen, S., Li, S & Li, C. (2011), Amer (2013), Adi & Lisa (2017). This statement related to the research that conducted by Ahmad (2021), stated that TAM is one of the most widely applied models to analyze technology acceptance in users. It is employed in accepting the use of technology that is flexible and can follow developments. And also the research that conducted by Nurfia (2020) stated that TAM believes that the use of information systems can improve the performance of a person or

organization, and make it easier for users to complete work and also TAM expected to help predict a users' attitude and acceptance of technology and can provide the necessary basic information about the factors that drive the individual's attitude.

The student's acceptance in learning English towards the use of Google Classroom were divided into 4 indicators: 1) Perceived Usefulness Towards The Use of E- Learning Application, 2) Perceived Ease of Use Towards The Use of E- Learning Application, 3) Students' Attitude Toward The Use of E-learning Application, and 4) Students' Acceptance Toward The Use of E-learning Application.

Perceived Usefulness of using Google Classroom were divided into 6

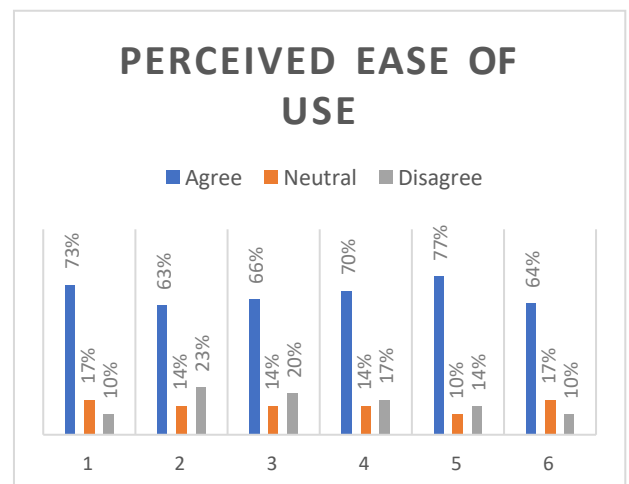
questionnaire items, they were: 1) Google Classroom makes my work more quickly and save the time, 2) Using Google Classroom makes my easier in learning English, 3) Google Classroom is effective to learning English during online class, 4) Google Classroom improves my ability in English, 5) Google Classroom is very helpful to learning English, 6) Google Classroom increase my productivity during online class, I am more diligent than before. The result of students' questionnaire is on the table below:



Based on the result, it can be concluded that the use of Google Classroom can increase the effectiveness of learning English, it can also make their work easier. The use of Google Classroom can improve their ability in English and very helpful to learning English. Although there are some students who feel less helped by the use of Google Classroom. Some of them feel that Google Classroom does not really make their job more effective.

of Google Classroom makes my work more flexible because the lesson material that shared by the teacher can be open and download anytime, 4) It is easy to become skillful at using Google Classroom in learning English, 5) The use of Google Classroom makes me easier and more creative in doing the assignment, 6) I think it is easier to get a lot of ideas in learning English while using Google Classroom. The result of students' questionnaire is on the table below,

Perceived Ease of Use Towards The Use of E- Learning Application were divided into 6 questionnaire items, they were: 1) Google Classroom features is easy to learn and controllable, 2) The use of Google Classroom in learning English is easy and understandable, 3) The use

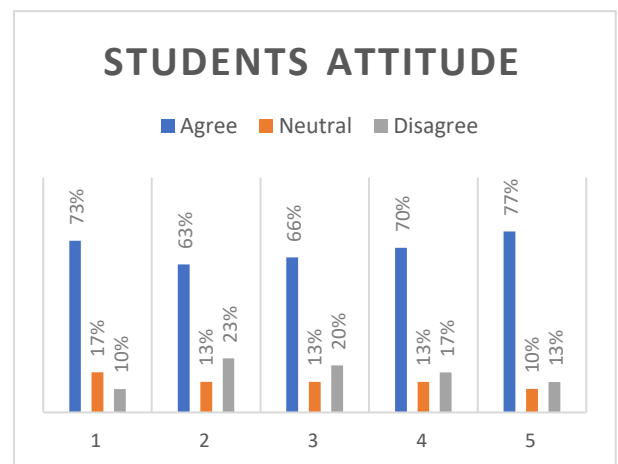


Based on the results, it can be concluded that Google Classroom is easy to use and controllable. It makes their work more flexible because it is not limited or bound by time in opening and downloading material from the teacher and it is also easy to send assignments. It also makes students more creative in learning, although some of them still have difficulty in using it and it is less easy to get a lot of ideas in learning English.

Students' Attitude Toward The Use of E-learning Application

were divided into 5 questionnaire items, they were: 1) I think the use of Google Classroom makes me smarter in learning English, 2) The use of Google Classroom makes me copy paste materials a lot, 3) Using Google Classroom in learning English is better

than other e-learning application, 4) I think it is valuable to use Google Classroom in learning English, 5) I think it is a trend to use Google Classroom in learning English. The result of students' questionnaire is on the table below,



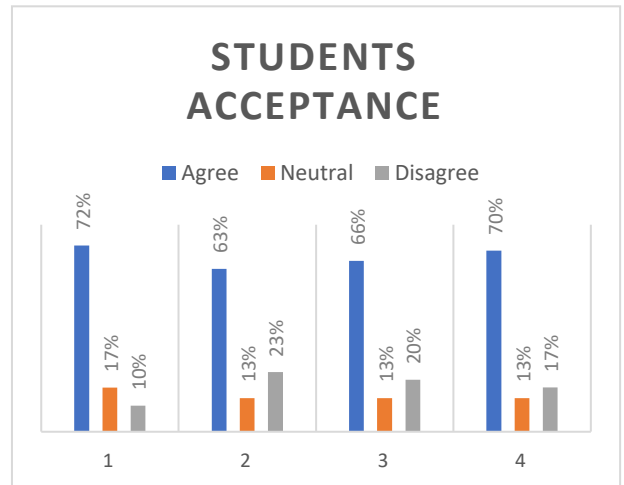
Based on the results of the students answered, can be concluded Most students feel that learning English through Google Classroom makes them smarter because of the ease of technology and knowledge in it. And with the use of Google Classroom

Many students can easily copy and paste learning materials, although there are some students who may not do it often. However, most of the students agree that Google Classroom is better than other e-learning platforms because it is easier to use.

Students' Acceptance Toward The Use of E-learning Application

were divided into 4 questionnaire items, they were: 1) The use of Google Classroom can helps me to understand English material better, 2) The use of Google Classroom is worth it for learning English, especially for question-answer and discussion, 3) The use of Google Classroom is worth it for submitting the assignment in learning English, 4) The use of Google Classroom in learning English can saves the time, energy and low cost.

The result of students' questionnaire is on the table below,



Based on the results, it can be concluded that the use of Google Classroom can helps them to understand English material better than before. And also it can save time and energy for studying, because they can access and follow learning class anywhere without having to meet face to face. Students do not need to spend a lot of money to pay books, because all files, be it materials or assignments, can be accessed at any time. Although some

of them sometimes have a trouble when submitting assignments or Q and A and discussing through online.

Based on the results of the study, it can be concluded that the use of google classroom can increase the effectiveness of student learning, it can also facilitate their work. The students said that using Google Classroom could improve their English skills. The use of Google Classroom is very easy to use, especially for sending assignments and can be downloaded anytime and anywhere, of course, students can easily learn English well, Most students feel that learning through Google Classroom makes them smarter because of the ease of technology and knowledge in in it. Google Classroom can save time and effort for studying, Google Classroom is well received by

the students. Google Classroom was easy touse for a newbie, Google Classroom also can increase the student's creativity and bring up new ideas related to the materials. Therefore, students more interested and tend to use the Google Classroom application.

Discussion

Several research had ever conducted on students acceptance towards the use of Google Classroom in learning English. The first research by Khairani, Daud, & Mahdum (2020). This is descriptive quantitative research. The study aim to identified the students' acceptance level of the use of Google Classroom as a platform in Blended-learning and to compared results between two majors, including the Department of Language and Arts at the Faculty of Teacher Training and

Education, at the Riau University. The research data analyzed descriptively and it was collected through an online survey using a Google form. The questionnaires were distributed to 205 students from three departments in FKIP of Universitas Riau. The result of this research has proven that the students were interested in using Google Classroom.

The second research by Indah & Nurfa (2020). This is descriptive quantitative research. This study was to determine the scale of Google-based class learning by e-learning users specifically for Bina Sarana Informatika University students. The data was collected by using close-questionnaires method. The population of this research was Bina Sarana Informatika University students who

take e-learning courses with the addition of the Google Classroom platform, and the sampling of the population by using simple random sampling technique. The result of this research has proven that the students were interested in using Google Classroom.

The third research by Ahmad, et.al. (2021). This is descriptive quantitative research. The research was To evaluate the use of e-learning platforms at universities in West Sumatra, Indonesia, during the Covid-19 pandemic, the focus was on the widely used Google Classroom. Data was collected through an online-based survey, using the Cochran formula with a 95% confidence level. Questionnaires were distributed to 383 students. The result showed that the google classroom

made the learning process easy for students.

The last research by Jitlada (2021). The purpose of this study was to find out how students felt about using levels as a virtual learning tool. The data of this research were analyzed by descriptive statistics. The data was collected by Google form questionnaire and a semi-structured interview. The participants were 111 second-year Thai EFL majors who are taking students from 7 English for Work. The results showed that Google Classroom was well perceived by students. They perceived Google Classroom to be useful in submitting assignments and reminding class announcements.

There are some similarities it is to conduct research based on exiting and ongoing problems by observe,

interview and give questionnaire to the respondents and to see the students' acceptance toward the implementation of e-learning with what difficulties that the students had.

But there are also differences things with previous research, in this research, researcher only focus on the students' acceptance by using Google Classroom application during online learning in English class at VII grade students of SMPN 27 Surakarta.

CONCLUSION

Based on the result and discussion, the use Google Classroom application from the student's acceptance showed that: a) The use of Google Classroom can help the students to understand the English material better; b) In learning English

Google Classroom application can help saving time, energy and low cost; c) Easy to operate Google Classroom application; d) Using Google Classroom application the students more creative in doing the assignment; e) Easier to get a lot of ideas while using Google Classroom application; f) Google Classroom application can enhance the students English skills ability; g) Google Classroom application can enhance the students Vocabulary; h) Google Classroom provide multi-approaches in learning English.

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