

**AN ANALYSIS ON THE STUDENTS' ATTITUDE TOWARDS THE USE OF  
GOOGLE CLASSROOM IN ENGLISH LEARNING  
(A Descriptive Study at the Eighth Grade of SMPN 27 Surakarta  
2022 / 2023 Academic Year)**

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Abstract

This research aimed to find out the students' attitude towards the use of Google Classroom in English learning at the Eighth Grade of SMPN 27 Surakarta 2022 / 2023 Academic Year. This study was conducted in the eighth grade of SMPN 27 Surakarta 2022 / 2023 Academic Year. The researchers utilize descriptive research which was conducted from June until July. The students of VIII-E were the subject of this research with totally of 30 students. Questionnaires to the students, interviewing the English teacher, and observing the class were the data collected by the researchers. To analyze the data, the researchers used qualitative data. The result of the research showed that the use of Google Classroom in learning English provides advantages and disadvantages for students. Using Google Classroom is quite effective for use in online learning. However, the use of Google Classroom in learning English is not good if it is applied continuously because it will make students difficult to learn English and improve their English skills. Most of the students also disagree that using Google Classroom is more flexible than face-to-face learning. Could be concluded that learning English using Google Classroom is quite helpful in learning during the pandemic, but the use of Google Classroom is not recommended to be used continuously in learning English.

Keywords: *Students' Attitude, Google Classroom, English Learning*

## **INTRODUCTION**

E-learning provides a platform for students to interact on their own through discussion forums that remove barriers to participation (Adeoye, 2020). E-learning may be something new for both students and teachers. However, students and teachers must be able to adapt to the online learning model. In this case, the use of information technology in online learning plays an important role.

The use of technology is very important in the learning and teaching process. Globalization requires the education community to constantly adapt to technological developments in order to improve the quality of education. For English Foreign Language students, the application of ICT is very important. The existence and role of information technology in the education system in this new era have brought developments in education. The existence of technology will help and also make it easier for teachers and students to improve the language learning process. According to (Mohammad, 2018) the use of

technology plays a key role in learning languages at their own pace, helps self-understanding, does not stop interaction with teachers, and creates high motivation in students for effective language learning.

Google Classroom is an application that can be used as a distance learning tool that can help users quickly create and collect assignments, provide information efficiently, and also facilitate communication between teachers and students. Google Classroom is part of the online Google Apps for Education (GAFE) which offers a suite of productivity application packages for teachers and students in online learning and collaboration (Sudarsana Ketut, 2019).

Google Classroom can be used through various platforms which can be in the form of software and computers. Google Classroom presents a new challenge in continuing education in a different way and also very useful and effective as well as for teachers and students (Albashtawi et al., 2020).

Google Classroom provides students with independence, engagement, and uses as most young learners tend to deal with technology in their daily lives (Okmawati, 2020). With Google Classroom, students have the opportunity to share resources with others, submit assignments, and see their progress (Ansong-gyimah, 2020).

Attitude is the tendency of students to respond in a certain way to something. Attitude can be defined as a person's tendency to respond positively or negatively to something (ideas, objects, people, situations) therefore language learning attitudes refer to a person's tendency towards his efforts in language learning (Teuku et al., 2019). According to (Calderón Jurado & Morilla García, 2018), adequate attitudes and feelings are needed to improve students' competence in language learning.

According to (Susanti & AM, 2019), there are three aspects of attitudes, namely: behavioral aspects, cognitive aspects, and emotional aspects of attitudes. After knowing this,

it is recommended for English teachers to maintain their activities and learning, such as conducting further research to find factors that can influence positive attitudes toward learning English, so that they can apply the best strategies to maintain this condition. Thus, a person has a strong belief that a positively rewarded outcome will come from performing the behaviour.

TAM stands for Technology Acceptance Model which was introduced by Fred Davis in 1989. Davis explained that the main purpose of TAM is to provide a basis for tracking external factors on user beliefs, attitudes, and goals (Purwandani & Syamsiah, 2020). TAM adds two main constructs to the TRA model, including perceived usefulness and perceived ease of use. Perceived usefulness and perceived ease of use both influence behavioral intention (Niqotaini, 2021).

Based on the foregoing, the researchers wishes to undertake a study that focus on students' attitude using questionnaires, interviews and observation. This study examines

students' attitude of Google Classroom use in English learning. As the result, the researcher will investigate the activities carried out by using Google Classroom in English learning and how students' attitude towards the use of Google Classroom in English learning, especially for eighth grade students of SMPN 27 Surakarta 2022 / 2023 academic year.

## **RESEARCH METHOD**

This research was conducted at SMPN 27 Surakarta 2022 / 2023 academic year. It's in Jl. Trasito No 32, Pajang, Laweyan District, Surakarta City, Central Java. From June to July 2022, this study was carried out. The researchers presented the students' attitude towards the use of Google Classroom in English learning for eighth grade students of SMPN 27 Surakarta in the 2022 / 2023 academic year. The study based on qualitative research. A qualitative research methods was developed in the social sciences to enable researchers to study social and cultural phenomena. Denzin and Lincoln in Moleong's book (2009:

5) provide their definition of qualitative research. They state that qualitative research is research that uses a scientific background, intending to interpret the phenomena that occur, and is carried out by involving several existing methods. As a data source, primary and secondary data are used. The researcher employed a questionnaire to the students and interview with the English teacher to collect data.

To validate the data, the researchers used triangulation. Triangulation was important in qualitative research because it can improve the depth of the researcher's understanding of both the phenomenon and the context in which the phenomenon appears. Denzin (in Hales, 2010: 14) explains that "there are four kinds of data triangulation such as 1) Data triangulation, 2) Methodology triangulation, 3) Investigator triangulation, and 4) Theory triangulation. The researchers employs two concepts, data triangulation and the method of triangulation.

1. The data triangulation was described the truth information through a varieties of data and sources. The data for this study was collected by questionnaire and interview.
2. Methodology triangulation was comparing multiple information in different ways. The researcher used observation and interview with the teacher and the students.

The researcher employed questionnaire and interview to gather data. The data was evaluated using the theory Miles and Huberman (1992) three-step approach, which included data reduction, data display, and conclusion/verification.

## **RESULT AND DISCUSSION**

The discussion based on the research finding is presented in this part. It is concerned about the students' attitude towards the use of Google Classroom in English learning, especially for eighth grade students of SMPN 27 Surakarta 2022 / 2023 academic year. Two problem statements were formulated by the

researcher. It is concerned with the activities carried out by using Google Classroom in English learning and how students' attitude towards the use of Google Classroom in English learning, especially for eighth grade students of SMPN 27 Surakarta 2022 / 2023 academic year.

### **Result**

1. The activities carried out by using Google Classroom in English learning for eighth grade students of SMPN 27 Surakarta in the 2022/2023 academic year

Google Classroom is an online learning media platform that can help students to discuss with teachers and other students about materials and assignments. This statement is also related to previous research conducted by Sudarsana Ketut (2019) Google Classroom is an app that provides a central location for communicating with students, asking questions, and creating assignments.

The results of interviews with English teachers at SMPN 27 Surakarta, the use of Google Classroom is useful for online learning because it is quite effective in time and effort, besides that students also remain active such as face-to-face learning. This statement is also related to previous research conducted by Atikah et al. (2021) the use of the Google Classroom application in subjects is proven to be effective because it can improve student learning outcomes through planning, process, results and evaluation of student learning.

The result of questionnaire to students, it can be concluded that the use of Google Classroom is not recommended to be used continuously in the long term, especially in learning English because it is feared that students will have difficulty in understanding the material well

and difficulty in improving their English skills, such as speaking skills because there is no microphone feature in Google Classroom. The teaching and learning process will also run less optimally because teachers cannot directly monitor student activities because in Google Classroom there is no camera feature, making it difficult to monitor student activities remotely when class starts.

2. The students' attitude towards the use of Google Classroom in English learning for eighth grade students of SMPN 27 Surakarta in the 2022/2023 academic year

Regarding perceived usefulness by students during learning English in using Google Classroom, some students claim that using Google Classroom makes it easier for students to do assignments. This explanation is related to previous research by Sepyanda (2018), Google

Classroom makes it easy for students to submit their assignments anytime and anywhere. However, in English lessons using Google Classroom cannot be used continuously because it is feared that it will hinder students in improving their English skills. This explanation is related to the previous research conducted by Zulfikar et al., (2019), which stated that most of them feel anxious and unsure which language skill they are more capable off.

Regarding the ease of use student during learning English in using Google Classroom, some students consider that the use of Google Classroom is still very common in learning English, some students are still not clear and understand in using Google Classroom. This statement is also related to previous research conducted by Reinhardt et al., (2012) stated that the majority

of public school students' attitudes towards the use of technology were negative due to the lack of resources for training. In addition, this statement is also related to previous research conducted by Awuah (2015) stated that some people previously had attitudes towards using Google Classroom due to limited or no internet connectivity, limited or no access to mobile phones or smart phones, lack of computer skills, etc.

Based on the results of the questionnaire distributed to students, almost some students disagree that using Google Classroom is more flexible than face-to-face learning. This statement is also related to the previous research conducted by Bhuvanewari and Padmanaban (2012), the absence of face-to-face interaction between lecturers and students as in conventional classes, can cause students to get lost, making

students show negative attitudes towards Google Classroom.

### **Discussion**

Several research had ever conducted on students' attitude towards the use of Google Classroom in learning English. The first is from Akbarov et al., (2018) entitled "Students' Attitudes toward Blended Learning in EFL Context". This research is a cross-sectional study. Data collection was carried out using a questionnaire instrument. The results of this study were that the participants preferred it to the traditional school environment where English is generally taught, positive attitudes towards the teaching approach could reflect a high level of motivation in students, and students had more positive attitudes towards mixed learning than the traditional approach in EFL students' attitudes towards the introduction of infographics and the establishment of a paperless class for learning/teaching English is positive although not very positive.

The second research by Susanti & AM (2019) is entitled "A Study of Students Attitude toward Learning English of the Tenth Graders in SMAN 1 Abung Semuli, North Lampung". This research is a qualitative descriptive study. Data collection is done by using observation instruments. The results of this study were 1) all students actively participated in discussion activities when the teacher directed them to complete certain tasks in groups, all group members seemed to be actively involved in brainstorming, and each group took turns completing tasks, so no one seemed to be quite passive in the group; 2) All students focus on the teacher's explanation during the delivery of the material by the teacher. They pay close attention to the teacher's explanation and ask and answer questions; 3) In the reflection activity, all students seemed eager to answer questions when the teacher asked more questions to measure their understanding of the material.



The third research by Teuku et al., (2019) is entitled “An Exploration of English Students' Attitude towards English Learning”. This research is qualitative. Data collection was carried out using interview instruments. The results of this study are: 1) students think that English is an important language for a brighter future and the purpose of the assessment, therefore students like English; 2) students tend to like English so that it encourages students to acquire and improve their English skills well; 3) English is very difficult to learn for some students so they are not very interested in learning English, students state that they feel anxious when learning English, which interferes with their learning and hinders language skills.

The last research was entitled is entitled “Google Classroom: Understanding EFL Students' Attitudes towards Its Use as an Online Learning Platform” by Moonma's (2021). This research is qualitative and quantitative. Data collection was carried out using four instruments. The first is a

questionnaire, the second is a semi-structured interview, the third is data collection, and the fourth is data analysis. The results of this study are 1) all students have a high application rate, according to the Google Classroom is very easy to use, this factor being the highest average; 2) students find Google Classroom very useful because it helps them be more productive, allows them to access materials easily and submit assignments quickly, and allows them to interact with teachers and other friends; 3) students consider that Google Classroom is a tool that is easy to use, accessible and effective, based on qualitative data, they also express a strong desire to use Google Classroom. The positive sentiment towards its use as an online learning platform encourages them to continue to do so. Their feelings were positive in terms of choosing face-to-face and even recommended its use in additional courses.

There are some similarities it is to conducting research based on existing and ongoing problems by

observing, interviewing, and giving the questionnaires to the respondents. But there are also differences things with previous research, it is the researcher only focus on the students' attitude during online learning of English Class at eighth-grade students of SMPN 27 Surakarta.

## CONCLUSION

1. The activities carried out by using Google Classroom in English learning for eighth grade students of SMPN 27 Surakarta in the 2022/2023 academic year

The use of Google Classroom shows a large and significant impact for students and teachers. The results show that the use of Google Classroom provides advantages and disadvantages for students. The advantages that students get are as follows: a) the use of Google Classroom is quite helpful during the Covid-19 pandemic; b) Google Classroom is quite effective to

use in online English learning; c) Google Classroom provides group chat features and document sharing features in the form of word, PDF, PPT, and links that can make it easier for students to get material from the teacher and send assignments more quickly.

The disadvantages received by students are as follows: a) the use of Google Classroom is not good if it is applied continuously in learning English because it will make it difficult for students to learn English and get new English vocabulary; b) some students answered that the teacher always gave assignments; c) some students also answered that they are more comfortable in face-to-face learning than online learning.

2. The students' attitude towards the use of Google Classroom in English learning for eighth grade students of SMPN 27

Surakarta in the 2022/2023 academic year

Based on the result of questionnaire from the second problem statement showed that the use of Google Classroom give the result that can be investigated from the students' attitude which can be concluded that the use of Google Classroom is still very common in learning English for students, some students are still not clear and understand in using Google Classroom. The use of Google Classroom in learning English is also not recommended to be used continuously because it will make interactions with teachers and fellow students less effective, besides that students will be able to lose enthusiasm in learning English due to lack of understanding of the material, and it is also feared that it will hinder students in improving their English skills. Most students also disagree that using Google Classroom is

more flexible than face-to-face learning.

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