

STUDENTS' PERCEPTION OF GOOGLE CLASSROOM ON ONLINE LEARNING OF ENGLISH EDUCATION STUDY PROGRAM AT BATURAJA UNIVERSITY

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ABSTRACT

This study aims to find out what is the students' perception of Google Classroom on online learning of English education study program at Baturaja University. This study used descriptive quantitative method. The population of this research was 91 students of English education study program. The researcher only took 73 students namely the 4th, 6th and 8th semester as the sample by applying purposive sampling. The data was collected through the questionnaire with Google form as an intermediary application. It consists of 16 statements. Then the researcher used five points of Likert Scale for analyzing the data based on percentage interval and Google form. The result of this research was students had positive response and support Google Classroom as learning media in online learning. It showed that Google Classroom is an effective tool for online learning because it can help the students to improve their learning through an active participation and Google Classroom is an easy tool to use and learning because of its features and it can access anywhere and make save time.

Keywords: *perception, google classroom, online learning*

INTRODUCTION

Learning is a process or a person's effort to obtain changes in behavior and take new knowledge that comes from experience and practice to improve the quality and quantity of a person. There are two types of learning that we commonly know, namely online learning and offline learning. According to Dhawan (2020), online learning can be term as a tool that can make the teaching learning process more students centered, more innovative, and even more flexible with internet access. It can be said that online learning is learning that use a combination of the internet and technology as a media and be the students as the center. While Pei and Wu (2019), explained that offline learning or traditional classroom teaching, represents teaching in the pre-internet era, traditional teaching methods required that teaching and learning should take place at the same time and place. It can be said that offline learning is learning that existed before the internet and takes place face to face between teachers and students in a certain place and at a certain time.

Media of learning is very important to use in learning process. With using media of learning can help the teacher to explain the material or give the students understanding of teaching material very easily, overcome the problem of limited space and time, and can improve students' abilities and interest in learning. According to Sariffudin (2013), media means teaching and learning tool which can be used to stimulate skills of learners, thoughts and feeling, therefore to facilitate the learning process. It can be said that media is one of the teaching tools that can improve students' learning abilities. Media is an important component in the

learning system, the communication process will not run optimally in learning without the media. Then, some problems faced by learners during online learning such as internet connection (Anggeraini, 2022)

Nowadays the learning process is different from the past where classes were held face to face. Information, Communication, and Technology can make students control their learning and also more engaged in class. The use of technology has become an important part of the learning process in and out of the class. Every language class usually uses some form of technology. Technology can be use to both help and improve EFL classroom. According to Hall (2015), technology and digital literary prepare to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. there are many applications and websites that can be uses as a media of learning. One of the media of learning is Google Classroom.

Based on the researcher interviewed to English education students during online learning since early 2020 to late 2021, Google Classroom is one of the learning media that was used by students at Baturaja University. Because Google Classroom is used as a media during online learning, base on the reason, the researcher want to know students' perception of Google Classroom, during online learning. Based on the explanations above, the researcher was interested to know **“Students' Perception of Google Classroom on Online Learning of English Education Study Program at Baturaja University”**.

THEORITICAL FRAMEWORK

1. Concept of Perception

a. Definition of Perception

In the terminology, the word “perception” comes from the Latin words perceptio, percipio, and means “receiving, collecting, action of taking possession, and apprehension with the mind or senses”. The perception is defined by Merriam-Webster dictionary as the process of attaining awareness of the elements of the environment through a physical sensation and a physical sensation interpreted in the light of experience. It can be said that perception is a sensation receive by the senses, both physical and non-physical sensations which are then interpret as experiences that have been passed. According to Oktaria and Rohmayadevi (2021), perception is the experience of object, event, and relationship acquired by resuming information and interpreting a message. The perception is a process by which individuals organize and interpret their sensory impression in order to give meaning to their environment (Robbins, 2013). It can be concluded that perception is the process of humans thinking about certain phenomena after they get sensations from the environment through the senses.

b. Kinds of Perception

According to Catherine et al., (2009) there were two kinds of perception they are; positive and negative perceptions.

1. Positive perception is a valuable present that prepares the self-confidence and power to catch on the world, to endure crises, and to focus outside oneself. It increases the construction of relationship and giving to others.

2. Negative perception is disposed to focus on their own desires, trying to acquire and proved their self-worth.

c. Factors of Perception

According to Slameto (2010), there are two factors that influence someone's perception, those are as follows:

1. Internal factors

Internal factor is a factor which comes from inside of an individual. It depends on psychological factors such as thoughts, feeling, willingness, need, sex, attention, and motivation. Every human being has different characteristic and temperament shape by individual's family and environment.

2. External factors

External factor is a factor which comes from outside of an individual. The external factors are also affected someone's perception, and stimulus is an internal factor in monitoring process. The process of stimulus will connect through the sense of organ or receptor such as sight, sounds, hearing, etc.

2. Concept of Google Classroom

a. Definition of Google Classroom

Google Classroom is a kind of E-learning platform (Diana et al., 2021). According to Ventayen et al., (2018), Google classroom is one of the free services by Google in the Gsuite for Education plan. It can be said that Google Classroom is a kind of media part of Google that provides free services for users and is often use during online learning. Google classroom is a learning platform that can be devote to any educational scope that is intend to help to find a way out of the difficulties experience in making paperless assignments (Sukmawati, 2019). Google Classroom as a free tool offers various features which encourage student-teacher interaction through a virtual online class (Oktaria and Rohmayadevi 2021).

b. Features of Google Classroom

There are many features of Google Classroom, but the general features refer in Edtechtecher (2017) there are some features of Google Classroom as follows:

1. Posting and Sharing

Teachers are able to post links to important class website, post files for students, post teaching material, and another things. This is very efficiency way to distribute class material to students and one of Google Classroom most beneficial features.

2. Assignment

Teachers and students are able to creating, distributing, collecting assignment into a quick and simple process.

3. Grading

Teachers are able to assign any point value to the assignment and add private feedback comments to student assignment.

4. Question

The question feature lets teacher quickly receive feedback from the students, and it is a great tool to use for checking on students understanding.

5. Calendar

Google classroom automatically creates an assignment calendar for students and teachers to remind about assignment deadline.

Over the years, the Google Classroom feature has undergone many developments. According to Coreia (2021) there are some new features in Google Classroom.

1. Classroom to Work with Tools

Google Classroom integrates external tools and content in the education sector. This integration simplifies the use of various tools. With this, teachers be able to choose the tools and content suit to teachers needs from the marketplace and assign them to students directly from Classroom. Teachers using Google Workspace for Education Plus or the Teaching & Learning Upgrade have access to add-on tools. Moreover, the login process will simplify, and admins can install add-ons for teachers in their domain.

2. Classroom Add-on Integrations

Education Plus users be able to set up classes in advance, with rosters synched from Classroom with their Student Information System (SIS). This will improve the learning experience by supporting teachers using apps in their classrooms.

3. Marks Made Easy

Google Classroom streamlines grading with Grade Export. Teachers can track marks and share them from Classroom's Gradebook to their SIS, which facilitates recording marks.

4. Audit Logs for Admins

Audit logs track events to simplify the process of sorting out any Classroom-related issues. This information will be available directly to the admins, who can view the date when that content was archived or movements between students were made.

5. Insights for Activity Logs

Education Standard and Education Plus admin users derive insights relating to Google Classroom adoption and engagement. They be able to customize the data templates to improve data visualization and export the audit logs.

6. Improved Hybridity

Google Classroom improve the learning environment with the ability to track student engagement. These stats provide educators perspective on how students are doing in relation to specific student interactions within Classroom.

7. Offline Learning

The Android app soon cater to offline or intermittent connections, allowing students to begin, review, open, and write assignments in Google Docs without needing an internet connection.

8. Improved Imagery

As more photos are shared in Classroom, it soon be easier to attach and submit them for the educators' review. Students be able to combine photos into a single document and edit the image's size, rotation, and lighting. The Android app will allow for the scanning, editing, and attachment of images as well.

9. Simplified Workflows

Educators be privy to simplified workflows with improved mobile usage of Classroom. This includes switching between and being able to view, complete grading, and provide feedback through the mobile app.

10. Rich Text Formatting

Using Google Classroom, teachers and students be able to add rich text formatting to their assignments and posts, like bold, italics, underline, and bullet points.

11. Originality Reports

Originality report functionality that detects plagiarism span new languages, including Spanish, Portuguese, Norwegian, Swedish, French, Italian, Indonesian, Japanese, Finnish, German, Korean, Danish, Malay, and Hindi.

12. CS First Integration

Google Classroom's features include CS First integration, a completely free computer science curriculum. Students can sign in using a Google account, and educators can import their student rosters directly from Classroom to get started.

The Benefits of Google Classroom

As a free online learning platform, Google Classroom offers several benefits for students and teachers. According to Janzen (2014), points out the following benefits of using Google Classroom.

1. Easy to use

Google Classroom's design purposefully simplifies the instructional interface and options use for delivering and tracking assignments. Google Classroom makes easily the process of access class material, submitting assignment, the students get the feedback from teacher, and could be easily contact the teacher used Google Classroom.

2. Saves time

Google classroom is design to save time. The students no longer have to download a particular task by the lecturers. Lecturers just need to create and distribute files of duty to their students online. Lecturers can also determine the ranking, provide feedback for all the tasks and assess them using Google Classroom. Everything is paperless, so that no time is wasted distributing physical documents and that students can complete their tasks online on time

3. Cloud-based

Google Classroom presents more professional and authentic technology to use in learning environment as Google apps represent a significant portion of cloud-based enterprise communications tools used throughout the professional workforce, so it provides quick and easy access to Assignment.

4. Flexible

Google Classroom is easily accessible and useable to instructors and learners in both face-to-face learning environments and fully online environment.

5. Free

Google Classroom itself is not necessarily available to learners without access to an educational institution. But anyone can access to all the other apps, such as Drive, Docs, Spreadsheets, Slides, etc. Simply by signing up for a Google account.

6. Mobile-friendly

Google Classroom is design to be responsive. It is easy to use on any mobile device.

3. Concept of Online Learning

a. Definition of Online Learning

Online learning is education that takes place over the internet. It is often

refers to as online learning among other terms. Online learning is a frame show that's of facilitates and support by the use of information and communication technology (Arifin et al., 2020). According to Dhawan (2020), online learning is application of electronic system such as internet, computers, multimedia, that their aims to reduce the amount of express. It can be said that online learning is learning that utilizes information and communication technology and internet network systems. Media that are often use in online learning are Google Classroom and Zoom application as a medium for online learning from elements of system quality, information learning is learning that is carried out using the internet network.

b. Characteristics of Online Learning

According to Rudi and Riyana (2007), online learning has characteristics, those are:

1. The students' capture of learning material does not depend on the instructor/teacher, because students construct their own knowledge through teaching materials delivered through the website interface.
2. The source of knowledge is everywhere and can be easily accessed by everyone. This is due to the global nature of Internet media and can be accessed by anyone connected to it.
3. Teachers / educational institutions function as mediators / mentors.
4. Restructuring is needed for education system, curriculum, and management policies that can support the utilization of Information and Communication Technology for optimal education.

The four characteristics above are the things that distinguish online learning from conventional learning activities. In online learning, students' capture of learning material is no longer dependent on

instructors/instructors, because students build their own knowledge through teaching materials delivered through online learning. In online learning too, knowledge sources are spread everywhere and can be easily accessed by everyone.

c. Advantages of Online Learning

According to Tjokro (2009), there are four advantages of online learning, those are:

1. Not limited to time or place

In this current situation, students can access online learning anytime and anywhere. There is no limit to use online learning.

2. Students are less shy to ask and interact

Students who are usually shy or rarely interact face-to-face in class, they can ask directly to the teacher through online learning without being shy and more confident.

3. Students are more confident

When learning through e-learning, students are more confident in their abilities because they can access or find out what they didn't know before. Because teaching and learning process through online learning is free without any limits.

4. Overcoming the circumstances of the current lockdown

In this current situation, students can access books or materials online without having to meet directly with their teacher. Students can download material that has been sent by the teacher, read the material, have discussions between teachers and students, and also find out what they don't know in the material.

d. Disadvantages of Online Learning

According to Nursalam (2008) there are some disadvantages of online learning:

1. The lack of interaction between learners and students or also even between students themselves.
2. This tendency can ignore academic aspects as well as social aspects and vice versa make the growth of aspects of business or also commercial.
3. The teaching and learning process tends towards training rather than education itself.
4. Changing a learning role from the original masters of conventional learning techniques is now also required to be able to know the learning techniques using ICT (information, communication, and also technology).
5. Not all internet facilities are available in all places.
6. The lack of a human resource that understands the internet
7. Access on an adequate computer can be a problem for students.
8. These students may be frustrated if they cannot access graphics, images, and videos because of inadequate equipment (software and hardware).
9. This information varies in quality and also accuracy so guidance and also question features are needed.
10. These students can feel isolated.

In conduct this research, the researcher used the relevant previous studies to help improve the research. The first research was done by Muslimah (2018) with title “A Survey on the Use of Google Classroom in English Language Education Department of Islamic University of Indonesia”. The finding of this study shows that Google Classroom is usefully and helpfully for the students, and they felt satisfied with Google Classroom.

The second research was done by Pratiwi (2020) with the title “Students’ Perception on the Use of Google Classroom in Language Learning (Descriptive Research at Semester 5th English Education Department Muhammadiyah University of Makassar)”. The finding of this study shows that Google Classroom is easy for students to use. Students agree with Google Classroom's performance in language learning and students are happy and interested in the language learning process.

RESEARCH METHODOLOGY

Method of the Research

In this research, the researcher used a descriptive quantitative method. The researcher applied that method to describe the students’ perception of Google Classroom on online learning. The data described objectively and to reported the way thing are base on the questionnaire.

A. Population and sample

1. Population of the Study

The population of this research was all students of English education study program at Baturaja University. It consisted of 91 students, 18 students from 2nd semester, 29 students from 4th semester, 26 students from 6th semester, and 18 students from 8th semester.

Table1
Population of the Study

No	Semester	Population
1	2 nd	18
2	4 th	29
3	6 th	26
4	8 th	18
	Total	91

Source: English Education Study Program at Baturaja University

2. Sample of the Study

For this research, the researcher took sample in semester 4th semester, 6th semester, and 8th semester. The researcher not chose 2nd semester because they were not usedfull online learning when used Google Classroom. Meanwhile for this research, the researcher focused for students’ perception of Google Classroom during online learning. It consisted of 73 students, 29 students from 4th semester, 26 students from 6th semester, and 18 students from 8th semester.

Table 2
Sample of the Study

No	Semester	Sample
1	4 th	29
2	6 th	26
3	8 th	18
	Total	73

Source: English Education Study Program at Baturaja University

B. Technique for Collecting the Data

To obtain the information about students' perception, the researcher used students' perception questionnaire adapted by Negara (2018) and Oktaria and Rohmayadevi (2021). The indicators of questionnaire was usefulness Google Classroom. (5 questions), ease of use Google Classroom (6 questions), and satisfaction Google Classroom (5 questions).

The questionnaire used likert scale to get information from participants. Likert scale was to measure the extent of subject agreement with each item. In students' perception this scale provided five responses ranging from strongly disagree, disagree, neutral, agree, and strongly agree.

Table 3
Specifications of the questionnaires

Objectives of the Research	Indicator	Item Number	Total
To fine out the students perception of Google Classroom on online learning	Usefulness Google Classroom	1,2,3,4,5	5
	Ease of use Google Classroom	6,7,8,9,10,11	6
	Satisfaction Google Classroom	12,13,14,15,16	5
Total			16

Source: Negara (2018), and Oktaria and Rohmayadevi (2021)

Validity and Reliability

Validity

In testing the validity of this instrument, the researcher used the SPSS version 25. This validity test is carried out by correlating each item score with the total score of the existed instrument. Validity test of taking samples as much as 18 students. Based on the validity test of the questionnaire that was 16 statements with 18 students, the result was all statements are valid.

Reliability

For reliability test was used to saw the answer or response from respondents were produced the same results if done in a place and different time. If the value of Cronbach's Alpha was a variable 0.60 then the indicator used by the dependent variable is reliable, if the value of Cronbach's Alpha a variable <0.60 then the indicator used by the variable was not reliable (Haryanto, 2017.p. 77). From the trial that carried out on 18 students Cronbach's Alpha scores can be seen from the table below:

Table 4
Reliability Test Results

Cronbarch's Alpha	N of Items
.939	16

C. Technique for Analyzing the Data

To know students' perceptions about using Google Classroom, the researcher administered a questionnaire. The data obtain from the questionnaire analyzed used percentage formula from Sugiyono (2010) and used Excel as a tool. The percentage of the questionnaire was the total number of options gave by the respondents. The values obtain from the data analysis used to formulated the finding. To got percentage of students' score distribution of the questionnaire, the researcher used the following formula from Sugiyono (2010) :

$$P = \frac{F}{N} \times 100\%$$

Where :

- P = Percentage of students' answer
- F = The total of students' answer
- N = The number of the sample

After getting the result of the percentage, the researcher interpreted into the criteria of percentage interpretation based on interval following the criteria from Ridwan (2017). The criteria can be seen on table 5

Table 5
The Criteria of Percentage Interpretation Based on Interval

No	Interval Percentage	Criteria
1	0% - 20%	Strongly Disagree
2	21% – 40%	Disagree
3	41% – 60%	Neutral
4	61% – 80%	Agree
5	81% - 100%	Strongly Agree

Source : Riduwan (2017)

Note : Strongly disagree (negative), disagree (negative), neutral/undecided (positive), agree (positive), strongly agree (positive) (Sugiyono, 2010).

FINDING AND DISCUSSION

A. Research Finding

After the instrument was distributed to the 73 participants, there were 72 participants answered the questionnaire with the following result.

Based on the questions, all students from 4th semester, 6th semester, and 8th semester answered that they knew Google Classroom and had used Google Classroom. Students from 4th semester used Google Classroom from semester 1 to semester 4. Courses students of 4th semester that had used Google Classroom as example were listening, speaking, advanced grammar, writing for academic purpose, cross culture understanding, discourses analysis, and TEFL. Students from 6th semester used Google Classroom from semester 2 to semester 5. Courses students of 6th semester that had used Google Classroom as example were speaking for intercultural, listening for professional context, introduction to literature, listening for academic purpose, advanced reading, exploring drama, microteaching, English Young Learners, and SLA. Students from 8th semester used Google Classroom from semester 3 to semester 7. Courses students of 8th semester that had used Google Classroom as example were seminar on ELT,

English morphology, multimedia, phonology, curriculum analysis, translation, advanced writing, English young learners, reading, Japanese, and TEFL. It can be said that students of 4th semester, 6th semester, and 8th semester had often used Google Classroom as a learning media.

1. The Result of Student's Answer in Each Item of Questionnaire

a. Google Classroom is Useful for Learning

Based on finding of the questionnaire about item 1 student's answered of the "Google Classroom is Useful for Learning", the researcher found that about 18 students answered strongly agree (25%), 30 students answered agree (41,7%), 20 students answered neutral (27,8%), and 4 students answered strongly disagree (5,6%).

b. Google Classroom Makes Learning Effective

Based on finding of the questionnaire about item 2 student's answered of the "Google Classroom Makes Learning Effective", the researcher found that about 7 students answered strongly agree (9,7%), 30 students answered agree (41,7%), 26 students answered neutral (36,1%), 5 students answered disagree (6,9%), and 4 students answered strongly disagree (5,6%). The dominant result in item 2 is agree.

c. Google Classroom Improves Student Performance

Based on finding of the questionnaire about item 3 student's answered of the "Google Classroom Improves Student Performance", the researcher found that about 5 students answered strongly agree (6,9%), 20 students answered agree (27,8%), 38 students answered neutral (52,8%), 7 students answered disagree (9,7%), and 2 students answered strongly disagree (2,8%).

d. Google Classroom can Save Time

Based on finding of the questionnaire about item 4 student's answered of the "Google Classroom Makes Save Time", the researcher found that about 21 students answered strongly agree (29,2%), 26 students answered agree (36,1%), 20 students answered neutral (27,8%), 1 student answered disagree (1,4%), and 4 students answered strongly disagree (5,6%). The dominant result in item 4 is agree. The result of the questionnaire about item 4 can be seen in table4.4.

e. Google Classroom Increases Student Productivity

Based on finding of the questionnaire about item 5 student's answered of the "Google Classroom Increases Student Productivity", the researcher found that about 6 students answered strongly agree (8,3%), 24 students answered agree (33,3%), 34 students answered neutral (47,2%), 6 students answered disagree (8,3%), and 2 students answered strongly disagree (2,8%). The dominant result in item 5 is neutral.

f. Google Classroom is Easy to Use

Based on finding of the questionnaire about item 6 students answered of the "Google Classroom is Easy to Use", the researcher found that about 21 students answered strongly agree (29,2%), 30 students answered agree (41,7%), 14 students answered neutral (19,4%), 4 students answered disagree (5,6%), and 3 students answered strongly disagree (4,2%)

g. Google Classroom is Easy to Learn

Based on finding of the questionnaire about item 7 student's answered of the "Google Classroom is Easy to Learn", the researcher found that about 17 students answered strongly agree (23,6%), 32 students answered agree (44,4%), 16 students answered neutral (22,2%), 4 students answered disagree (5,6%), and 3 students answered strongly disagree (4,2%).

h. Google Classroom Makes Learning Flexible

Based on finding of the questionnaire about item 8 student's answered of the "Google Classroom Makes Learning Flexible", the researcher found that about 17 students answered strongly agree (23,6%), 25 students answered agree (34,7%), 25 students answered neutral (34,7%), 1 student answered disagree (1,4%), and 4 students answered strongly disagree (5,6%). The dominant result in item 8 are agree and neutral.

i. Google Classroom's Appearance is Clear and Easy to Understand

Based on finding of the questionnaire about item 9 student's answered of the "Google Classroom's Appearance is Clear and Easy to Understand", the researcher found that about 11 students answered strongly agree (15,3%), 37 students answered agree (51,4%), 17 students answered neutral (23,6%), 2 students answered disagree (2,8%), and 5 students answered strongly disagree (6,9%). The dominant result in item 9 is agree. The result of the questionnaire about item 9 can be seen in table 4.9.

j. Google Classroom Helpful in the Learning Process

Based on finding of the questionnaire about item 10 student's answered of the "Google Classroom Helpful in the Learning Process", the researcher found that about 17 students answered strongly agree (23,6%), 34 students answered agree (47,2%), 13 students answered neutral (18,1%), 3 students answered disagree (4,2%), and 5 students answered strongly disagree (6,9%). The dominant result in item 10 is agree.

k. Google Classroom Can Use Without Written Instructions

Based on finding of the questionnaire about item 11 student's answered of the "Google Classroom Can Use Without Written Instructions", the researcher found that about 7 students answered strongly agree (9,7%), 31 students answered agree (43,1%), 23 students answered neutral (31,9%), 6 students answered disagree (8,3%), and 5 students answered strongly disagree (6,9%). The dominant result in item 11 is agree.

l. Google Classroom is Convenient and Comfortable to Use

Based on finding of the questionnaire about item 12 student's answered of the "Google Classroom is Convenient and Comfortable to Use", the researcher found that about 10 students answered strongly agree (13,9%), 39 students answered agree (54,2%), 19 students answered neutral (26,4%), 2 students answered disagree (2,8%), and 2 students answered strongly disagree (2,8%). The dominant result in item 12 is agree.

m. I Can Use the Google Classroom According to What I Want

Based on finding of the questionnaire about item 13 students answered of the “I Can Use the Google Classroom According to What I Want”, the researcher found that about 11 students answered strongly agree (15,3%), 31 students answered agree (43,1%), 26 students answered neutral (36,1%), 1 student answered disagree (1,4%), and 3 students answered strongly disagree (4,2%). The dominant result in item 13 is agree. The result of the questionnaire about item 13 can be seen in table 4.13.

n. I Am Satisfied With This Application

Based on finding of the questionnaire about item 14 student’s answered of the “I Am are Satisfied With This Application”, the researcher found that about 10 students answered strongly agree (13,9%), 35 students answered agree (48,6%), 22 students answered neutral (30,6%), 2 students answered disagree (2,8%), and 3 students answered strongly disagree (4,2%). The dominant result in item 14 is agree.

o. Google Classroom is Fun to Use

Based on finding of the questionnaire about item 15 student’s answered of the “Google Classroom is Fun to Use”, the researcher found that about 10 students answered strongly agree (13,9%), 36 students answered agree (50%), 21 students answered neutral (29,3%), 3 students answered disagree (4,2%), and 2 students answered strongly disagree (2,8%).

p. Google Classroom is Great Application

Based on finding of the questionnaire about item 16 student’s answered of the “Google Classroom is Great Application”, the researcher found that about 18 students answered strongly agree (25%), 34 students answered agree (47,2%), 14 students answered neutral (19,4%), 3 students answered disagree (4,2%), and 3 students answered strongly disagree (4,2%). The dominant result in item 16 is agree.

a. The Result of Student’s Answer in Recapitulation of Indicator

Based on students answered, indicator satisfaction Google Classroom has the highest percentage, there were 48,62% students answered agree and 16,40% students answered strongly agree. It can be said that during the used of Google Classroom students felt comfortable and satisfied, and also students felt that Google Classroom is one of the great learning media that can used for online learning. The recapitulation students’ answered of indicator can be seen in table 7

Table 7
Total Recapitulation of Indicator

Number of Questionnaire	SA	A	N	D	SD
Usefulness Google Classroom					
Item 1	25,00%	41,70%	27,80%	0,00%	5,60%
Item 2	9,70%	41,70%	36,10%	6,90%	5,60%
Item 3	6,90%	27,80%	52,80%	9,70%	2,80%
Item 4	29,20%	36,10%	27,80%	1,40%	5,60%
Item 5	8,30%	33,30%	47,20%	8,30%	2,80%
Mean	15,82%	36,12%	38,34%	5,26%	4,48%
Ease of Use Google Classroom					
Item 6	29,20%	41,70%	19,40%	5,60%	4,20%
Item 7	23,60%	44,40%	22,20%	5,60%	4,20%
Item 8	23,60%	34,70%	34,70%	1,40%	5,60%
Item 9	15,30%	51,40%	23,60%	2,80%	6,90%
Item 10	23,60%	47,20%	18,10%	4,20%	6,90%
Item 11	9,70%	43,10%	31,90%	8,30%	6,90%
Mean	20,83%	43,75%	24,98%	4,65%	5,78%
Satisfaction Google Classroom					
Item 12	13,90%	54,20%	26,40%	2,80%	2,80%
Item 13	15,30%	43,10%	36,10%	1,40%	4,20%
Item 14	13,90%	48,60%	30,60%	2,80%	4,20%
Item 15	13,90%	50,00%	29,20%	4,20%	2,80%
Item 16	25,00%	47,20%	19,40%	4,20%	4,20%
Mean	16,40%	48,62%	28,34%	3,08%	3,64%

b. The Result of Student’s Answer in Total Recapitulation

Table 4.18 showed the result of total recapitulation of students answered. The highest percentage is on the agree scale with a total percentage of 43%. Based on the criteria of percentage interpretation based on interval from Ridwan (2017), the result is in neutral criteria. It means that the result of this research showed positive response. The recapitulation students answered can be seen in table 8

Likert Scale	Response Rate	
	Frecuency	Percentage
1	58	5%
2	46	4%
3	346	30%
4	495	43%
5	207	18%
Total	1.152	100%

DISCUSSION

Based on the finding in this research, the researcher found the findings showed that an overwhelming number of university students had positive response toward the use of Google Classroom in online learning. There are 36,12% students answered agree and 15,82% students answered strongly agree in indicator usefulness Google Classroom, 43,75% students answered agree and 20,83% students answered strongly agree in indicator ease of use Google Classroom, and 48,62% students answered agree and 16,4% students answered strongly agree.

Based on the finding in this research, students' perception of Google Classroom were students felt that Google Classroom was great application, comfortable and satisfied when used. Google Classroom was media that easy to use and learn, helpful in learning process, and made learning effective and flexible. Students also felt that Google Classroom was useful for learning, improve students' performance and productivity, and made save time.

Google Classroom as learning media in online learning is easy to use for lecturers and students. The lecturer is able to submit material, assignments, and provided assessments using Google Classroom. Google Classroom also can increases students productivity because the students was easy to send the assignments and get material. The lecturer and students felt helped by the existence of Google Classroom because it makes the learning process comfortable and safe. It is similar with the finding from Anggeraini & Erianti (2022).

Google Classroom has benefits as an effective media for learning because of its features and benefits such as active participation in online class activities, easy to use features in submitting online tasks, easy to access reference materials and increase of student performance because of online activities and discussions. Students also felt easy to learn because they can access Google Classroom anywhere and make save time. Students interest in learning because students easy to understand learning material.

It means that Google Classroom is a great application in online learning. Students were easy to applying Google Classroom in their own mobile device

or computer devices, and students also need internet access to support in applying Google Classroom. So, Google Classroom can make learning to an easier process by being fun, interactive, and satisfied.

In addition, this findings similar with a study conducted by Muslimah (2018) found that using Google Classroom media is effective. The use of Google Classroom media is very practical and efficient because Google Classroom is easy to use for the lecturer is able to submit material, assignment and provide assessments. Google Classroom also offers interesting features for students and teachers, so that can make students and teachers are comfortable using it.

CONCLUSION

Based on the result of the data analysis, the researcher concluded that students had positive response and support Google Classroom as a learning media in online learning in EFL classroom. It showed that Google Classroom was an effective tool for learning. The students felt satisfied of using Google Classroom, Google Classroom is easy to use, it interesting for students learning and also can help the students to improve their learning through an active participation in online discussion and task. Based on the finding, students approve that Google Classroom has benefits in their learning because it is quite easy to use and save time, students can teach assignment easily, access class material, submit assignment, quiz, and doing task online, and it is cheap. Besides, Google Classroom is very helpful to get access with lecturers and other classmates to discuss about the course. This fact is evidence that students have favorable perception toward the use of Google Classroom as a learning media in online learning in EFL classroom.

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