

## GOOGLE CLASSROOM AS A LEARNING TOOL IN ENGLISH CLASSROOM

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### Abstract

The outbreak of the COVID-19 virus in Indonesia has forced all activities to be done from home. So that in the world of education all teachers are required to use and create learning media that can be operated effectively for students from home. The objectives of this study is to analyze students' perceptions of using Google Classroom as a tool for learning English. The method in this research is quantitative descriptive through online questionnaires to fifty-six students of the third and the fifth semester from the English Education Study Program at Baturaja University. Fifty-six students joined Google Classroom at studying English for at least one semester during the covid19 pandemic. The instrument was made by google form. A set of questionnaires was shared with students that contains 10 closed-ended questions. There were four aspects covered in the questionnaire: usefulness, ease of use, ease of learning, and satisfaction. The results showed the mean score with the following distribution: 71,6% for usefulness, 55,5% for ease of use, 54% for ease of learning, and 69,5% for satisfaction.

**Keywords - Students' perceptions, Google Classroom, English Learning**

### Introduction

In this era, online learning has become a necessity that greatly affects the learning process, especially during the Covid-19 period. Online learning forces teachers and students to recognize, use and master a digital media platform as a tool for online learning. Teachers are required to have skills in teaching and have skills in using instructional media. In this era, several aspects must be mastered by educators, including mastery of digital media as learning tools. One of the digital media that can be used to carry out the online learning process is using Google Classroom.

The use of Google Classroom can be accessed via computers and smartphones. According to Hakim (2016), Google classroom

aims to make it easier for teachers to organize the learning process accurately for students. Hanum (2013), online learning can be used as a tool for learning English for all of students that have a smaller percentage with practice. Google Apps for Education (GAFE) is very influential on student activities in the learning process, both for learning interactions, doing assignments, and even evaluation of the learning process. Teachers use several learning applications to support online-based learning, such as Google Classroom. Google Classroom as a free tool offers a variety of encouraging features of student-teacher interaction through virtual online classes. It helps teachers and also students to carry out online learning.

Google Classroom is a free collaboration tool for teachers and students. Teachers can create an online classroom, invite students to the class then create and distribute assignments. Within the Google Classroom, students and teachers can have conversations about the assignments, and teachers can track the student's progress (Vangie,2020). Besides, Google Classroom was used to facilitate the interaction of a professor or teacher with a student or students in the virtual world (Liu & Chuang, 2016).

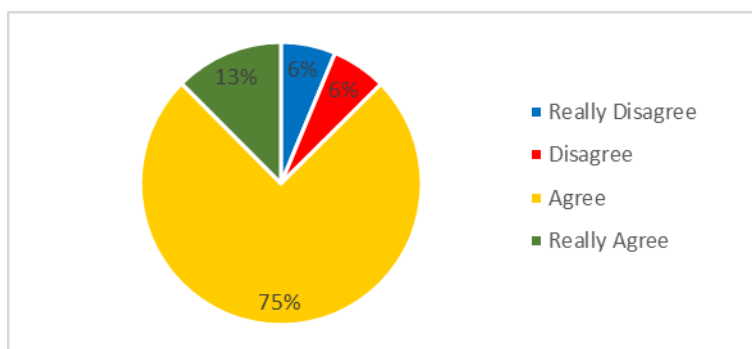
Google Classroom has become one of the most widely utilized teaching platforms among professors and students. Over 30 million assignments had been upload by professors and students to Google Classroom. It is suggested that this program could be a useful tool for teaching and learning in our educational systems (Iftakhar, 2016). Based on the previous related study from Oktaria & Rohmayadevi, 2014. The writer found some problems occurred during the learning process using Google Classroom, some students do not join Google Classroom because of bad internet connection, students still do not understand how to use Google Classroom. So, that's why the writer chose this topic to be used as a teacher's measuring tool in improving the learning online process so that there was an increase in learning English using Google Classroom as a tool for learning English. This paper describes students' perceptions of Google Classroom as a tool for learning English, where is the perception of students presented based on their experience.

**Methodology**

This study was conducted using a quantitative descriptive method through an online questionnaire with 56 (fifty-sixth) students of the third and fifth semester of English Education Study Program at Baturaja University. The survey was given to students to know their perception while using google classroom (Asnawi, 2018). This article collected data to analyze students' perceptions based on their experience while online learning. The questionnaire was made by google form then share with students. The questionnaire contained 10 closed-ended questions. This questionnaire was modified from Oktaria and Rohmayadevi, 2014. In this article, the writer shared the instrument with students. From the result of the instrument, the writer analyzed the data. Then, the data obtained will be analyzed to describe the information that has been collected so that the information can be understood not only by the writer but also by the readers. Data were entered into Excel Spreadsheet for statistical analysis using SPSS-25(IBM, SPSS Inc., United Stated).

**Findings and Discussion**

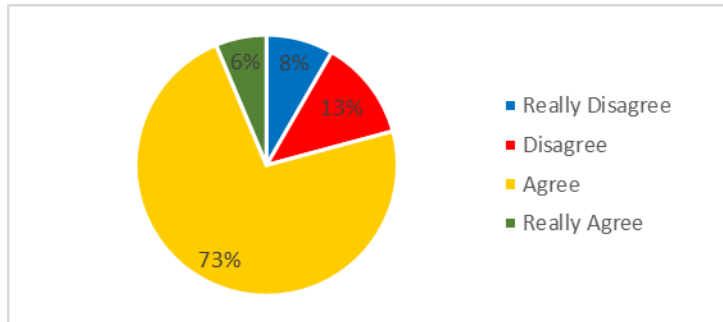
**The result of Students' Perception on The Use of Google Classroom as A Tool for English Learning**



**Diagram 1. Google Classroom Helps Your Learning Effective**

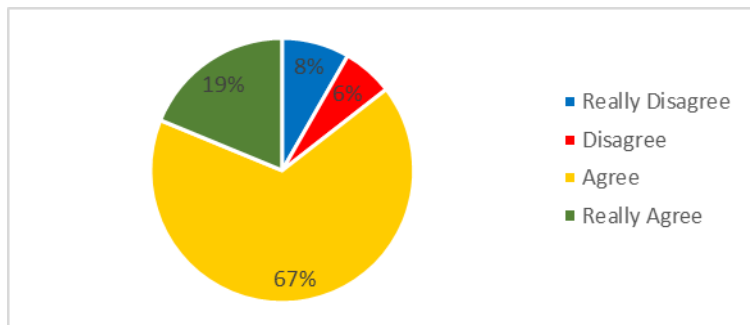
Based on the diagram above showed that 75% of students agree that Google Classroom helps them to be more effective. While 13% of students really agree that Google Classroom helps them become more effective. The next 6% show that students disagree with Google Classroom helps them to become effective.

Lastly, really disagree, 6% of the students indicate they were not effective with Google Classroom.



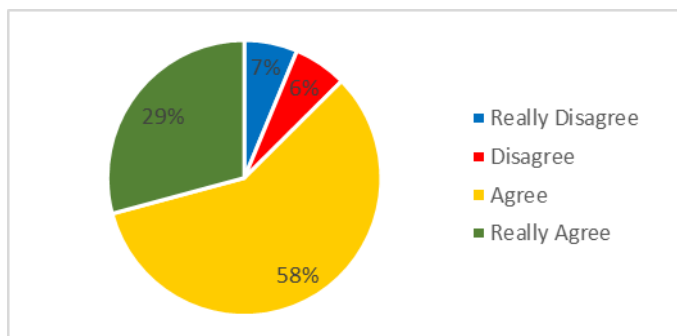
**Diagram 2. Google Classroom Helps Your Learning Productive**

The diagram above shows that 73% of students agree that Google Classroom helps them become more productive. While 6% of students really agree with Google Classroom helps them to be more productive. Then 13% of students show they disagree that Google Classroom helps them to become more productive. 8% of the students shows that they really disagree Google Classroom helps them become more productive.



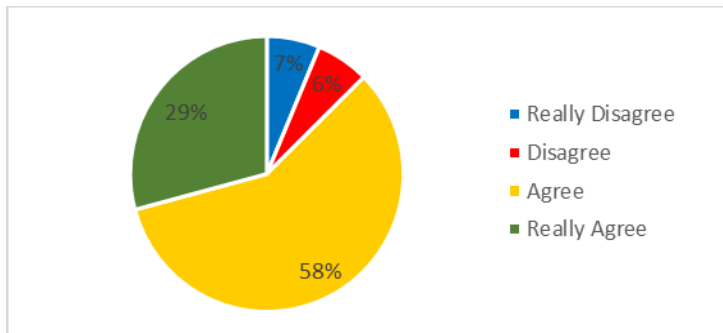
**Diagram 3. Google Classroom is Useful**

The diagram above shows that 67% of students agree that google classroom is useful. While 19% of students really agree that the application is useful. The next 6% of students disagree that the Google Classroom is useful, 8% of the students went through really disagree of useful.



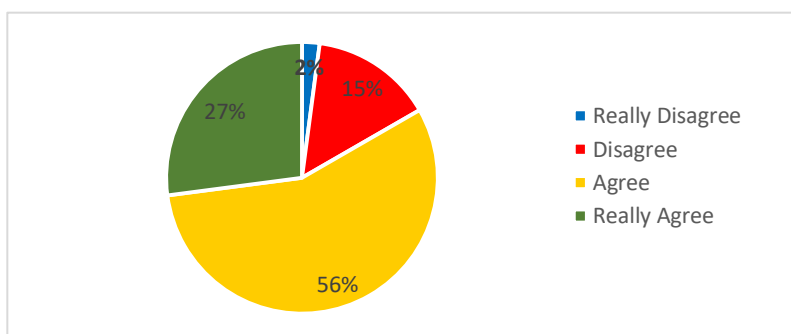
**Diagram 4. Google Classroom is Easy to be Used**

The diagram above shows that 58% of students agree that google classroom is easy to use. Then, 29% of students really agree that this application is easy. The next 6% of students disagree that the Google Classroom is easy, 7% of the students went through really disagree that this application was easy.



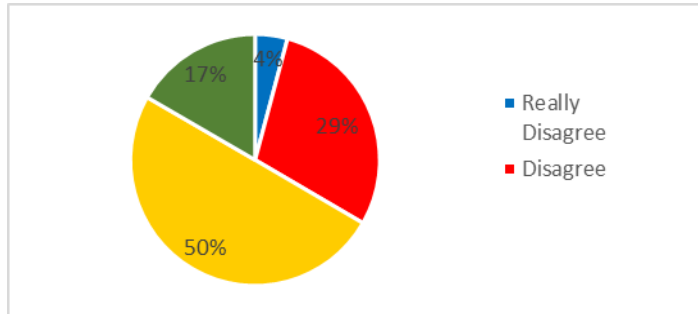
**Diagram 5. Google Classroom is Simple to be Used**

The diagram above reports the students' simplicity when using Google Classroom. 58% of students respond agree toward simple to use. The response really agrees on the simplicity of use of Google Classroom as much as 29%. Next, 6% of students respond disagreed with the simple use of Google Classroom. The respondent really disagrees that is Google Classroom simple when it is used 7%.



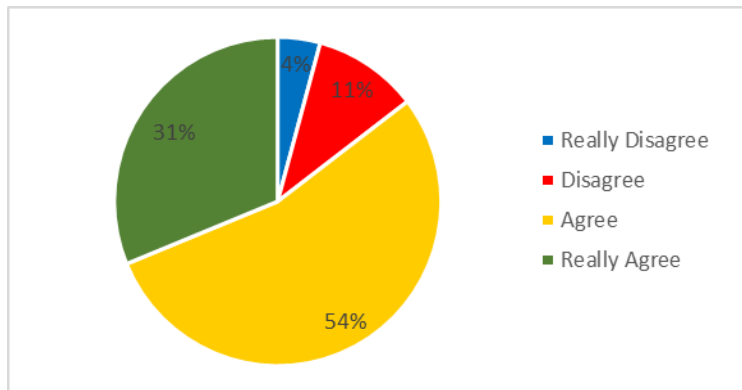
**Diagram 6. Using Google Classroom is Fast**

Based the diagram above 56% of students agree that they are learning how to use this application fast. Then 27% of students responded really agreed to learn how to use it fast. Meanwhile, 15% of students disagree that they used Google Classroom fast. Lastly, really disagree, 2% of students shows that they are use Google Classroom fast.



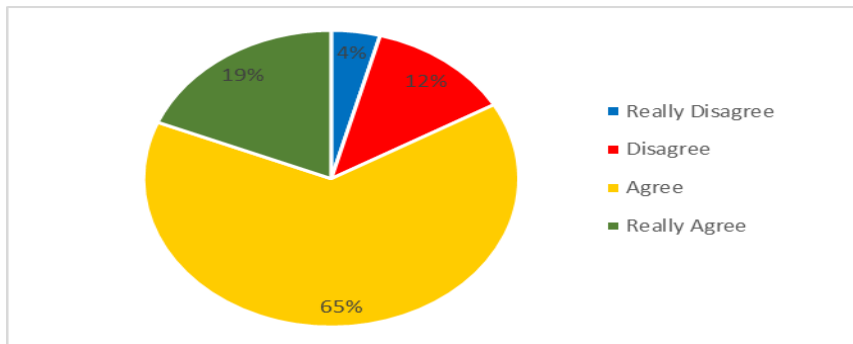
**Diagram 7. Using The Google Classroom Without Written Instructions**

The diagram showed that 50% of students agree that they were not using written instructions on used Google Classroom. Respondents really agree 17% of students use Google Classroom without written instruction. Then, 29% of students disagree that using Google Classroom without written instructions. Lastly, 4% show that students really disagree with that statement.



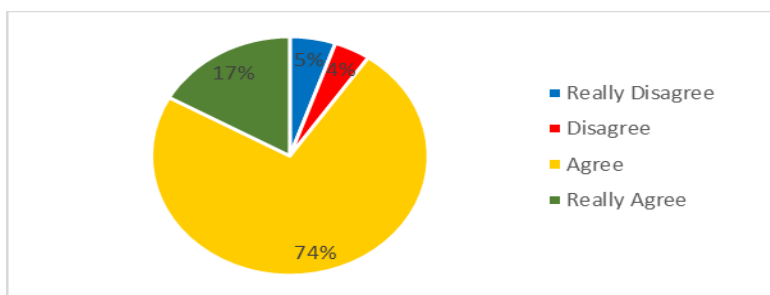
**Diagram 8. Google Classroom is Easy to be Remembered**

The diagram above shows that 54% of students agree that it is easy to remember how to use Google Classroom. While 31% of students really agree with easy to remember how to use this application. Then 11% of students show they disagree that it is easy to remember how to use Google Classroom. Then, 4% of the student show that they really disagree about easy remembering how to use Google Classroom.



**Diagram 9. Google Classroom is Satisfy**

The diagram above reports the students' satisfaction with Google Classroom. 65% of students respond agree toward satisfaction with the Google Classroom. The response really agrees on the satisfaction of Google Classroom as much as 19%. Next, 12% of students respond disagree for students satisfied on Google Classroom. The respondent of students satisfied with Google Classroom 4% shows really disagree.



**Diagram 10. Google Classroom is Interesting**

The diagram above showed 74% of students responded to agree toward the Google Classroom fun to use. The response really agrees on the Google Classroom fun to use as much as 17%. Next, 5% of students respond really disagree with students the Google Classroom is fun to use. The respondent of students fun when using Google Classroom 4% shows disagree. Based on the findings above, data was analyzed to find the result of all the data that has been collected. There are 71,6% of students agree for usefulness, 55,5% of students for ease of use, 54% of students agree for ease of learning, and 69,5% of students agree for satisfactions. Meanwhile, the previous related study from Oktaria and Rohmayadevi (2014), showed the result that 60.5% of participants agreed within the factor of usefulness. While 65,25% of them agree for easy to use. The next factor also

agrees, 55,05% of the students went through easiness. Lastly, the level of satisfaction, 54,82% of the students' experience that they are satisfied.

The current study has provided significant findings of how students in an English course experience the course management system, Google Classroom. The report listed such aspects of Google Classroom as usefulness, ease of use, ease of learning and overall students' satisfaction using Google Classroom for their learning. The researcher found that students had no difficulty accessing any of the Google Classroom services. Therefore, they enjoyed the benefits of submitting assignments on time, getting feedback from instructors and course descriptions, and helping them communicate with them. Students generally felt satisfied in using Google Classroom in their courses.

### **Conclusion**

In conclusion, Google Classroom is very useful to improve the ability of every student. Students must learn on their own, except through instruction. This application can be used effectively. However, many technological limitations, such as students who cannot access Google accounts, also have limited smartphone access. In addition, the availability of wi-fi in public areas is still limited. Some students do not have the appropriate data plan to join online discussions, and some students even submit their assignments from friends' accounts. To summarize, students look at Google Apps in class with optimism, and it brings good learning. Finally, this study confirms that Google Classroom is very useful in improving students' learning skills, abilities, discipline, and independence through teaching materials, especially English lessons.

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