THE STUDENTS' EYESIGHTS TOWARDS THE USE OF GOOGLE CLASSROOM AS LANGUAGE LEARNING MEDIA

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ABSTRACT

Online learning has become a teaching method used to reduce the spread of Covid-19 during the pandemic. In the implementation of online learning, many online platforms are used. Google Classroom is one of them. This research focused on the students' perceptions on the use of Google classroom as language learning media. This research aimed to investigate the perceptions of second-year students' perceptions of using Google Classroom as language learning media at SMAN 8 Gowa, South Sulawesi, Indonesia. The method of this research was a quantitative method with a survey research design. The population of this research was the second-year students of SMAN 8 Gowa, South Sulawesi, Indonesia. The purposive sampling technique was used to select the subject of this research. The subject of this research was 66 students from three classes who filled out the questionnaire. A questionnaire was used to collect the data. The data analysis technique used descriptive statistics by describing the frequency and percentage of the data. The result indicated that many students accepted that Google Classroom is easy to use and accessible. It made the process of learning English easier and helps the students to develop self-directed learning attitudes. Therefore, it helps to facilitate teaching and learning and also saves time and effort in submitting tasks. In addition, Google Classroom does not consume a lot of internet data. However, Google Classroom is less effective in learning English at SMAN 8 Gowa, South Sulawesi, Indonesia. It was found that more than half of students argued that Google Classroom makes the English learning process more effective and also denied that English skills are enhanced while using Google Classroom.

Keywords: Learning Media; remote learning; Google Classroom

1. INTRODUCTION

The worldwide Covid-19 epidemic has expanded all through the world, impacting practically all nations around the world. It breaks the economic system, many stores and markets are closed, and some businesses are ruined, so that there are many people lost their jobs during this pandemic, and the worst part is that it breaks the educational system, the schools and universities are closed (Tsuraya et al., 2021). To flatten the curve and prevent illness from spreading, lockdown and stay-at-home techniques have been employed (Sintema, 2020). The Covid-19 epidemic, as seen by Pokhrel and Chhetri (2021), has created the most considerable upheaval in schooling institutions in human history. Many countries, including Indonesia, have agreed to shut down schools and institutions. Because of the widespread Covid-19 pandemic in Indonesia, most of the activities should be completed at home. Face-to-face instruction has been reduced or eliminated in numerous schools, colleges, and universities. The Covid-19 pandemic has allowed us to lay the groundwork for the introduction of online learning.

Online courses are a sort of educational process that can be done in the classroom and through online or computer devices. Online learning, such as media-based education, may be conducted anytime and from any location. It can benefit students in various ways, especially if they suffer from social anxiety. This might be a comfort since they may openly inquire about and give feedback on the employment of other pupils. Online learning also has a distinct advantage in not being constrained by space, location, or time. Hasnidar (2020) stated that technological growth has led to the advancement of science and many sorts of educational tools that instructors and lecturers may use. Consider the usage of the Internet as a flexible instructional tool.

According to Djamarah and Zain (2010), learning media is any medium that is used as an information transmitter to achieve the purpose of learning. Different media can also be employed to aid in the application of learning. Google meet, Edmodo, Zoom Meeting, Google Classroom, and Quipper are popular online learning media examples. Typically, the teacher will distribute teaching materials, such as the direction of assignments and exercises via the web using the Google Classroom application. Most teachers use the Google Classroom application to help the learning implementation.

Google Classroom is an online collaboration platform for instructors and students. Teachers can design and distribute tasks after creating and inviting students to an online classroom. Students and instructors may discuss the assignment via Google Classroom, and teachers can follow the student's progress (Beal, 2020). When the teacher carries out the teaching and learning process using Google Classroom, the students may encounter issues when using this application.

However, there are flaws, such as online student learning not being supervised adequately during the online learning process. Hasnidar (2020) stated that students face difficulties and challenges when using online learning, which various applications support. Google Classroom has several issues, including difficulties in sending assignments, attendance, problems with student quota, and the fact that not all students have a Smartphone or laptop as a learning tool and infrastructure. Especially for those who live in rural areas. As a result, when the teacher uses online learning in the teaching and learning process, the teacher is unaware of the students' perceptions or problems.

The majority of students in Indonesia are not familiar with online learning systems, especially with the various learning media used. This is a new experience for students and they must adapt, especially using Google Classroom. The students at SMAN 8 Gowa that took part as participants already used Google Classroom in the learning process during the pandemic. The researcher gathered some complaints about their difficulties during online learning. Students have different views on online learning. Therefore, this research aims to look into how students perceive the language learning media used in their schools, particularly the use of Google Classroom as one of the learning media. Whether the students learn effectively or not while using Google Classroom. Based on this condition, the researcher decided to investigate the students' perception on the use of Google Classroom as language learning media at SMAN 8 Gowa.

2) METHODS

This research employed a quantitative research method that provided numbers or statistics. Mills and Gay (2019) claimed that quantitative research involves collecting and analyzing numerical data to describe, predict, and control the phenomenon of interest. The researchers applied a survey design in collecting the data. Survey research gathered information to test hypotheses or answer questions about people's perspectives on a particular topic or subject (Mills & Gay, 2019).

The population of this research was the second year of SMAN 8 Gowa. The total population is 175 students and it is divided into five classes. The sampling technique used in this research was the purposive sampling technique, which is designed to select students as a sample according to the researcher's criteria. The criteria were students with sufficient experience in using Google Classroom as a medium of learning English in their school. The sample of the research was the students of class XI MIPA 3, XI MIPA 4, AND XI MIPA 5. Those classes were recommended by the English teacher of SMAN 8 Gowa. The students who willingly participated in filling out the questionnaire were the sample of the research. 66 students of the population became the sample of this research.

The researchers used a questionnaire as the instrument. The questionnaire was used to determine the students' perception of using Google Classroom as a language-learning media. The type of questionnaire used in this research was a closed-ended questionnaire. The researcher chose this type of questionnaire because it was simple to complete and allows the researcher to compare responses easily. The students simply responded to the question using the response option provided by the researcher. It was designed to generate accurate data by employing a Yes-No question. The questionnaire for this research was adapted from Hariyati (2020). Hariyati's questionnaire consists of 15 statements or questions, which are formatted as a Google Form and distributed to the Whatsapp group class of second-year students at SMAN 8 Gowa.

In analyzing the data, the researcher used SPSS 24.00 version to make the data easy to analyze. SPSS stands for Statistical Package for the Social Sciences. Statistical Package for the Social Sciences is a commercially distributed software suite for data management and statistical analysis (Frey, 2017). The researcher analyzed the data from the questionnaire into a statistical package using SPSS 24.00 version to determine the frequency and percentage score. The data is proposed to provide students' perceptions of Google Classroom.

3) RESULTS AND DISCUSSION

Google Classroom Makes the Process of Learning English Easier

From the provided data, the result indicated that 24 students (33.3%) selected yes with the statement that using Google classroom makes the process of Learning English easier. Meanwhile, there are similar numbers for 21 students (31.8%) who chose neutral and no with the statement.

Table 1. The Distribution of Frequency and Percentage of Statement 1

Q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	21	31,8	31,8	63,6
	Neutral	21	31,8	31,8	31,8
	Yes	24	36,4	36,4	100,0
	Total	66	100,0	100,0	

Google Classroom Makes the English Learning Process More Effective

Table 2. The Distribution of Frequency and Percentage of Statement 2

Q2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	27	40,9	40,9	69,7
	Neutral	19	28,8	28,8	28,8
	Yes	20	30,3	30,3	100,0
	Total	66	100,0	100,0	

The provided data above showed that 27 students (40.9%) picked yes with the statement that Google Classroom makes the English learning process more effective. It accompanied by 19 students (28.8%) who are neutral. Meanwhile, 20 students (30.3%) selected no with the statement.

Google Classroom Is Easy To Use

Table 3. The Distribution of Frequency and Percentage of Statement 3

Q3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	7	10,6	10,6	21,2
	Neutral	7	10,6	10,6	10,6
	Yes	52	78,8	78,8	100,0
	Total	66	100,0	100,0	

From the provided data above, the result conveyed that 52 students (78.8%) chose yes with the statement that Google Classroom is easy to use, Meanwhile, there is a similar number of 7 students (10.6 %) who chose no and neutral with the statement.

Google Classroom Can Increase Students' Interest In Learning

Table 4. The Distribution of Frequency and Percentage of the Statement 4

Q4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	36	54,5	54,5	78,8
	Neutral	16	24,2	24,2	24,2
	Yes	14	21,2	21,2	100,0
	Total	66	100,0	100,0	

The data above showed that 36 students (54.5%) chose no to the statement that Google Classroom can increase students' interest in learning. It was followed by 16 students (24.2%) who are neutral. And 14 students (21.2%) picked yes with the statement.

Students' English Skills Are Enhanced While Using Google Classroom To Study

Table 5. The Distribution of Frequency and Percentage of Statement 5

Q5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	45	68,2	68,2	90,9
	Neutral	15	22,7	22,7	22,7
	Yes	6	9,1	9,1	100,0
	Total	66	100,0	100,0	

From the provided data above, the result indicated that 45 students (68.2%) selected no with the statement that Google Classroom was enhanced while using Google Classroom to study. It was followed by 15 students (22.7%) who are neutral and six students (9.1%) chose yes to the statement.

Google Classroom Can Improve Students' Understanding of Learning English

Table 6. The distribution of Frequency and Percentage of Statement 6

Q6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	45	68,2	68,2	83,3
	Neutral	10	15,2	15,2	15,2
	Yes	11	16,7	16,7	100,0
	Total	66	100,0	100,0	

From the data above, the result revealed that the highest frequency is 45 students (68.2%) chose no with the statement that Google Classroom can improve students' understanding of learning English. It was followed by ten students (15.2%) who picked neutral and 11 students (16.7%) yes to the statement.

Google Classroom Facilitates Students In Gathering Assignments

Table 7. The Distribution of Frequency and Percentage of Statement 7

Q7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	3	4,5	4,5	18,2
	Neutral	9	13,6	13,6	13,6
	Yes	54	81,8	81,8	100,0
	Total	66	100,0	100,0	

From the provided data above, the result showed that 54 students (81.8%) chose yes with the statement that Google Classroom facilitates students in gathering assignments. Afterward, nine students (13.6%) students who chose neutral, and three students (4.5%) selected no with the statement.

Google Classroom Has the Potential To Increase Students' Motivation To Learn

Table 8. The Distribution of Frequency and Percentage of Statement 8

Q8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	35	53,0	53,0	72,7
	Neutral	13	19,7	19,7	19,7
	Yes	18	27,3	27,3	100,0
	Total	66	100,0	100,0	

From the provided data above, the result showed that 35 students (53.0%) selected no with the statement that Google Classroom can increase student motivation to learn. 18 students followed it (27.3%) chose yes, and 13 (19.7%) chose neutral.

Google Classroom Makes Students and Teachers Easily Communicate and Interact Anytime and Anywhere

Table 9. The Distribution of Frequency and Percentage of Statement 9

Q9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	9	13,6	13,6	43,9
	Neutral	20	30,3	30,3	30,3
	Yes	37	56,1	56,1	100,0
	Total	66	100,0	100,0	

From the provided data above, the result described that 37 students (56.1%) chose yes with the statement that Google Classroom makes students and teachers easily communicate. It was followed by 20 students (30.3%) who picked neutral. In addition, 9 students (13.6%) chose no with the statement.

Google Classroom Saves Time and Effort By Doing and Submitting Assignments Electronically

Table 10. The Distribution of Frequency and Percentage of Statement 10

Q10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	7	10,6	10,6	36,4
	Neutral	17	25,8	25,8	25,8
	Yes	42	63,6	63,6	100,0
	Total	66	100,0	100,0	

From the provided data above, the result conveyed that 42 students (63.6%) chose yes with the statement that Google Classroom saves time and effort by doing and submitting assignments electronically. It is followed by 17 students (25.8%) students who chose neutral, and 7 students (10.6%) selected no with the statement.

Google Classroom Can Help Students To Develop Self-Directed Learning Attitudes

Table 11. The Distribution of Frequency and Percentage of the Statement 11

Q11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6	9,1	9,1	42,4
	Neutral	22	33,3	33,3	33,3
	Yes	38	57,6	57,6	100,0
	Total	66	100,0	100,0	

From the provided data above, the result conveyed that 38 students (57.6%) preferred to choose yes with the statement that Google Classroom can help students to develop self-directed learning attitudes. It was followed by 22 students (33.3%) who are neutral. In addition, six students (9.1%) opted no to the statement.

Students Have Problems In Implementing Google Classroom Because of Limited Mobile Phone Facilities, Limited Internet Packages, and Poor Signal Problems

Table 12. The Distribution of Frequency and Percentage of Statement 12

Q12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	3	4,5	4,5	22,7
	Neutral	12	18,2	18,2	18,2
	Yes	51	77,3	77,3	100,0
	Total	66	100,0	100,0	

From the provided data above, the result described that 51 students (77.3%) selected yes with the statement that students have problems in implementing Google Classroom because of limited mobile phone facilities, limited internet access, and poor signal problems. 12 students followed it (18.2%) opted for neutral and three students (4.5%) chose no with the statement.

Google Classroom Is Difficult To Use Because of The Lack of Students' Understanding of How To Use Online Learning Applications

Table 13. The Distribution of Frequency and Percentage of Statement 13

Q13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	28	42,4	42,4	60,6
	Neutral	12	18,2	18,2	18,2
	Yes	26	39,4	39,4	100,0
	Total	66	100,0	100,0	

From the provided data above, the result indicated that 28 students (42.4%) chose no with the statement that Google Classroom is challenging to use because of the lack of students' understanding of how to use online learning applications. It was accompanied by 26 students (39.4%) who preferred to select yes and 12 students (18.2%) chose neutral.

It Takes A Long Time To Learn How To Use Google Classroom

Table 14. The Distribution of Frequency and Percentage of Statement 14

Q14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	33	50,0	50,0	83,3
	Neutral	22	33,3	33,3	33,3
	Yes	11	16,7	16,7	100,0
	Total	66	100,0	100,0	

From the provided data above, the result indicated that 33 students (50.0%) chose no with the statement that it takes a long time to learn how to use Google Classroom, and then 22 students (33.3%) chose neutral. In addition, 11 students (16.7%) chose yes to the statement.

Google Classroom Is Wasteful of Internet Data

Table 15. The Distribution of Frequency and Percentage of Statement 15

Q15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	24	36,4	36,4	65,2
	Neutral	19	28,8	28,8	28,8
	Yes	23	34,8	34,8	100,0
	Total	66	100,0	100,0	

From the data provided above, the result described that 24 students (36.4%) preferred to select no with the statement that Google classroom is wasteful of internet data, and it accompanied by 19 students (28.8%) chose neutral, and 23 students (34.8%) chose yes with the statement.

In accordance with students' perception on the use of Google Classroom as language learning media, it can be summarized that more than a half of students (78.8%) believed that Google Classroom is easy to use, more than half of students (54.5%) opposed that Google Classroom can increase students' interest in learning English. In excess of half students (68.2%) denied that English skills are enhanced while using Google Classroom and can improve students' understanding in learning English. As many as 81.8% students convinced that Google Classroom can facilitate

students in gathering assignments and more than a half of students (53.0%) refuted that Google Classroom has the potential to increase students' motivation to learn. The highest percentage from all the responses was 81.8% wherein there were 54 students assured that Google Classroom facilitates students in gathering assignments.

DISCUSSION

The analyzed findings on responses in S1, S3, S7, S9, S10, S11, S13, S14, and S15 of the research are naturally in line with the previous research stated by Al-Maroof & Salloum (2021), Albasthawi (2020) and Kumar & Barvell (2019) that Google classroom is easy and useful to facilitate the language learning process and self-directed learning attitude, so the students found that Google classroom is usable as a media to learn a language. Specifically, Google classroom has simple and understandable supporting applications, so it is easy to use, and helpful for performing teaching and learning, and submitting tasks effortlessly.

As claimed by Triana and Sinurat (2021), having to interact with the teacher and other students is easily performed, especially when delivering educative messages by the teacher and delivering quick responses by the students, which are similar to finding in the responses in the S9. Further, Oktaria & Rohmayadewi (2021) claimed that Google classroom offers effective tools to collaborate and distribute assignments via online easily. Additionally, it is not a waste of internet data in using Google classroom which is similarly found by Pratika & Kuswardani (2022) that Google classroom does not drain a lot of internet quota. On the other hand, responses to the S12 about difficulties of using Google classroom due to limited internet access, limited mobile phone facility, and poor signal problems are strongly agreed by the students. According to Pratiwi (2020), one of the difficulties in using Google classroom is the internet network in specific places of the students that are limited.

The majority of students regarded that using Google classroom is not make the English learning process effective (S2), it is less interesting (S4), it does not enhance students' English skills (S5), it does not improve students' understanding (S6), and it does not increase students' motivation to learn (S8). Although many studies have gained variety of responses toward the effectiveness of using Google classroom as language learning media, most of students in SMAN 8 Gowa recognized

that using Google Classroom is easy and helpful, yet less effective to enhance the students' skills in English.

The relevant claims are found by Diana and Harahap (2021) who conducted interview about the use of Google Classroom in learning English that many students responded to have many problems in learning English using Google classroom during pandemic, especially in understanding vocabulary, structure, and grammar in conveying spoken English. In fact, vocabulary, and grammar are other basics in enhancing English skills.

Furthermore, Amadin et al. (2018) found that students can get better school work and increase their productivity in learning using Google Classroom. Makarim & Sari (2021) stated that one of the reasons for those negative responses toward using Google classroom is less attractive display features. Hence, students feel less interested in using Google classroom. The increase of the quantity in online assignment also affect the students' motivation in learning (Hermanto & Srimulyani, 2021).

CONCLUSION

Based on the finding and discussions, it can be concluded that the majority of students agreed that Google Classroom is easy and accessible because this application can be accessed from any computer or any mobile device. Therefore, it helps facilitate teaching and learning and saves time and effort in submitting tasks. In addition, Google Classroom does not consume a lot of internet data. However, Google Classroom is less effective in learning English, it is shown that most students disagree that it makes the English learning process more effective. Online learning is less effective due to the lack of facilities, infrastructure, and limited technology education for educators and learners.

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