

STUDENTS' PERCEPTIONS ON USING GOOGLE CLASSROOM AS MEDIA FOR LEARNING ENGLISH

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Abstract: Learning English would be more helpful when including technology. In this digital era, technology becomes a crucial part to support teaching and learning process. The aim of this research was to find out the students' perceptions on the use of Google Classroom as a learning media for the tenth-grade students at SMKN 1 Pemangkat. The researcher would like to know the students' perceptions on using Google Classroom as a media for learning English. The researcher applied descriptive quantitative method. The researcher applied that method to describe the students' perceptions on using Google Classroom as a media for learning English. The data for this research was obtained via the use of a questionnaire. Tenth grade students of SMKN 1 Pemangkat took part in this research. The results of the study reveal that students perceived Google Classroom as a learning platform that facilitated students' needs, and it raised students' interest and motivation in learning English.

Keywords: Google Classroom, Learning Media, Learning English, Students' Perception

INTRODUCTION

Technology has helped online education lately. Technological integration may enhance interactive online lessons as one as may increase the effectiveness of study. Erdmer and Ottenbreit-Leftwich (2010) explained that ICT may boost students' knowledge retention and academic achievement. This is corroborated by Rashid and Asghar (2016) and Teng and Wang (2021) who argued that advanced technology has helped improve language teaching and learning in recent decades. These capabilities enable sharing learning resources, managing online assignments, and conducting online evaluations (Li & Ni, 2011; Noori, 2019). Technology surely plays significant role for education sector these days.

With regards of English Language Teaching (ELT) or Learning, students may improve their English in numerous ways by utilizing technology. Taking a few English lessons in their leisure time through websites or application might help improve their English language abilities. Learning English lessons with technology are one kind of non-formal education that Sulistyono (2016) stated helps community people improve their English. With technology, students have more learning and teaching alternatives. Technology is changing many aspects of students, including language acquisition, for instance vocabulary building, pronunciation practice, reading, or writing. Technology has been ushered in a new era of schooling from everywhere. Technology boosts productivity and makes learning more engaging, adaptive, and heuristic (Halverson & Smith, 2009). Students may utilize computers, mobile devices, or other tools to study. Every student worldwide utilizes mobile learning nowadays. Computers or mobile phone language learning software may help them a lot. Thus, it may enable youngsters to learn languages independently.

One of technology that is happening and can be used by students to learn english is Google Classroom. Google Classroom is one of the most popular platforms that can be utilized as teaching media for blended learning or fully online such as in the previous situation of Covid-19 pandemic

(Rukmana, 2021). If the students and the teacher cannot meet in the school, it does not mean that the teaching, and learning process cannot be done. By using Google Classroom, the teaching and learning process can be done effectively by online (Isda et al., 2021). Google classroom helps the teacher to collect students' task without using paper, setting the time to the students when they should submit their task, google classroom also automatically connected to google drive so, it will be easier to save the data that are collected through it. In addition, Google Classroom is actually designed to facilitate the students and teacher to do the interaction by online. It provides opportunity for the teacher and the students to communicate and to discuss something which related to the course.

According to Setiadi (2020) in Sudaryani et al.,(2023), there are several advantages of Google Classroom, the first one is, it is easy to use and compatible with all devices. The second one is, in this platform, the teacher can use Google Docs. The documents in the Google Docs are saved online and it can be shared with everyone without limitation. The teacher can make the announcement or assignment using google docs and it can be shared to the students in Google Classroom, the students can access it through their google drive. The third is, in google classroom the teacher can check easily who already submitted the work, and who is still working on it. The fourth, in the google classroom, teacher can also give feedback to every students' assignment to support their learning process. The fifth, by using online class in google classroom, there is no need for paper to submit the assignment or task. The sixth, the design of the platform is simple, it makes the teacher and the students easy to use this platform without any problem. The seventh, there is a great commenting system. The students can comment on a specific location within pictures for variety of online classroom. The last is, it is for everyone. The teacher can also join the google classroom as a student. It means that teachers can create a google classroom for his/herself and use it for teaching other classes

Plenty studies have been done to prove Google Classroom advantages. One study was carried out by Pratiwi (2020). This study sought to identify student hurdles to using Google Classroom for language education. Kids have more screen time, more trouble talking and engaging with classmates, and more special education burdens. Next, the study from Narbuat et al. (2021) examined that Using Google Classroom created ease of use, being easily accessible, promoting teacher-student interactions, and creating a more interactive online learning atmosphere. It showed that where instructors and students may use the Google Classroom learning system, it produces essential benefits for EFL students. Those two literatures at least proved on how students perceive beneficial factors affecting the students when learning English language through Google Classroom.

Based on the exploration above, it seems Google Classroom is potential tool for students to learn english. The researcher put one question: 1) What are the students perception towards Google Classroom for learning english? The purpose of this study is to investigate the information about students' perceptions toward the use of Google Classroom in English language learning, and their brief performance of Google Classroom. It hopes that this research may expose the insight from the students by finding out whether the use of Google Classroom getting good responses from the students or not. The students' perception will be the focus in this study

METHOD

The research approach that was used in this study was a quantitative research by utilizing survey design. Gunderson (2002) stated that quantitative research is characterized by the collection of numerical data and the subsequent analysis of that data via the use of mathematically based methods, particularly statistics. As Matthews and Ross (2010) have supported that the cornerstone of quantitative research is the systematic collection of data that can be presented numerically, and survey by scale measurement is suitable to be used with the objective of determining the number of students who perceive Google Classroom is beneficial for learning English, as well as the aspects of their language abilities that students have reported improving as a result of using the platform.

The participants of this study were 23 students of SMKN 1 Pemangkat who were in the tenth grade. The students were enrolled in Xa, which is the tenth grade at SMKN1 Pemangkat. The researcher only used 23 students as sample for this research by the use of purposive sampling technique due to limitation of permit from the school. Thus, it suits with technique for data source sampling that takes into account certain factors (Sugiyono, 2016). Next, for the time, this study was conducted in 20 May 2023.

The data for this research was obtained via the use of a questionnaire with 10 main questions. The items of the questionnaire were adapted from from Zuñiga-Tonio (2021). The purpose of a questionnaire is to collect data that is acceptable for analysis, and it is characterized as a collection of questions and other items (Babbie, 2010). According to Arikunto (2010), the two primary types of surveys are open questionnaires and closed questionnaires. The difference between an open questionnaire and a closed questionnaire is that the former allows respondents greater access to react to the questions posed by the researcher using their own words, while the latter limits them to a preset list of alternatives.

For the purpose of this study, an online survey was used. Likert scales were used by the researchers in this study in order to assess the replies to the questionnaire. It is common practice for academics to use a tool that is often referred to as a "Likert scale" (Nemoto & Beglar, 2014) in order to learn how individuals feel, think, or believe about a certain subject. For the purpose of this study, a Likert scale was used to assess the students' opinions and views about a certain subject relating to language learning applications. The individuals who took part in this study were given a Likert scale that consisted of four different options: strongly agree (4), agree (3), disagree (2), and severely disagree (1). Participants in the survey were given a set of Likert scale replies for each topic, and they were asked to choose one choice from those responses. Following the completion of the analysis of the questionnaire, the findings will be received. An explanation of the percentage breakdown of the number of students who picked each point agreement scale was supplied in each and every statement. The following formula, which is based on the work of Sudjono (2008), was used in order to ascertain the relative frequency of each assertion:

$P = F/N \times 100\%$	
<i>P</i>	percentage
F	frequency
N	the number of sample 100% = constant value

FINDINGS AND DISCUSSION

This study is focused on the students’ perception toward the use of Google Classroom in language learning especially English. The students’ perceptions toward the use of Google Classroom were gathered via a survey that we administered to the students. Students’ responses to the questions included in the questionnaire were analysed, and the findings are presented in the following parts.

Students’ perceptions toward the use Google Classroom as a media learning

The first portion of the survey consisted of three questions (out of a total of 10), all of which were intended to determine the students' perspectives on Google Classroom. The students' experiences of greater motivation, positive impacts, and enhanced topic understanding are the focus of the questions that are being asked. An illustration of the percentage of the data that was examined may be seen in the table that follows.

Table 1: The students felt more motivated to learn English by using Google Classroom

Option	Frequency	Percentage
Strongly agree	7	30.44%
Agree	16	69.56%
Disagree	0	0%
Strongly disagree	0	0%
Total	23	100%

Based on the data shown in the table, it is clear that 69.56 percent of students believe that using helps their desire to study English more. on the other pupils, there is complete agreement among them on the use of Google Classroom as a medium. It is in line with a previous study which shows that Using Google Classroom makes it possible to create a classroom environment that is more interesting to students and to increase significantly the level of involvement that students have in the learning process (Heggart & Yoo, 2018).

Table 2: Google Classroom is very influential as a media in learning English

Option	Frequency	Percentage
Strongly agree	9	39.13%
Agree	13	56.52%
Disagree	1	4.35%
Strongly disagree	0	0%
Total	23	100%

The findings indicate that among students, 56.52 percent believe that Google Classroom is a very influential medium for English language training, with 33.13% of them strongly agreeing with this statement. The percentage of students who chose to pursue a degree was just 4.35 percent. It may be seen as a sign that practically everyone believes that learning English via the use of Google Classroom could potentially enhance their development.

The findings are in line with some studies conducted previously. According to the findings of Azhar and Iqbal (2018), Google Classroom is one of the most effective learning mediums. This was determined via their research on teachers. By using Google Classroom, students have the potential to improve their skills and take a more active role in the learning process, as stated by Al-Marroof and Al-Emran (2018). Basher (2017) and Sudarsana et al. (2019) state that learning is successfully carried out when it is efficient (Harefa & Purba, 2020). It is possible that this will also be beneficial to competencies that go beyond talents, such as self-control when it comes to completing homework assignments.

Table 3: Learning by using Google Classroom makes students easier to manage the learning material

Option	Frequency	Percentage
Strongly agree	4	17.40%
Agree	17	73.90%
Disagree	2	8.70%
Strongly disagree	0	0%
Total	23	100%

The table 3 shows that all of the students feel that learning by using Google Classroom makes them easier to manage the learning material. It is because 73.90 % of them chose agree and 17.40% strongly agree. There were a few of the students choose disagree (8.70%). This finding is supported by a study conducted by Iftakhar (2016) which reveals that Google Classroom enables teachers to hand out and collect assignments, it is handy for both the teachers and the students. Students are more likely to be punctual when they are given the opportunity to set a deadline, the amount of discipline that exists among students has the potential to be improved significantly.

From the findings mentioned above, the researcher can elaborate and discuss that the result of data analysis showed dominant positive responds. Students agreed with the point of Google Classroom as good English learning media. It means that from the 10 questions about the students' perception towards Google Classroom in questionnaire, students were experiencing of greater motivation, positive impacts, and enhanced topic understanding while learning with Google Classroom. The students were facilitated to get and save the document such as material and important assignment or tasks. So, if students have not time to print the required documents, they can access it from Google Classroom. It is in line with the research of Mustaniroh (2015) who exposed that Google Classroom is as a media of English learning that can repeat the learning material and the material can be opened anytime. Students are also facilitated to get announcement from the teacher in real time, so that become effective and efficient in terms of time.

Besides, the research from Afrianti (2018) highlighted that performance of Google Classroom has significant effect in students' experience. Based on the data, students' perception on the use of Google Classroom has good respond because students was agree with the easiness of the use of Google Classroom. Google Classroom can facilitate the students in language learning process because through Google Classroom, students were easy to get information or

announcement, do and submit their task or assignment, and also students can save their learning material and use it every time and everywhere students want.

CONCLUSION

According to the findings of the research and the subsequent discussion, almost all of the students had a positive view of their experience studying using Google Classroom. For the students, it is beneficial in many different ways. The students' experiences of greater motivation, positive impacts, and enhanced topic understanding are the focus of the questions that are being asked. A plethora of material that is significant to the issue of student perceptions in technology-assisted English language learning is gathered by the author via the use of Google Classroom as a case study and the formulation of conclusions from participant observation. According to the findings of the research, Google Classroom is an outstanding tool for teaching English as a second language (ESL).

It has the potential to significantly improve the education of students and provide an alternative to the conventional method of education that takes a place in the person, which is especially important in this era of epidemics. To summarize, Google Classroom has an impact on learning in a number of different ways, including cognitive, emotional, and motor learning in particular.

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