

# STUDENTS' PERCEPTION ON THE USE OF GOOGLE CLASSROOM IN LEARNING ENGLISH PROCESS

Husniah S<sup>1</sup>, A. Muliati M<sup>2\*</sup>, Munir<sup>3</sup>

<sup>1,2,3</sup>English Education Department, State University of Makassar, Indonesia

E-mail: [1husniahsuriato@gmail.com](mailto:husniahsuriato@gmail.com), [2\\*a.muliati@unm.ac.id](mailto:a.muliati@unm.ac.id), [3munir@unm.ac.id](mailto:munir@unm.ac.id)

\*corresponding author

## **Abstract**

*This study aims to describe students' perceptions on the use of Google Classroom in learning English process. The researchers applied qualitative methods to achieve the research objectives, the data collected in this research were in the form of interview. The subjects of this study were students the third grade of SMA NEGERI 2 BONE. The interview sample was 20 students, using voluntary sampling technique. In this study, researchers analyzed the data by understanding, compiling codes, looking for themes and drawing conclusions. Based on the results of the study, the researchers found that students' perceptions of the use of Google Classroom in learning process as a flexible, efficient, effective media and interaction between teacher and some of students continued smoothly learning process. Although, cheating is still common due to lack of control, but Google Classroom has features that can overcome this. Most of the students in this study agreed that Google Classroom were effective when used for Learning process.*

**Keywords**— *English, Students' Captured Vocabularies, Online Game.*

## **INTRODUCTION**

English as the most popular international language has become the largest communicative and massive language in all over the world. In education, English as a formal subject that is learned in school especially in Indonesia. Moreover, English is one of the important competences that students need to understand and use English as the process of learning.

In accordance with the Indonesian curriculum, the most important subject that students already have a good skill in this regard is English. Learning English is not only important to becoming an international language, but English has now become a language all over the world. But in fact, students' English proficiency is still low average and not as expected because they think English lessons are difficult to learn. According to John & Ehow (2011), problem of learning derived from many distinct factors in distinct environments, like school resources, class

size teacher quality and learner attendance rate. To overcome these cases students can take the initiative to study or online course through E- learning media.

In this time, Google Classroom is of the popular application that is used by people. Google Classroom is an application that facilitates teachers to create and manage courses, assignments, grades, and add materials to students' assignment such as YouTube videos, google form surveys, and other items in Google Drive without paper, providing direct real-time feedback, use the course information stream to directly publish announcements or information, and allow students to participate in problem-oriented discussions. Google Classroom not only facilitates teachers, but also for students. For example, students can track classwork and submit assignment without paper files, check ideas, feedback and grades, and students can also share resources and in the course information stream or via email to interact. Google Classroom is also very easy to access, because students can easily install the application on their mobile phones and easily access it. By using Google Classroom as a learning medium, teachers and students will interact during the learning process.

## **METHODS**

The design of this research applied qualitative method. Sutopo and Arief (2010) as cited in a book with the title *Metode Penelitian Kualitatif dalam Ilmu Sosiasl, Pendidikan, Kebudayaan dan Keagamaan* (2018) concluded several expert opinions regarding the meaning of qualitative research, namely: (1) Describe and analyze phenomena, events, social activities, attitudes, beliefs, and perceptions. (2) Planned acquisition activities practice the interpretation of the world by respondents or informants. It is always diverse, diverse and dynamic. (3) Descriptive, expressive, and descriptive. We collected data from thematic interviews.

## **RESULTS AND DISCUSSIONS**

### **1. The Definition of Google Classroom**

According to the Pradana and Harimuti (2017) as cited in Muhammad astrianto (2020) Google Classroom is a very specific Google educational product because it includes many features such as create announcements or tasks, collect tasks, and review tasks. Google Classroom is actually designed to facilitate teachers or lecturers to making interaction with students in cyberspace, it provides opportunity for teachers or lecturers to explore scientific ideas they have for students.

From the above instructions, we can conclude that Google Classroom makes it easier for teachers and students to create, share, and collect assignments without the use of paper. It also makes it easier for teachers to interact with students in cyberspace, anywhere, anytime.

Google provides free advanced functions of Hangouts to teachers and students hosted during the corona virus pandemic. The meeting can hold a virtual meeting of up to 250 people as a live broadcast.

There were several indicators that research could be concluded. But, before the researcher discusses about several indicators which affected the students' perception, we should know that every person had different perception about something. As we know, perception is the process by which humans organize and interpret sensory impressions and give meaning to the environment. It was related with the definition of perception theory by Walgito (2010) Perception is the organization and understanding of stimuli in which individuals' senses are meaningful and integrated responses.

The researcher could reveal that everyone has different because it was related with the types of perception theory by Irwanto (2002) who said that there are two types of perception, they are positive and negative perception. Data collected from the students' response showed most of students had positive perceptions and some of students had negative perceptions. This is supported by Irwanto (2002) which explained that there are two types of perception, they are positive perception and negative perception. Positive perception describes all information (known or unknown) in a positive light. If someone has positive perception, he or she will accept and support the object that is perceived.

Based on the result of findings, it showed that using Google Classroom in learning process is dominant with positive perception. Where, from five themes which was found, four of them are included in positive perception. The dominant themes in positive perception are flexibility, effective, social interaction and effectiveness.

## **2. Advantages and Disadvantages of Google Classroom**

The Advantages:

Google Classroom has seven advantages, which are as follows:

- a. It is simple to use and accessible from any device.
- b. Effective communication and collaboration
- c. Accelerates the assignment process

- d. Useful feedback
- e. Less paper
- f. A simple and user-friendly interface
- g. Excellent commenting system

#### The Disadvantages of Google Classroom

Google Classroom has seven disadvantages, which are as follows:

- a. Account management is difficult. Accessing Google Classroom from multiple domains is not allowed. Also, you can't enter this password when logging in with your personal Gmail. You need to log in to Google Apps for Education. Therefore, managing multiple Google accounts is problematic if you already have a private Google ID. For example, if you have Google Docs or photos in Gmail and you want to share them in Google Classroom, you'll need to save them individually to your computer's Winchester drive, sign out of your Google Classroom account, and then sign in again.
- b. Limited integration options. Google Classroom is not yet integrated with Google Calendar and other calendars, so you may have problems scheduling meeting assignments and organizing materials.
- c. Google users can be confused because there are buttons with icons that only Google users are familiar with. Google and YouTube integration has improved and video sharing has improved significantly, but it doesn't include support for other popular tools.
- d. There is no automatic update. The activity feed is not updated automatically, so learners need to update it frequently to catch important announcements.
- e. Difficult to interact with learners.
- f. Only "administrators" who can share their work with colleagues in the document. You still need to approve the sharing options. This can be annoying if you need to share a document with more than 50 classmates.
- g. Editing problem. Students may be able to remove unnecessary parts of the assignment. When the teacher creates an assignment and sends it to the student, the student becomes the "owner" of the treatise and has the right to edit it. What about that can lead to problems.

### 3. Student Perception of using Google Classroom in Learning English Process

Students' perception in the learning process is important to be investigated. The perception that is formed can help teachers to evaluate the systems, methods or learning materials that teachers apply to students. Online learning using Google Classroom during this pandemic term is something new for students. Therefore, online learning using google classroom that is disbursed will cause different perceptions for each student. Because the perception that arise from students come from the observations, they do during the learning process using Google classroom. The results of these observations will be said students' perception, whether it is positive or negative from the observations made by students, the students' perception is used as material for evaluating the advantages and disadvantages of online learning using Google classroom as an internet learning tool by English teachers. So, the perception which is given by students is important because it determines the results of their English learning process.

### CONCLUSIONS

The findings of the research show the result of the interview to answer the research question in the first chapter, the researcher distributed the concern from two classes in SMAN 2 BONE class XII IPA 1 and XII IPA 2, and there were 23 students who were willing to be interviewed, but during the data collection process only 20 students responded me via WhatsApp. The researcher interviewed them for 20-30 minutes with ten questions each of which could evolve according to the needs of the interview. Which allows data collection from the result, found four themes, namely, flexibility, social interaction, efficiency, and effectiveness. Each theme has its own advantages and problems.

Based on the results of research sourced interviews conducted with XII IPA 1 and XII IPA 2 students of SMAN 2 BONE, from 20 people who filled out the concern form, a total of 20 people were willing to be interviewed and consisted of 10 students from class XII IPA 1, 10 students from class XII IPA 2, it can be concluded that these students had a positive perception of learning process using Google Classroom. This is because flexibility, efficiency, social interaction, and effectiveness.

## REFERENCES

- Ardi, M. (2011). Hubungan antara persepsi terhadap organisasi dengan minat berorganisasi mahasiswa Fakultas psikologi UIN Suska Riau (Universitas Islam Negeri Sultan Syarif Kasim Riau).
- Ary, D., Jacobs, L. C., & Sorensen, C. (2010). Introduction to research in education eighth edition. Belmont: Wadsworth.
- Bahar, Ayunara. 2017. Fitur Baru Google Classroom Untuk Mempermudah Guru Mengelola Kelas. <http://www.ahzaa.net/2017/09/8-fitur-baru-googleclassroom-untuk.html>. Cech, Pavel., Bures, Vladimír. 2014.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*.
- Creswell, John.W. (2009). *Research Design: Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Pelajar Ed tech teacher. 2017. What Is Google Classroom. <http://edtechteacher.org/google-classroom/>.
- Erdiawan, Anna. 2015. Fitur Baru Google Classroom Untuk Guru dan Murid. <https://chromplex.com/fitur-baru-google-classroom-untuk-guru-dan-murid/>.
- Gay, L. (2012). *Education research: Competencies for analysis and application (10th ed)*. Columbus, Ohio: Pearson Education, Inc.
- Gibson, J. (1979). *The ecological approach to visual perception*. Boston: Houghton Mifflin.
- Hartley. 2001. Selling E-Learning. *New York: Association for Talent Development performance of undergraduate students. Knowledge Management & E-Learning, 10(3), 290–308.*
- Hamied, F.A. 2017. *Research method: a guide for first-time researchers*. Bandung: UPI Press.
- Irwanto. (2002). *Psikologi Umum*. Jakarta: PT. Prenhallindo.
- Joo&Chol. (2000). Self-efficacy for self-regulated learning, academic self-efficacy and internet self-efficacy in Web based instruction. *ETR&D. Cilt. 48, No.2, 5.*
- John, L., & Ehow, C. (2011). Factors affecting quality of English language teaching and learning. Retrieved 5/06/20 from <http://www.ehow.com/info-8040040-factors-english-language-teaching-learning.html>.
- L. Tjokro, S. (2009). *Presentasi yang mencekam*. Jakarta: Elex Media Komputindo.
- Lynch, Matthew. 2018. Benefits of Google Classroom Integration. <https://www.thetechadvocate.org/10-benefits-of-google-classroom-integration/>.
- Maramis, F. (2005). *Catatan ilmu kedokteran jiwa*. Surabaya: Airlangga University Press.
- Nursalam. (2008). *Pendidikan dalam keperawatan*. Jakarta: Salemba Medika
- Robbins, S. J. (2013). *Organizational behavior Edition 15*. New Jersey: Pearson Education.
- Rahmat, P. S. (2019). *Strategi belajar mengajar*. Surabaya: Scopindo Media Pustaka.
- Salim, Fadlan. 2017. *Speaking Skill dalam Bahasa Inggris*. <https://fadlan90.wordpress.com/2017/04/21/speaking-skill-dalambahasa-inggris/>.
- Soekartawi. (2003). *Prinsip dasar E-learning: Teori dan aplikasinya di Indonesia*. *Teknodik journal, 3-5*. Sujana. (2005). *Metode statistika*. Bandung: Tarsito.
- Sobur. (2003). *Psikologi umum*. Bandung: Pustaka Setia.
- Thoha. (2003). *Perilaku organisasi: konsep dasar dan aplikasinya*. Jakarta: PT. Raya Grafindo Persada.
- Walgito, B. (2010). *Pengantar Psikologi umum*. Yogyakarta: C. V Andi. <https://ruangguru.com/general/about>