STUDENTS' ATTITUDE TOWARD THE USE OF GOOGLE CLASSROOM ON TRANSLATION SUBJECT IN ENGLISH DEPARTMENT OF FKIP UMMY SOLOK

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Abstract

This study aimed to know the students' attitude toward the use of Google Classroom as an application used in collecting their assignment on Translation subject. The importance of this study was based on the development of IT and the use of mobile application as supporting media in teaching and learning process. In addition, Google Classroom has been used as supporting tool in collecting students' assignments on several subjects taught at Department FKIP UMMY Solok. One of the subjects is Translation subject that usually contains several assignments that should be submitted by the students directly.

This research was conducted by using descriptive method. The subject of this research were third year students of English Department FKIP UMMY Solok in 2017/2018 academic year consisted of 9 students. The instrument of this research was a questionnaire where the students were asked to give respond to each statement in 60 minutes. The questionnaire was based on indicators of students' attitude that categorized into three aspects: cognitive, affective, and behavior.

The result of this study found that students' attitude toward the use of Google Classroom in collecting their assignment on Translation subject was in the " good" level. In other word, the students' attitude toward the use of Google Classroom on Translation subject at third year of English Department students of FKIP UMMY in 2017/2018 academic year Solok was positive. So, it can be concluded that Google Classroom can be used as an effective tool in collecting students' assignments, especially in Translation subject.

Keywords: *students' attitude, Google Classroom, translation subject*

A. INTRODUCTION

The development of technology brings wide impact toward education system. One of the results can be seen from the use of technology in teaching and learning process, especially in university level. Both of lecturers and students have already got the advantage of technology to support their activities. They use computer and mobile phones to help them in solving their problems or minimizing the difficulties whether it is supported with internet connection or not.

Most of the lecturers use technology to get easiness in collecting students' assignments. Commonly, the lecturers ask the students to submit their assignments by sending via e-mail. This technique is better rather than asks the students to collect their

assignment directly in form of paper task, because it saves times in collecting and checking the assignments one by one.

However, this technique still has weaknesses. First, the students cannot have discussion with the lecturer about their assignments. They only can send their assignment without knowing the further continuation. Second, the students do not know their scores because they need to wait until the lecturer announces on the next meeting. It means that it brings slow responses from the lecturer. Third, students may send their assignment into incorrect e-mail address. Absolutely, the assignment will not be sent to the lecturer's e-mail if the students do not realize their mistake.

In order to solve the weaknesses, lecturers need to get other techniques in collecting the students' assignments. Actually, the development of technology has given easiness and support in education environment where there are many mobile based applications designed that can be used as a tool in collecting students' assignments. One of the application is Google Classroom which is can be used to support teaching and learning process.

Conceptually, Google Classroom is an application that have been developed by Google Inc. for educational space intended to find a way out the difficulty of creating, delivering, and classifying any paperless assignments. This application can be used on smartphone where both lecturer and students can download it freely and log in easily. The lecturer only need to create a class and share the class code to the students to let them to join with the class created. Through this application, students can submit their assignment easily, revise their assignment, and also check their scores given by the lecturer.

Furthermore, Smaldino (2012) stated that the development in using mobile computing let the lecturers to record students' assessment. This advantage can be found by using Google Classroom where both of lecturer and students have the assessment record on the application. In addition, the lecturer will not miss any students' mark and works. They are saved well on the application and can be checked anytime.

The purpose of the research was to know the level of students' attitude toward the use of Google Classroom in Translation Subject in English department FKIP UMMY Solok 2017/2018 Academic Year. Their attitude was analyzed based on three aspects. First, students' attitude on cognitive aspect is related with their belief, ideas, and understanding about the use of Google Classroom in Translation subject. Next, students' attitude on affective aspect is related with their understanding about the use of Google

Classroom. Then, students' attitude on behavioral aspect is related with their action toward Google Classroom and the assignment on that application.

B. RESEARCH METHODS

Design of the Research

This research was conducted as descriptive quantitative method. According to Gay and Airisian (2009), descriptive research involved collecting data in order the test hypotheses or to answer question concerning the current status of the subject of study. It means that descriptive research would help the researcher in collecting the data. In addition, quantitative research was the process of discovering knowledge by using numeral data as the instrument to find information about what was wanted to know. It means that quantitative research used the data in the form of the numbers and statistic analyzing. So, descriptive quantitative is numeral related to statistic descriptive such as measuring scale, portrays graphic and variability. The data would be in numeral statistic and would be explained in narrative. In this research, the descriptive research was used to analyze the students' attitude toward the use of Google Classroom in Translation subject in English Department of FKIP UMMY Solok.

Population and Sample

The population of this research was the third year students of English Department of Universitas Mahaputra Muhammad Yamin Solok at 2017/2018 academic year consisted of 9 students. The reason of taking this class was because they learn Translation subject on that year. Moreover, total sampling was chosen to get the sample of this research. It is based on Sugiyono (2013) that explains that total sampling is a sampling technique where the number of samples equals to the population. So that, the sample of this research was all of students included as the population of the research.

Instrument of the Research

The instrument of this research was questionnaire that consisted of 30 items. Each item was consisted of a statement meant to measure students' attitude toward the use of Google Classroom in Translation subject in English Department of FKIP UMMY Solok. The statements were constructed in form of positive statement where the responses used Likert scale. Sugiyono (2011) states that the several measuring about social phenomena by using Likert scale such as attitudes, opinions, and some perceptions. The several

measuring of perception by using Likert scale should be in the categories such as Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1.

The questionnaire was developed based on three components of attitude; they are cognitive, affective, and behavioral aspects. Indicator of the questionnaire can be seen in the following table:

Table 1. Indicator of Students Attitude toward the

Use of Google Classroom in Translation Subject

No	Indicator	Sub-Indicator	Item
1	Cognitive aspect	- Students' belief about Google Classroom	1, 2, 3, 4, 5
		- Students' ideas about Google Classroom	6, 7, 8, 9, 10
		- Students' understanding about the use of Google Classroom	11, 12, 13, 14, 15
2	Affective aspect	- Students' experience in using Google Classroom	16, 17, 18, 19, 20
3	Behavioral aspect	- Students' action toward Google Classroom	21, 22, 23, 24, 25
		- Students' action toward the assignment in Google Classroom	26, 27, 28, 29, 30

Technique of Data Collection

In collecting the data, the questionnaire was distributed as the instrument of the research to the students on the sample of the research. Then, they were asked to give response to each statement given on the questionnaire. The students got 60 minutes to act in response the questionnaire. After that, it was collected from the students. After collecting the questionnaire, the data was analyzed to measure students' attitude toward the use of Google Classroom in English Department of FKIP UMMY Solok at 2017/2018 Academic Year.

Technique of Data Analysis

After the data was collected, the researcher conducted several procedures to analyze them. First, the researcher analyzed the students' questionnaire based on three aspects of attitude. Then, the researcher calculated the frequencies into a table and put it into percentages, calculated means of the score obtain. To find out the percentage of item, the researcher used formula as below:

$$P = \frac{F}{N} \text{X } 100 \text{ \%}$$

Where:

P   = Percentage of the answer

F   = Frequency

N   = Total respondents

After getting the total percentage of students' attitude scores, the researcher classified the percentage of questionnaires. The result of questionnaire was classified based on Arikunto (2009) into the following interval:

Table 2. Interval the Frequency and Classification

Level of the Students' Attitude

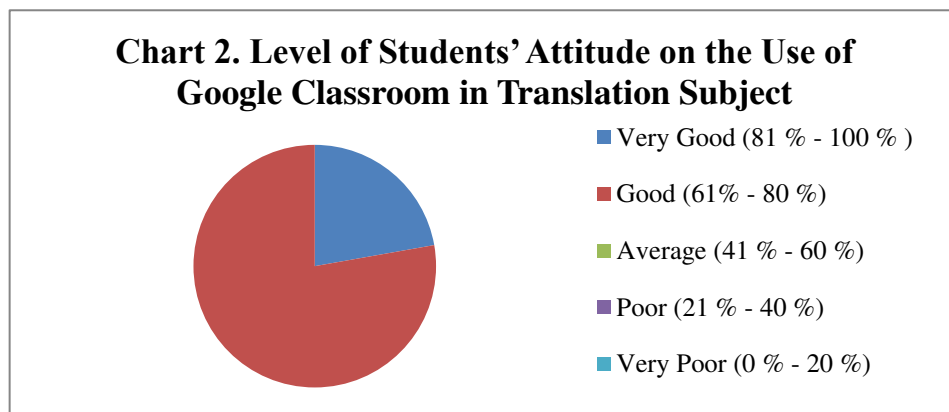| Interval the Frequency of The Students' Attitude	Classification Level of Students' Attitude
81 % - 100 %	Very Good
61% - 80 %	Good
41 % - 60 %	Average
21 % - 40 %	Poor
0 % - 20 %	Very Poor

C. RESULT AND DISCUSSION

The finding of the research is based on the data got from the questionnaire where there were 9 students who gave their response about their attitude toward the use of Google Classroom on Translation subject. The data that has gotten can be seen on the following table:

Table 3. Level of Students' Attitude on the Use of

Google Classroom in Translation Subject

Respondent	Score	Percentage	Level of Attitude
1	89	74%	Good
2	118	98%	Very Good
3	93	78%	Good
4	93	78%	Good
5	76	63%	Good
6	89	74%	Good
7	76	63%	Good
8	91	76%	Good
9	109	91%	Very Good

Based on the table above, it was found that there were 2 students that had very good attitude toward the use of Google Classroom on Translation Subject. Then, there were 7 students who had good attitude toward the use of Google Classroom on Translation Subject. It means that most of the students of English Department of FKIP UMMY Solok at 2017/2018 academic year had good attitude toward the use of Google Classroom in Translation Subject. The result can be simplified into the following chart:

Chart 2. Level of Students' Attitude on the Use of Google Classroom in Translation Subject

- Very Good (81 % - 100 %)
- Good (61% - 80 %)
- Average (41 % - 60 %)
- Poor (21 % - 40 %)
- Very Poor (0 % - 20 %)

Moreover, based on the research that was conducted on the third year students of English Department of FKIP UMMY Solok at 2017/2018 academic year, it was found that the students' attitude toward the use of Google Classroom in Translation subject was in good level. The general result of data analysis can be seen on the following table:

Table 4. Frequency and Percentage of Students'

Attitude on the Use of Google Classroom in

Translation Subject

No	Indicator	Responses							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		f	%	f	%	f	%	f	%
1	Cognitive Aspect	39	28.89	86	63.70	10	7.41	0	0
2	Affective Aspect	10	22.22	30	66.67	5	11.11	0	0
3	Behavior Aspect	15	16.67	53	58.89	19	21.11	3	3.33
	Total	**64**	**23.70**	**169**	**62.59**	**34**	**12.59**	**3**	**1.11**

Based on the table above, it can be seen that highest result of students' response is on agree category where the frequency is 169 (62.59%). It means that the level of students' attitude is on good level.
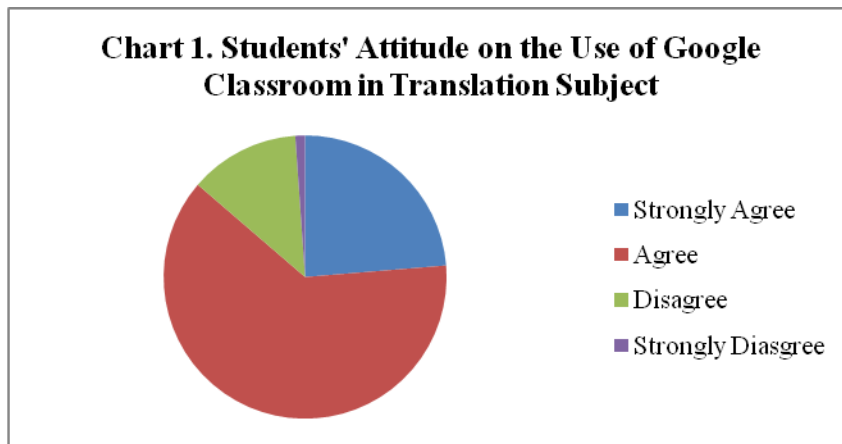
Based on the result above, it can be seen that most of students of English department of FKIP UMMY Solok had good attitude on the use of Google Classroom in Translation subject. Their attitude can be classified into three aspects; they are cognitive, affective and behavioral aspect.

First, the students' attitude on cognitive aspect was on good level where it is related with their belief, ideas, and understanding about the use of Google Classroom. Most of the student agreed that Google Classroom is a useful application for submitting their assignment in Translation subject. It also gave them easiness to submit the assignments because they could submit it anytime and anywhere. It is in line with Pappas

(2015) who mentioned that students can use Google Classroom regularly and log in easily, as well as obtain and collect their assignments. It means that Google Classroom is easy to be used as supporting learning tool.

Second, the students' attitude on affective aspect was on good level where it is related with their experience in using Google Classroom. Most of the students agreed that they felt positive feelings in using this application to submit their assignments. They felt curious, encouraged, dynamic, challenged, and enthusiastic. it supported by Keith and Joanne (2018) who state that Google Classroom is easy to use and it is relaxed the learning atmosphere. It means that the relaxed atmosphere given during using Google Classroom make the students get the positive feelings and emotions.

Third, the students' attitude on affective aspect was on average level where it is related with their action toward Google Classroom as an application and assignments submitted on it. Most of students download the application of Google Classroom after the lecturer tell about it. Then, they used class code given by the lecturer to join with Translation subject. Unfortunately, not all of the students include private comments on assignments that had been submitted in Google Classroom. They also do not look for other applications that have same functions like Google Classroom. They tend to focus on Google Classroom as application that was suggested used by their lecturer.

Whereas, Catapano (2014) explains that Google Classroom is additionally designed for students to share ideas and resources with one another. Lecturer and students can participate in online Classroom discussions, and everyone can post links to informative resources within discussions or other sharing mechanisms. It means that the students can get discussion about the assignment or related topic about material in Translation subject.

So, it can be concluded that students of English department of FKIP UMMY Solok has good attitude toward the use of Google Classroom on Translation subject. This application is really helpful for the students in submitting their assignment, especially in Translation subject that usually brought weekly assignments. Google Classroom also gives some benefits for the students.

D. CONCLUSION

Google Classroom is a useful application that can be used to submit students' assignment on Translation subject. The result of the research shows that students of English department of FKIP UMMY Solok has good attitude toward the use of Google Classroom on Translation subject. So, Google Classroom can be used as an effective tool in collecting students' assignments, especially in Translation subject. Moreover, this application also can be used on other subjects in order to give easiness for the students to submit their assignment.

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