Senior High School Students' Perception on The Use of Google Classroom in Online English Learning

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Abstract

This research was intended to describe the eleventh-grade students' perception on the use of Google Classroom in online English learning at SMAN 1 Ngoro Mojokerto. Hence, this research used a descriptive research design because the objective of the study was to describe the students' perception on the use of Google Classroom for online English learning during the pandemic. The data of this research were collected from the questionnaire. Further, the data of the research was calculated in the form of percentages and analyzed using quantitative analysis. The finding and discussion described the appropriateness of comfort, the content, efficient in use, language in Google Classroom application, clarity of the material, and fun to use. The result of the research showed that overall, the majority of the students had positive responses to every indicator and agreed that Google Classroom could facilitate them in an English classroom during pandemic situations.

Keywords: Students' Perception; Google Classroom; Online English learning

Introduction

In a normal situation, the teachers usually teach the students face-to-face in the classroom. But, it becomes different when pandemic covid-19 enter Indonesia. The covid-19 brings out a drastic change of system in education in the entire world (Nambiar, 2020). The pandemic forces students at all levels, such as elementary school, middle school, and senior high school, to study at home. To avoid the spread of Covid-19 virus, the government does not allow students to study at school. Shaharane et al. (2016) stated that traditional learning usually uses visual aids in the form of presentation slides, a whiteboard, and a visualizer. This situation makes teachers especially the English teacher, prepare the appropriate lesson and media to teach students long distances.

One solution to this problem is online English learning, which uses media for teaching and learning long distances. Nandhal et al. (2021) stated that the online system called "online learning" conducts teaching and learning through the online mode using the internet. One of the online learning media that can be used to help teachers and students is Google Classroom media. Google Classroom is an educational service developed by Google. Applying Google Classroom as media can be an alternative as a medium to learn English. There are previous researchers related to students' perceptions the use of Google Classroom as media to learn English. Islam (2018) investigated the students' perception on the use and prospect of Google Classroom for learning English. He found that Google Classroom has prospects to use as an innovative learning platform. Khalil (2018) attempted to elicit students' responses using Google Applications, namely Google Classroom and Google Docs, in their grammar course. He concluded that using technology in the classroom has a positive impact since the present study showed that applied technology has a positive impact for applied technology in Palestinian EFL university students' collaboratively.

Albashtawi & Batainaeh (2020) investigated the effect of using Google Classroom on the reading and writing performance of students with English as a Foreign Language (EFL) in Jordan. They found that Google Classroom improved the reading and writing performance of students. Students showed positive attitudes toward using Googe Classroom. Barus & Simanjuntak (2020) researched students' perceptions on the use of Google Classroom in language learning. They needed to know the students' perceptions on the material designed for the development of English. They found that the Google Classroom based on learning materials in English Classes designed for development of learning skills in this study have met the acceptance criteria and got great perception from students. Chiablaem (2021) explored Thai university students' opinions regarding the use of Google Suite applications called Google Classroom, Google Meet, Google Docs, and Google Forms in an English online course during a pandemic situation and how the applications can be integrated with the online tasks that promote English skills. He found that the students had a positive experience using the applications in their learning. They agreed that the combination of this application based on the functions enables them to enhance all their English skills and grammatical and lexical knowledge.

From the previous studies above, Google Classroom can be an alternative medium for teaching and learning the language. But, the use of Google Classroom is used at university levels. On the other hand, there was a senior high school that implemented Google Classroom for the first time. Therefore, the researcher searched the students' perception on the implementation of Google Classroom as media for language learning in senior high school SMAN 1 Ngoro Mojokerto during the pandemic. The students need adaptation to learn language by using online media. Considering the information, the researcher would like to conduct research on how do senior high school students' perceive the use of Google Classroom platform for online learning English. The aims of this study to identify students' perception of using Google Classroom platform to learn English online.

Literature Review

Perception

Perception is a processing of information that engaged a human's sensory (Demuth, 2013). Perception can be classified into two categories. They were Bottom-up perception and Top-down perception. The bottom-up perception was briefly explained by Gibson cited in (Demuth, 2013:24). It is determined by people's optical flows. Thereafter, the information volume will be processed only via revealing and explaining (Gibson's theory in Demuth, 2013:27). On the contrary, Gregory (in Demuth, 2013:30), explained that Top-Down perception is something processed through people's previous experiences. Gregory believed that people's personal experiences, motivations, expectations, and social statuses are significant things in perception. In short, perception cannot be produced if a person has no prior experience or knowledge of the surroundings. Moreover, there are some definitions of perception that were proposed by another expert. Qiong (2017) said that perception is a process experienced to achieve awareness or understanding of sensory information.

Google Classroom

Google Classroom is one of the online learning applications that can be used for online learning English. Google Classroom is firstly introduced by Google apps for education in 2004. Google Classroom is an online application service for educational, this becomes one

of application for teachers and students in online learning (Sudarsana, Putra, Astawa & Yogantara, 2019). We need to have a Gmail account when we want to use Google Classroom. But, we do not need to enter our password repeatedly when we login to the application. We can automatically login to this application Google Classroom.

Google Classroom for language learning

Google Classroom is a medium that could be used for language learning. Through Google Classroom, this study discussed students' perception of English learning materials in grammar. Mirazna & Hikmah (2019) stated that grammar is important and a factor in English learning success. Grammar is the part of English that is also taught in learning at senior high school. However, learning English grammar is necessary to be a good communicator (Norbekova, 2019). According to Mirazna & Hikmah (2019) grammar is defined as how words and parts combine into sentences. Through Google Classroom, English grammar material that has been made and adapted with this at senior application will become more numerous and varied. Islam (2018) said that Google Classroom can be used as media in a very innovative way. Through Google Classroom, students are facilitated for English learning materials that have been given by the teacher. Learning activity is transferring an educative message from learning resources to the students (Alim, Linda, Gunawan & Saad, 2019). Traditional teaching and learning still used chalk and the talk method. By using Google Classroom, the students will not use the chalk and talk method. But, students will use the discussion method. Google Classroom provides a column comment underneath the material. Here is a space for the teacher to have a discussion and for students to comment about English materials. Discussing this method makes the students and the educators unable to see each other directly. So, it can trigger the students to ask more about the material that is explained in the Google Classroom application (Salam, 2020). From this method, the students can discuss the answers to any questions from their friends. It made the students brave to explain opinions, feeling, and insights, helping and motivating each other. Salam (2020) stated that Google Classroom was an asynchronous technology that could be a better choice for learning English.

Research method

Research design

This study used descriptive research design because the objective of the study was to describe the students' perception on the use of Google Classroom for online English learning during the pandemic at SMAN 1 Ngoro Mojokerto. According to McMillan (1992:144), "descriptive research simply describes in detail a phenomenon". This research described the students' perception on the use of Google Classroom in learning English during the pandemic. Descriptive qualitative research design is used because it does not intend to prove a hypothesis.

Research data and analysis

This study was conducted at a senior high school in Mojokerto. The participant of this study was 143 students from eleventh grade at this school. In this research, a questionnaire was used for gathering data from the participants. It was because from the questionnaire

consisted questions of this research included 18 items, included: The appropriateness of comfort, The appropriateness of the content, The appropriateness of efficient in use, The appropriateness of language in Google Classroom application, The appropriateness of clarity of the material, The appropriateness of fun to use. This questionnaire consisted of the question of students' perception on the used of Google Classroom in learning English learning during the pandemic. Further, the the data were analyzed and divided into parts using quantitative data analysis (Cresswell, 2012). First, the data from the questionnaire was put into a table. Second, the researcher calculated the frequency and percentages of respondents who are divided into four parts, namely: strongly agree, agree, disagree, and strongly disagree. The analysis was only in the form of frequencies (numbers) or proportions (percentages). From the result of these percentages, it became the result of a questionnaire regarding the perceptions of students. The data on this data was presented using a table.

Research Result and Discussion

To find out students' perception on the use of application Google Classroom based learning material in English classes, the researcher distributed questionnaire to the senior high school students in the Google form. The researcher shared the questionnaire to senior high school students. After completing the questionnaires, 18 items of statement. Then, the result of the data from the questionnaire determined how many students chose options in the questionnaire administered on Likert scale. The data presented by using the table.

Table.1 The Appropriateness of comfort

No.	Statement	Strongly Disagree	Disagree	Agree	Strongly disagree
1.	I feel comfortable to use Google Classroom for learning process in senior high school	1.4%	7%	52.5%	39.1%
2.	I feel comfortable to use Google Classroom to learn English material	1.4%	14.7%	55.9%	28%
3.	Google Classroom gives me insight about media for learning English materials	2.1%	18.9%	51.7%	27.3%

Table 1 showed the students' perception on the appropriateness of comfort. The statement consisted of three statements. In the first statement, most of the students "agree" that they felt comfortable using Google Classroom for the learning process in senior high school. This had an agreement as Mafa (2018), who stated that it was through the implementation and help of Google Classroom. The students have the opportunity to learn and comprehend ideas effortlessly without a push. From that information, the students enjoy learning by using Google Classroom in a pandemic. This statement had been in agreement with Puspitarini & Hanif (2019), who stated that learning using technology media was expected to be quickly accepted in students' learning materials as well as attract students to learn. The second statement showed that most of the students agreed that they were comfortable using Google Classroom to learn English materials. This has a similar agreement

as Diana et al. (2021) stated that Google Classroom integrated with the materials made the materials easier to apply in online learning during the pandemic. In the third statement, most of the students agreed that they got an insight about the media for learning English materials. This answer had the same agreement as Nada et al. (2020), who stated that learning by using media allowed the students to acquire knowledge, skills, or attitudes. It explained that by using Google Classroom as media, the students gained knowledge of how to use media for the learning process.

Table 2. The appropriateness of content in English material

No.	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
4.	I can understand English structure materials about (should, can) that have been prepared from my English teacher in Google Classroom	3.5%	19.6%	53.1%	23.8%
5.	I can learn the exercise of English language structure about (should, can) that have been customized with Google Classroom	1%	14.7%	56.6%	28%
6.	Questioning from my English teacher in accordance with text of the material	1.4%	0.7%	61.5%	36.4%
7.	I get suitable points/scores after finishing assignments from my English teacher	0%	4.2%	62.2%	33.6%

Table 2 showed how the students' perception on the appropriateness of content in English material. It consisted of four statements. The first statement showed that most of the students agreed that they could understand English structure materials about (should, can) that had been prepared by their English teacher in Google Classroom. This has the same agreement as Alim et al. (2019) stated that Google Classroom had effective content because the students could prepare and post the material for the students. It gave the teacher an opportunity to achieve their goal of transferring knowledge to their students. He also stated that the students could comment immediately in the Google Classroom application when they don't understand the material. In the same line with Khalil (2018) stated that Google Classroom had a positive response from the students when applied for teaching and learning grammar. The second statement showed that most of the students agreed that they could learn the exercises of English language structure about (should, can) that have been customized with Google Classroom. This statement had the same agreement as Alim et al. (2019), who stated that Google Classroom was very useful in improving the abilities and skills of each student and, supported by Islam (2018), stated that Google Classroom could be used for students to learn English language skills such as writing, reading, speaking, and listening skills. They could learn by themselves. That information showed the function of Google Classroom for improving students' understanding of the materials. In this case, "suggestion" and "offer " are the topic. The third statement showed that most of the students who answered

agreed that their English teacher's questions were in accordance with the text of the material. It meant that that the content that had been given was appropriate and students could understand it. This was in agreement with Barus & Simanjuntak (2020), who stated that students could be understood with the material that was given to the students. So, it enabled the students to master the learning objective. The fourth statement showed that most of the students who answered "agree" that they got suitable points/scores after finishing assignments from their English teacher. This statement has the same agreement as Hazaymeh (2021), who stated the role of technology in online learning was to improve learning outcomes. From that information, it showed that Google Classroom as an online English learning media supported the students' better understanding of the material.

Table. 3 The Appropriateness of eficient use

No.	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
8.	The English materials often updated by my English teacher	0%	1.4%	52.4%	46.2%
9.	I can repeat English materials by using Google Classroom	1%	23.1%	45.5%	30.8%
10.	Google Classroom is an efficient application for its time and needs.	1.3%	3.4%	55.2%	39.8%
11.	I can access Google Classroom through internet/wifi at school easily	6.3%	16.8%	47.6%	29.4%

Table 3 showed the students' perception on the appropriateness of efficient use. It consisted of four statements. In the first statement showed that most of the answered "agree" in the English materials often updated by their English teacher. This had the same agreement as Salam (2020), who stated that Google Classroom as a digital technology created a rich learning environment for students' access to information and communication. It showed that the Google Classroom was efficient to use in the English learning process. The benefit from that information, it made the students open-minded with the rich sources that they had received. The second statement showed that most of the students answered "agree" that they could repeat English materials using Google Classroom. This was in agreement with Fahad (2009), who stated that online learning provided students with innovative and intensive online distance course materials, which increased their responsibility to learn and work independently. This statement showed the students could learn autonomously with the teacher as their center of reference. The third statement showed that most of the answered "agree" that Google Classroom was an efficient application for its time and needs. This was in agreement with Altunay (2019), who stated that students were pleased to study language skills by online learning because they admired its flexibility in saving time and place. The same line with Rahmawati et al. (2020) stated that the students did not need to find their teacher when they wanted to send the assignment. At the same point, logically, students could ask for their understanding without meeting with their teacher but directly from the Google application. The last fourth statement that most of the students answered "agree" that they could access Google Classroom through the internet or wifi at school easily. This statement showed that students did not have a problem using Google Classroom as media for the online learning process. This has the same agreement as Rahmawati et al. (2020), who stated that

students did not have any problems accessing the application. It means the students did not have any barrier in the learning process by using Google Classroom. Syahdan et al. (2021) stated that the availability of good wi-fi devices supported teachers conducting teaching activities during the pandemic and maximized diverse applications such as Google Classroom.

Table. 4 The appropriateness of language in Google Classroom application

No.	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
12.	Menu in Google Classroom application uses simple language	0.7%	0.7%	54.5%	44.1%
13.	I can understand the language that is used in this media	2.1%	14.7%	53.2%	30.1%
14.	Google Classroom uses instructions clearly	0.7%	3.5%	52.4%	43.4%

Table 4 showed the students' perception on the appropriateness of language in Google Classroom application. It consisted of three statements. In the first statement, most of the students answered " agree" about the menu in the Google Classroom application using simple language. This statement had the same agreement as Ridho et al. (2019), who claimed most participants responded positively and accepted Google Classroom as a simple and meaningful learning platform. This statement showed they could understand the features of Google Classroom. It was an important thing to use the application for learning English. Supported by Sukmawati & Nensia (2019), students are faster at obtaining information about online learning. One of the things they learned was how to use their online learning media. In the second statement, most of the students answered agreed that they could understand the language that was used in this media. The Google Classroom application has a language choice that could be chosen for the students. It meant that the students gained hands-on experience with Google Classroom. This statement had a similar finding by Salam (2020) stated that the students experienced similar experiences by using the application. Sukmawati & Nensia (2019) stated that students were able to use it whenever the need arose. The third statement was about how Google Classroom used instructions clearly. In this statement, the table showed that most of the students answered " agree" with the statement. It had a similar agreement with Iftakhar (2016), who stated that Google Classroom was simple to create feedback, personalized learning, and use. From that information, it was clear that the students could operate the Google Classroom as media for sending assignments, and for the learning process.

Table. 5 The appropriateness of clarity on the material

No.	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
15.	My English teacher gives me simple English materials	1.4%	3.5%	58%	37.1%
16.	I can understand the sentence in English material from my English	0.7%	10.5%	58.7%	30.1%

	teacher				

Table 5 showed the students' perception on the appropriateness clarity on the material. It consisted of two statements. In the first statement, most of the students agreed that their English teacher gave them simple English materials. In the second statement, most of the students answered agreed that they could understand the sentence in English material from their English teacher. Both of the first and second statements made the same point that the materials from the teacher could be understood by the students. This information was found by Alim et al. (2019), who stated that Google Classroom was useful for teachers to deliver educative messages and needed to be received well to affect students' understanding in the form of learning materials. From that information, it showed that one of the advantages of Google Classroom for students was that students had no problem with learning using Google Classroom in a pandemic situation.

Table. 6 The appropriateness of fun to use

No.	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
15.	My English teacher gives me simple English materials	1.4%	3.5%	58%	37.1%
16.	I can understand the sentence in English material from my English teacher	0.7%	10.5%	58.7%	30.1%

Table 6 showed the students' perception on the appropriateness of fun to use. It consisted of two statements. In the first statement, most of the students answered agreed that their English teacher could make courses activities fun. This was in agreement with Diana et al. (2021), who stated that Google Classroom helped the teachers organize the classroom and improve students' communication. This statement was supported by Okatria & Rohmayadewi (2021), who stated that Google Classroom as a free tool offers various features that encourage students' and teachers' interaction through a virtual classroom. From that information, it was concluded that the teacher and the media for learning had an important role in making situational based on the students' needs. In the second statement, most of the students answered agreed that Google Classroom could facilitate students' learning groups. This has a similarity to the claims of Yunus & Syafi'i (2020), who claimed that Google Classroom was a tool that facilitated both students and the teacher to collaborate to make and distribute assignments in an online classroom. It made the teachers ease to construct a group to share assignments and announcements. Okatria & Rohmayadewi (2021) stated that the teacher only needed to create a class and share the class code with the students to let them join the class that had been created. This information showed that Google Classroom had the opportunity for the learner to learn by the group. When the teacher made a class, the teacher could rename the class with the name of the students' group.

Conclusion

Using Google Classroom was something new for the students at senior high school. The situation forced the students to learn by using an online learning media called Google

Classroom. This study was conducted to reveal the students' perceptions of using Google Classroom as media for language learning for senior high students. The students shared their thoughts on the learning experience with the adapted questionnaires on the Google Classroom. Overall, It showed that the majority of the students had positive responses to every indicator that measured student perceptions using a questionnaire. From that information, the researcher concluded that the senior high school students have a good perception of using Google Classroom for the implementation of online English learning in their school. Most of senior high school students agreed that Google Classroom could facilitate their needs in language learning in an English classroom during the pandemic situations.

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