

## Students' Perception on the Use of Google Classroom in Learning English: A Case Study at a State Islamic Secondary School

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### ABSTRACT

The purpose of this study was to determine students' perceptions of online English learning during the covid-19 pandemic at State Islamic Secondary School (MTsN) 3 Mataram. This research is a descriptive research with a qualitative approach. Data was collected through a questionnaire which involved 40 students from class VIII-A. Based on the data analysis from questionnaire, it can be concluded that the students neutrally perceive the utilization of Google Classroom as they found several challenges such as absence of interaction room, lack of internet access etc. However, the interview results indicated that most of them have a positive perception on the use of Google Classroom during the COVID-19 pandemic due to ease of use, the flexibility and effectiveness as well as its access. It is suggested that teachers should be able to adjust their teaching strategy by considering students' factual condition as well as preferences.

**Keywords:** Google Classroom, Perception, Challenges

### INTRODUCTION

The world was stunned by one of the most lethal viruses, corona or known as Covid-19, at the end of 2019 specifically in December. The World Health Organization (WHO) has categorized Covid-19 as a global pandemic as of March 11, 2020. It has an impact on all activities such as religious, economic, and other social activities, not to mention the sector of education. The government has chosen to abolish or relocate the educational process from the classroom to home by generating online platforms. The teachers were asked to take responsibility to educate the students with their own alternative ways of teaching, but the difficulty was laid on the presence of students and lack of interest in learning. In this situation, blessing in disguise in the form of

creativity to utilize technology tools was needed.

Knowing the boundaries of indicators connected with learning goals is critical to get the size and data of students' learning interests as mentioned above. Students' learning interest is the most important factor that determines the degree of student learning outcomes and also arouses student learning, while the main issue for students is an unstable internet network. It can be concluded that in the process of learning English at school, one of the obstacles is low interest in learning due to the stakeholders' unpreparedness to carry out online learning with newly applied methods. Unstable internet networks and facility limitations remained as the problems both for schools and students. To run the learning process, most of teachers tend

to choose easy and affordable tools such as Google Classroom which does not require such strong connection.

Google Classroom is a learning program designed for educational purposes that is easier to create, distribute, and categorize as well as manage to the learning. Learning with Google Classroom encourages students to interact more actively so that they are not bored while studying, provides the appropriate means for exams or quizzes, and finally, the teacher will find it easier to provide material in the form of images or videos, and students can also download the teaching materials.

Based on the results of initial observation conducted in MTsN 3 Mataram, it is found that the schools has already improved the telecommunication infrastructure toward online learning by using Google Classroom application. The present research aims to gain a clear picture according to students' perspective on the utilization of Google Classroom during Covid-19 pandemic.

Google Classroom is developed by Google that mainly aims to be a learning platform that enables both teachers and students interact, instead of from face-to-face learning in a more innovative and interactive online platform (Islam, 2019). Many studies have also examined and confirmed that teachers find it very beneficial to help them run the class especially to provide or share the materials as well as manage the students' assignment. Furthermore, it is claimed that GC saves teachers' time because they do not provide paper-based assignment which lead to the efficiency and supportive effort to realize paperless policy (Iftakhar, 2016). Furthermore, teachers also found it positive as it eases them sending feedback and providing homework (Sudarsana et al., 2019).

However, there is also a research who depicted contradictive result where they found that lack of user-friendly interface and lack of communicative interaction remained as the challenge in employing Google Classroom (Azhar & Iqbal, 2018). This is considered as one of the most crucial challenge apart from students' problems. In contrast, the present research is focused on investigating students' perspective because their ideas will be very fruitful to portrait the entire quality of learning whether Google Classroom is significantly needed to improve the learning quality.

There are abundant studies who have examined the quality of learning using Google Classroom from students' point of view where most of them found that the students agree to generate this platform due to its urgency and benefits. Bahtiar (2021) reported that almost 70% of students perceive Google Classroom effectively and efficiently. Furthermore, the platform might create better learning environment which leads them to have stronger motivation in learning. In a similar vein, a survey study from Mulya & Aimah (2020) also highlighted that 50% of students feel that the use of Google classroom can help them in the distributing their assignments, the provision of materials, schoolwork, and value members. The students also added that the application is easy to access compared to other applications. In addition, a qualitative study that involved students in English language education department at a university also indicated the similar sound where students find Google Classroom effective and it enables learning to be more intensely and effectively (Astuti & Indriani, 2020; Elifia & Hasanudin, 2022; Syakur et al., 2020). Students agree that their academic performance improve because they have bigger

motivation to learn, easy to collect the assignment as well as easy for them to save the file or material given by the teachers (Rukmana, 2021; Triana et al., 2021). Moreover, students assume that Google Classroom is more sophisticated in terms of features and tools that serve clear instructions, practical directions, and the most valuable feature, that is assignment reminders for the students (Rosyada & Sundari, 2021). These features are easily operated and reorganized.

Apart from its effectiveness, some students also believed that Google Classroom cannot replace face-to-face classroom because they tend to find a problem in discussing the materials provided by the teachers (Rahmawati et al., 2020). Another complicated process that students also negatively perceive is the process of making a Google account which sometimes experience trouble. Substantially, it is also not easy to download the materials because student must be connected to such strong internet access that obviously waste of internet financing (Susanti et al., 2021). In addition, the problems in using the Google classroom application were in the opening and uploading files or videos as it require a strong internet connection and sufficient internet data which students find it difficult to afford (Diana et al., 2021).

To conclude, most of the research reported that the students mostly have a positive point of view on the use of Google Classroom in learning. However, the previous study mainly focused on looking at students at university. Less study was found in exploring high school students' ideas on the utilization of Google Classroom. This different setting might result different findings due to the curriculum, facilities, teachers' quality etc. The present study seems crucial to have a

clear picture on how online learning using Google Classroom was conducted in the school level.

## **METHOD**

Researchers use a qualitative approach with qualitative descriptive and this type research is a case study. Data obtained from class VIII-a of MTsN 3 Mataram in the 2021/2022 academic year. A total of 40 respondents were asked to fill out the questionnaires and 2 of them were invited to have online interview through Zoom video conference. The questionnaire was adapted from Muliyah et al.,(2020) with slight adjustments to suit the research context. The questions are developed using a Linker scale of 1 to 5 and the data displayed with three categories of perception (negative, neutral and positive) which indicates the level of relevance between statements and students' responses (Ariawan, 2021). Furthermore, the data from the interviews were transcribed and analyzed to describe research findings and to answer the research questions. In this study, the researcher used qualitative descriptive analysis to analyze the data. According to Miles & Huberman (2014), there are three steps in qualitative data analysis: data condensation, data presentation, and drawing conclusions. The validity of the data was tested to determine whether the research conducted is truly scientific, as well as to test the data obtained. In qualitative research, quality or trust criteria include credibility, transferability, dependence, and suitability (Sugiyono, 2019).

## **FINDINGS AND DISCUSSION**

The findings from questionnaire indicated that the students more dominantly perceive Google Classroom as a neutral perception. Almost 50% of

them have this category of perception which means they agree that Google Classroom is beneficial to support the learning during Covid-19 pandemic to some extent; however, they do not agree to positively perceive it as learning platforms due to several problems they

experience. Furthermore, 34.6% of them obviously reported that they have positive perception on the utilization of GC in learning, and those who disagree just reach 17.5% of the total respondents.

Table 1 Students' Perception

No.	Statements	Students' Respondent		
		Negative	Neutral	Positive
1	I have fun using google classroom in English lessons online, because I can access it through the application or the website	7.5%	62.5%	30%
2	Google Classroom increase my learning performance	20%	55%	25%
3	I think google classroom is the right choice of media to use in learning English online	7.5%	52.5%	40%
4	I am interested in using google classroom in online English learning because its features are complete and easy to understand	12.5%	45%	42.5%
5	I feel more pressure to learn to use google classroom	45%	25%	30%
6	I get more material by using google classroom because the teacher provides various learning resources (ppt, learning, videos, etc)	7.5%	50%	42.5%
7	I receive feedback from the teacher regarding my question on material that I don't understand	22.5%	45%	32.5%
<b>Average</b>		<b>17.5%</b>	<b>47.8%</b>	<b>34.6%</b>

On the other hand, other questionnaire items also clarified the problems faced the students. It was found that 75% of the students actually possess electronic devices to access Google Classroom. However, once the item asked them about the network problems (technical problems), a half of them face difficulties in accessing GC due to network problems.

According to the interview data, students argue that Google classroom is very easy to use with a simple design and is very suitable for online learning and Google Classroom can be used by all schools easily as it saves quota, and most importantly, it is easy to collect assignments. Furthermore, according to the students, GC has interesting features in learning English and used it as a tool to improve learning

quality. This is revealed in the interview results below:

R1: *“In my opinion, it is very easy to use Google Classroom because the application is quite simple. Because Google Classroom has features that are easy to understand”*.

R2: *“When I first started using it, there was a bit of confusion because it was my first time using the Google Classroom application, but after I used it, I found it easy and comfortable to use the Google Classroom application”*

Table 2 Challenges in Using

No	Statement	Students Response		
		Negative	Neutral	Positive
8	I have a Smartphone or laptop sufficient to access Google classroom	10%	15%	75%
9	Online learning through Google classroom is constrained by network.	15%	35%	50%
<b>Average</b>		<b>12.5%</b>	<b>20%</b>	<b>62.5%</b>

Furthermore, students also address the automatic notification to email when teachers upload materials or task in GC. They feel an immediate notification pops up when a teacher shares something in Google Classroom is effective, so they can directly clarify or raise questions to the teachers by putting the comment after the post.

R1: *“Sometimes, if I don't understand, I immediately do the work by searching on Google”*.

R2: *“I always read the material given by the teacher, if I don't understand I will ask another friend”*

In addition, the two interviewees strongly agree with the benefits of GC in terms of its simplicity in features, the ease to be operated to collect the tasks which also leads them to have

more efficient time and finance toward quality of learning.

R1: *“It is simple in terms of features, effective in collecting tasks in any form of files and saving quota. Yes, I knew right away because the notifications went straight to their respective phones.”*

R2: *“Time is very efficient and flexible, transferring tasks anytime and anywhere. Yes, I know, because when the teacher gives or is absent, the notification is visible and connected to the email notification”*.

Based on the results of interviews, students also have difficulty using Google Classroom in online learning, where students find it difficult if the Google drive is full, so they cannot send and receive

assignments. Students also feel there is a lack of interaction between teachers and students and notifications that does not always show up. To support online learning using Google Classroom, students need encouragement or motivation to learn to use Google Classroom and cannot learn face to face. However, they did not get motivation from the teacher to learn to use Google classroom. Furthermore, the problems also deal with technical problems such as low internet connection and unavailability of internet data. This is revealed in the results of the interview below:

*R1: "If the difficulty I encountered is, in Google Drive so when Google Drive is full, I can't send tasks to Google Classroom, I have to empty Google Drive first"*

*R2: "As long as I use the Google Classroom app, it's quite helpful, but there's one thing I think I lack, which is the lack of personal discussion between teachers and friends"*

*R1: "You see, if Google Drive is full, you can't submit tasks. The only problem is that if Google Drive is full of files you want to send to Google Classroom, you can't send tasks. I also run out the internet data and bad access of internet"*

The results of students' answers to questionnaire showed that students agreed if they felt happy and comfortable using Google Classroom learning media. This online learning makes teachers and students unable to meet face to face to carry out online learning; therefore it takes a means or intermediary for them to be able to continue to interact even remotely. The absence of interaction between students and teachers seems fruitful, but it remained as the most

challenging part of online learning to some extent, especially using Google Classroom because it has no interactive and user-friendly interface feature (Azhar & Iqbal, 2018). The constraints found in the present research in terms of unavailability of internet connection and insufficiency internet data is in line with a study conducted by Diana et al.,(2021; Susanti et al.,(2021) where those challenges exist in online learning during Covid-19 pandemic. Even Rahmawati et al.,(2020) stated that due to those problems, face-to-face learning cannot fully be replaced with online learning.

On the other hand, based on interviews, researchers found that most of students gave positive responses about learning English by using Google Classroom. The students said that online learning by using Google Classroom was good and useful during this pandemic. The GC application is the most effective application compared to other applications. They can study even from home; they can receive assignments and materials as well as collect assignments and get grades. This is one of the ways teachers and students can stay ahead during the pandemic. Furthermore, students enjoy the learning process because there is no burden to study at home and it seems flexible in term of time. This finding confirms the previous studies who found that majority of students have positive perceptions due to the benefits mentioned above. It is in accordance with study conducted by Bahtiar (2021), Rukmana (2021), Susanti et al.,(2021), Rosyada & Sundari (2021), Syakur et al.,(2020).

## CONCLUSION

Google Classroom is perceived by students as a platform that brings better benefits. Some of them are the ease to see assessment, the students have eagerness to show their grades, real time notification and many other advantages. Google Classroom is also perceived by students as having some disadvantages. There is a case where Goggle drive is full due to the abundant materials or videos uploaded by the teachers. If Google drive is full then assignments cannot

be submitted in Google classroom. Another problem is lack of interaction because the GC does not provide online interactive room apart from main chat room. Considering these findings, teachers should be able to adapt their teaching strategy by considering students' preferences as well as take social problems experienced by the students into account as it might influence the learning quality.

Some points concluded from the subject discussed in the article.

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