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THE EFL STUDENTS' PERCEPTIONS IN USING GOOGLE CLASSROOM FOR ENGLISH LEARNING DURING PANDEMIC

Abstrak

Pembelajaran *online* membutuhkan media tambahan, seperti *website* dan aplikasi. Salah satu media yang sering digunakan dalam pembelajaran online adalah *Google Classroom*. Penelitian ini bertujuan untuk mengeksplorasi persepsi siswa EFL tentang penggunaan *Google Classroom* di kelas bahasa Inggris. Objek penelitian ini adalah 35 siswa SMK Nusawungu Cilacap. Penelitian ini menggunakan metode kualitatif. Peneliti mengambil data dari angket tentang persepsi siswa terhadap pembelajaran menggunakan *Google Classroom* melalui *google form* dan menganalisis secara deskriptif serta mengukur data menggunakan skala likert. Hasil penelitian ini sebagian besar siswa setuju dan menerima *Google Classroom* sebagai media untuk melakukan pembelajaran *online* karena manfaatnya.

Kata Kunci: EFL, Persepsi, *Google Classroom*.

Abstract

Online learning requires additional media, such as websites and applications. One of the media that is often used in online learning is Google Classroom. This research aims to explore the EFL students' perception of the use Google Classroom in English classes. Object of this study is 35 students of Vocational High School of Nusawungu, Cilacap. This study uses a qualitative method. The researcher takes data from a questionnaire on students' perceptions of learning using Google Classroom through google form and analyses descriptively and measuring data using a Likert scale. This research results in most students agree and receive Google Classroom as a media to do online learning because of its benefits.

Keywords: EFL students, perception, Google Classroom

INTRODUCTION

Nowadays, technology is developing very fast. Technology can contribute to the learning process, especially during this pandemic. COVID-19 pandemic is the first and biggest health crisis in this era. This pandemic very dangerous because it is easy to spread and deadly. The existence of this virus causes many adverse effects in various fields, including in education. This pandemic made state governments make new policies, namely to implement learning from home. Learning from home or online learning means that students continue to study safely at home to break the chain of Covid-19 transmission and ensure the continuity of education. Other media such as websites or applications are needed to facilitate learning activities to do this type

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of learning. Learning media applications can be beneficial and improving previous learning outcomes. Koc (2016) states that applying technology-based learning can contribute to teaching and learning in this century. Then, Sakkir (2019) argues that teaching staff and teachers should understand and adopt social media to not be out of date with their students. Students' ideas that are not educational and even lies are very close to social media. In this case, teachers and parents need to choose useful and practical social media in learning, as long as students enjoy them.

One of the media used to do online learning is Google Classroom. Google Classroom is an educational feature, the one that provides is the Google Apps for Education (GAFE). It was released on August 12, 2014. This application allows the creation of classrooms but in cyberspace and a free online service for non-profit schools, even those with a google account. It can work in a unidirectional process because it can serve the teacher's strategies and styles on the one hand and the understanding of student perceptions and effective participation in a wide range of classroom skills. The educational community has accepted this application to promote the e-learning process. It makes students and teachers easy to set up and stay connected, both inside and outside.

Northey et al. (2015) argue that Google classroom is very beneficial, adequate, and it provides newer defiances in continuing education in a distinct way. The benefits are available to anyone with tools and applications (Gmail, Drive, and Docs). The teachers can give materials and tasks in form doc, PPT, or youtube link form through these applications. Like the teachers, the students can also submit their assignments in Gmail, drive, or other formats based on the teachers' rules. Daud (2019) also says that teachers can use it for teaching purposes, such as making important announcements, posting assignments, uploading learning materials, and assessing student work. By using google classroom, teachers can create virtual classes, provide information related to the teaching and learning process, and provide teaching materials in the form of files. Teachers also can exposure to learning materials and videos, give students assignments, make a schedule for collecting duties and others.

Second, according to Janzen (2014), Google Classroom is familiar because of its ease. All of the subjects, including English, can be contained there. Students typed the class code provided by the teacher so that they can join the lesson. Abd Syakur et al. (2020) believe that google classrooms are not complicated and more flexible to use. It makes it ideal for lecturers even with diverse levels of an e-learning experience. Besides that, Northey et al. (2015) argue it is also easy to organize work and save time. It can accommodate all the materials and tasks in each subject, so the teacher can easily manage, collect, and provide feedback because they are not mixed between one subject and another.

Third, it can be accessed from laptops, PCs, and mobiles very easily. Lecturers and students can visit the <https://classroom.google.com> or download the application through Playstore on Android or the App Store on iOS with the keyword Google Classroom. Google Classroom is flexible; it means that the access can be done anywhere and anytime. Students only need a signal and internet connection to access it well. Northey et al. (2015) also argue it shows that the educational community highly recommends Google Classroom. Finally, Google Classrooms as an online learning platform equip flexibility in scheduling, eliminating travel costs and can reach anyone who has access to it.

This research will focus on students' perceptions that will be applied in the questionnaire to observe this application's effects and efficiency. The researcher must initially know the students' perceptions of social media in the classroom. Alnujaidi (2017) argues that perception is an

external factor that focuses on one's perspective, understanding, trust, and reaction to an innovation. This study illustrates students' views on using Google Classroom in the language learning process with this theory in mind. There are some studies of the EFL study using Google Classroom. As in some previous studies, Irma and Marundut (2020) survey about students' perceptions of using WhatsApp group and Google classroom-based learning material in English classes. Then, Abeer and Khaleel (2020) conducted a study about the effectiveness of Google classroom among EFL students in Jordan with the result that the students there positively received Google Classroom and it is an effective online platform. The study from Andi (2020) about optimization of online learning method application through Google Classroom also shows that most of the students who are the object of his research satisfied with the use of Google Classroom as an online learning method. Therefore, the researcher conducts a research about how the EFL students' perceptions of using Google classroom in the pandemic.

METHOD

This research is descriptive research that uses qualitative analysis. Qualitative research understands social phenomenon based on the participant's perspective to increase information into a particular phenomenon, environment, process, or belief. This study aims to analyze the EFL students' perceptions of using Google classroom during online learning in this pandemic. The researcher uses a questionnaire in google form to collect the data. The questionnaire is adapted from Abeer and Khaleel (2020), consisting of 16 items distributed among three domains: usefulness domain, ease of use domain, and accessibility domain. The subject of this study is 35 students from the Vocational High School of Nusawungu. The researcher asks each student to respond based on a 5-point Likert scale, namely '5' represents 'strongly agree' 4 points represents 'agree' 3 points represents 'disagree or disagree' 2 points represent 'disagree' and 1 point means strongly disagree. To achieve the goal of this study, the researcher does some procedures:

1. First, the researcher searches for some studies related to this study.
2. The researcher makes a questionnaire in Google form by adapt from the previous researcher.
3. The researcher shares the questionnaire to collect the data.
4. Then, the researcher recapitulates data from questionnaire results.
5. Finally, the researcher presents the perceptions of students in using Google Classroom result in a description.

FINDINGS AND DISCUSSION

To determine students' perceptions of Google Classroom-based learning materials in English classes, the researchers distribute questionnaires to the students in the google form. The data are analyzed using a Likert Scale indicated by the percentage of questionnaires from 35 students. There are three indicators used in filling out the questionnaire: usefulness items, ease of use items, and access items. The indicator components are compiled to be filled by the students on the appropriateness of the applications. From the questionnaire results, the students agree that the Google Classroom in English classes gives some benefits. The researcher concludes that most students in Vocational High School of Nusawungu show that the six indicators used in filling out the questionnaire lead to good compatibility by applying the platforms sustainably to the students.

Table 1. The Students' Perception in Using Google Classroom

No	Statement	Choice 5	Choice 4	Choice 3	Choice 2	Choice 1
Usefulness Items						
1	I look forward to using Google Classroom in other classes.	23%	60%	14%		3%
2	I find Google Classroom helpful.	29%	57%	9%	5%	
3	I find Google Classroom useful.	34%	54%	9%	3%	
4	Google Classroom helps me in improving my writing skills.	11%	66%	23%		
5	Google Classroom helps me in improving my reading skills.	17%	66%	14%	3%	
6	Google Classroom activities are helpful.	26%	63%	11%		
7	I like doing activities through Google Classroom.	14%	66%	14%	6%	
8	Google Classroom should be used in higher education.	20%	63%	14%	3%	
9	There is value in using Google Classroom for teaching and learning purposes.	14%	60%	26%		
Ease of Use Items						
10	Using Google Classroom application is easy.	29%	51%	20%		
11	I feel instructions of the activities are clear.	20%	60%	20%		
12	I feel positive when submitting my assignment through Google Classroom.	32%	57%	11%		
Access Items						
13	I respond as quickly as possible to each assignment or question in Google Classroom.	23%	69%	8%		
14	Google Classroom application is available on my smartphone.	40%	51%	9%		
15	I can login into Google Classroom anytime anywhere.	40%	49%	11%		
16	Using Google Classroom in all courses that have assignments is better than paper-	17%	66%	17%		

	based assignment.					
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Based on the table above, the researcher explains that students can use Google Classroom in online learning, especially in this pandemic. The reasons for using this application because it provides some benefits include:

1. The usefulness in using Google Classroom

Most students agree that Google Classroom gives them many uses that other apps do not have, such as it can be used in other classes, increase students' skills, and the activities are useful. Each item in the context of the questionnaire's usefulness in the questionnaire shows that most of the 35 students agree with the statements contained in the questionnaire. The percentages are 60%, 57%, 54%, 66%, 66%, 63%, 66%, 63%, and 60%. Each of these percentages is the highest percentage among the other choices (strongly agree, neutral, disagree, and strongly disagree). The second highest rate is in the strongly agree position. These results indicate a positive response to the use of Google Classroom in the context of usefulness.

2. The ease of use in using Google Classroom.

Most students agree that Google Class is easy to use; an example of simplicity is because the instructions are clear and easy to submit multiple tasks. Each item in the context of the questionnaire's usefulness in the questionnaire shows that most of the 35 students agree with the statements contained in the questionnaire. These percentages are 51%, 60%, and 57%. Each of these percentages is the highest percentage among the other choices (strongly agree, neutral, disagree, and strongly disagree). The second highest percentage is choice 5, which means strongly agree. These results show a positive response to the use of Google Classroom in the context of convenience.

3. The access of Google Classroom

The students can access it to do some tasks there. It is available on the smartphone, not only on the laptop. It can also be accessed anytime and anywhere, and easy to access to do the assignment than use paper. Each item in the context of the questionnaire's usefulness in the questionnaire shows that most of the 35 students agree with the statements contained in the questionnaire. The percentages are 69%, 51%, 49%, and 66%. Each of these percentages is the highest percentage among the other percentages (strongly agree, neutral, disagree, and strongly disagree). The second highest rate is in the same strongly agree position. These results show a positive response to the use of Google Classroom in the context of accessibility.

CONCLUSION

At this time, education needs to implement the new education system. Technology is important and provides benefits for education. Overall, this study attempts to determine the Vocational High School of Nusawungu students' perception in using Google Classroom. Based on the finding and discussion, there are some data as results of this study. According to the results of the questionnaire, the research concludes that Google Classroom has many benefits for both teachers and students. It can be applied as a media or platform to do online learning, especially in this pandemic. Google Classroom is effective to use, it helps students to be able to learn even if they are far away from the teacher. Most of the students at the Vocational High School of Nusawungu perceive Google Classroom positively in terms of usefulness, ease of use, and accessibility. The highest percentage of the questionnaire is choice '4', which means agree

with the questionnaire statement, and the second is choice '5' which means strongly agree. It means that Google Classroom is an appropriate platform to support learning from home.

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