

# STUDENTS' PERCEPTION OF THE USE OF GOOGLE CLASSROOM FOR ONLINE ENGLISH LEARNING DURING COVID-19 PANDEMIC

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## Abstract

*This study is a qualitative case study using the descriptive qualitative method in collecting data which aims to find out (a) students' perceptions of interactions and how their teacher teaches English using Google Classroom, (b) students' perceptions of their feedback given in learning English using Google Classroom, (c) students' perceptions of the assignment from learning English using Google Classroom, (d) students' perception of teaching materials given by the teacher in learning English using Google Classroom. The participants were students of class XII MIPA 4 of SMAN 1 Mamuju for the academic year 2021/2022 as many as thirty-four students. This study used purposive sampling in selecting the participants. The result shows that (a) students' perception of the way their teacher of teaching English using Google Classroom was negative because the teacher was less interactive in teaching; (b) there are three types of feedback given by students to the teacher, namely asking the question during the learning process, answering teacher questions and giving statements/reasons when asking permission or notifying students if they are sick; (c) there are several students perceptions on the way the teacher gives English assignments using Google Classroom, namely positive, neutral, and negative; and (d) the students perceive the teaching material provided by the teacher in learning English using Google Classroom which gives to two perceptions, namely satisfactory and unsatisfactory.*

**Keywords** — *Students' perceptions, Google Classroom, and English learning*

## INTRODUCTION

In this Covid-19 pandemic period, everything must be done online to implement the health protocols established by the government. The pattern of human life automatically changes to suit the conditions. Covid-19 is affecting the whole world, not only Indonesia. Various fields have been affected by this virus and education is one of them which change the learning system. All teaching and learning processes must be done at home, people cannot meet in person. This provision is one of the important points the government policy.

With all the changes due to the Covid-19 pandemic, Information and Communication Technology (ICT) plays a role as a tool to continue people's lives. This change requires the teaching and learning process to be carried out online using websites or several applications as its media. One of the applications used by teachers is Google Classroom.

Google Classroom was released on August 12nd, 2014, and was developed free of charge for schools by Google. In Google Classroom, teachers can supply materials, assignments, student scores, or an attendance list. They can set deadlines for material submission and students will automatically get notifications. According to Vangie (2020), teachers can create online classes, invite students into them and also create and share assignments. Within Google Classroom, students and teachers can discuss various assignments, and teachers can track students' progress.

Perception is a person's way of describing or understanding something with the action that a human takes and the information that has been obtained. The use of Google Classroom in the learning process will cause different perceptions for each student. It depends on how they interpret or view it because the perception which will be given by the student comes from the result of their observations during the online learning process using Google Classroom as the media using their sense.

Students' perceptions can help teachers improve their teaching style and evaluate the system or learning materials that will be provided or applied to the students. By knowing the perception of the use of online learning, teachers can find out and can improve the online learning process. Therefore, the researchers intend to do research under the title "Students' Perception on the use of Google Classroom for Online English Learning During Covid-19 Pandemic.

The location took place in SMAN 1 Mamuju, West Sulawesi. The researchers conducted a study that focused to find out:

1. Students' perceptions of interaction and how their teacher teaches English using Google Classroom.
2. Students' perceptions of their feedback given in learning English using Google Classroom.
3. Students' of the assignment from learning English using Google Classroom.

4. Students' perception of teaching material given by the teacher in learning English using Google Classroom.

## LITERATURE REVIEW

### 1. Perception

Mardiah (2020) defines perception as the final process of sense, namely the process of receiving stimuli through stimuli, then someone pays attention to something that is received by stimuli, then passed on by the brain, and then the person realizes something. Perception is a process of interpreting information from around through several senses which are determined by functional factors and structural factors. The perception that produces different interpretations is influenced by differences in the point of view of space, time and meaning which give rise to a person's perception that can be positive, neutral perception, and negative perception.

### 2. Online Learning

Online learning is a teaching and learning process that is carried out without face to face and carried out online from their respective homes. According to Riyana, C., & Pd, M. (2020), online learning is a system that can facilitate students to learn widely and more in various ways. Through the facilities provided by the system, students can study anytime and anywhere without being limited by distance, space and time. Learning materials vary, not only in verbal forms, such as visual, audio, and motion. Online learning is one part of technology-based learning.

### 3. Google Classroom

Okmawati, M. (2020) stated that Google Classroom is an application where teachers can create online classes and manage all documents, ranging from teaching materials, assignments, and student grades that can be directly seen by students. Several activities can appear in Google Classrooms such as interaction, feedback, assignment, and material.

### 4. English Learning

The English language is related to the very rapid spread of English throughout the world to this day. English has an important role because it is widely used by people. In Indonesia, English is used as a foreign language (EFL). The government intends to prepare the nation's generation to compete globally by incorporating English into the curriculum. Several skills are considered very important for students to pay attention to, namely listening, speaking, reading, and writing.

## METHODS

### 1. Research Design

This research is in the form of descriptive qualitative research with a case study method or approach. This research is focused on a particular object that is studied as a case. Case study data can be obtained from all interested parties who have been determined with several provisions. In other words, they are collected from various sources and experienced certain conditions.

The participants were students of class XII MIPA 4 of SMAN 1 Mamuju, totalling thirty-four students. Therefore, the researchers used purposive sampling in selecting participants with certain considerations, namely that participants had used Google Classroom in learning English. Below is the table information about the sample in this research:

Table 1. Students' List

NO.	NAME	CLASS	GENDER	INTERVIEW TIME	INTERVIEW LOCATION
1	Arsam	XII MIPA 4	Male	18/02/2022	At school
2	Adi		Male	25/02/2022	At the researcher's house
3	Aliyah		Female	26/02/2022	By Phone
4	Dewi		Female	25/02/2022	By Phone
5	Fadhil		Male	26/02/2022	By Phone
6	Rifka		Female	25/02/2022	By Phone
7	Argha		Male	25/02/2022	At the researcher's house
8	Aufa		Female	26/02/2022	By Phone
9	Padly		Male	26/02/2022	By Phone
10	Abrar		Male	26/02/2022	By Phone
11	Abdi		Male	25/02/2022	At the researcher's house
12	Indah		Female	25/02/2022	By Phone
13	Indhie		Female	26/02/2022	By Phone
14	Izza		Male	25/02/2022	By Phone
15	Aurel		Female	26/02/2022	By Phone
16	Mahathir		Male	25/02/2022	At the researcher's house
17	Alif		Male	25/02/2022	At the researcher's house
18	Rayhan		Male	26/02/2022	By Phone
19	Fa'ahd		Male	18/02/2022	At school
20	Nadia		Female	18/02/2022	At school
21	Salsabilah		Female	18/02/2022	At school
22	Novia		Female	18/02/2022	At school
23	Nuradilah		Female	18/02/2022	At school
24	Faizah		Female	18/02/2022	At school
25	Nurul		Female	18/02/2022	At school
26	Alex		Male	26/02/2022	By Phone
27	Randy		Male	25/02/2022	At the researcher's house
28	Ratnayanti		Female	18/02/2022	At school
29	Riska		Female	26/02/2022	By Phone
30	Salwa		Female	26/02/2022	By Phone
31	Mutiara		Female	18/02/2022	At school
32	Nursaidah		Female	18/02/2022	At school
33	Muhammad		Male	18/02/2022	At school
34	Sulvi		Female	18/02/2022	At school

Ten students were interviewed for part A, seven students were interviewed for part B, seven students were interviewed for part C, and ten students were interviewed for part D.

### 2. Research Instrument

This study used the interview as the instrument. It consists of 21 questions. The researchers used semi-structured interviews. Esterberg (2002) in the book Sugiyono, (2013) explains that a

semi-structured interview is a type of interview that is more independent than structured interviews to find problems and also ask respondents' opinions and ideas.

### 3. Techniques of Data Analysis

According to Miles, M. et al (2014) there are 3 stages in the flow analysis model such as data condensation, data display, and drawing and verifying conclusions. Data condensation occurred continuously throughout the research. Data condensation is done by selecting, focusing, simplifying, abstracting, and/or transforming the data that appears in a complete corpus of written field notes, interview transcripts, documents and other empirical materials. By condensing the data is strengthened. Data display is an organized and compressed collection of information that makes it easier for researchers to draw conclusions and take action. Seeing the display helps researchers understand what is happening, such as further analysis or further action based on the understanding gained from the display. The conclusion is the end of the analysis process after data condensation and data display. Conclusions are made by the researchers from the data that has been collected. So that it can be used to answer the researcher's questions. Verification is the process of establishing accuracy or validity to measure the truth of the conclusions that have been made previously.

## RESULTS AND DISCUSSIONS

The sources of this research were thirty-four students from class XII MIPA 4 SMAN 1 Mamuju. The students were selected based on the observation that was conducted by the researchers before doing the research. The results of the research show four main ideas. They are students' perceptions of interaction and how their teacher teaches English using Google Classroom, students' perceptions of their feedback given in learning English using Google Classroom, students' perceptions of the assignment from learning English using Google Classroom, and students' perceptions of teaching material given by the teacher in learning English using Google Classroom.

### 1. Students' perceptions of interaction and how their teacher teaches English using Google Classroom

Based on the results of the data analysis, the researchers found that teachers who succeed in making all their students active during the teaching process can be considered interactive teachers (Xhemajli A., 2016). In line with the statement, the researchers found that teachers still use traditional teaching methods so that students perceive their teachers as ineffective and

less interactive in teaching because the teacher does not explain the material, cannot attract/hold students' attention and encourage student participation. Therefore, the teacher's way of teaching English caused more negative perceptions, as many as seven students and three other students gave positive responses.

As many as nine students are involved in the interaction. The interactions that occur in addition to using Google Classroom, students also use WhatsApp a lot; interactions that occur in Google Classroom are only in the comments column. Five students expressed positive perceptions. Meanwhile, two students expressed neutral opinions that the interaction in the comments column was not in the form of a discussion but to ask something, and three students expressed their negative perceptions. The researchers also found that eight students interact to discuss the difficulties experienced when learning to use Google Classroom and two students do not discuss anything.

## 2. Students' perceptions of their feedback given in learning English using Google Classroom

The researchers found that seven students managed to take English classes in Google Classroom by downloading the application at an early stage. Six students provided feedback when learning English using Google Classroom, either using the comments column, chat features or using other applications like WhatsApp. Students' feedback is in several forms such as questions, statements, discussions and activeness in attendance. In connection with this statement, Keane, & Labhrainn, (2005) explained that students' feedback can be obtained through students' representation on student-staff committees and institutional bodies, structured group discussions and/or focus groups, one-on-one interviews with students, email, bulletin boards, books, student diaries and/or notebooks, and informal commentary. The researchers found two students gave a negative response which was due to the late notifications, and five students gave positive responses to online attendance in Google Classroom.

## 3. Students' perceptions of the assignment from learning English using Google Classroom

The researchers found three students who gave positive responses that are interested in giving assignments through Google Classroom, one student gave a neutral response and three students gave negative responses. The researchers found that two students gave positive responses to their satisfaction with the way the teacher gave assignments through Google Classroom, and five students gave negative responses. However, the researchers also found a

lack of student interest in giving assignments through Google Classroom due to the teacher's lack of explanation when giving materials and assignments.

According to Hikmatiar, H., Sulisworo, D., & Wahyuni, M. E., (2020), the weakness in using Google Classroom is that students can be dishonest when doing their work because it is easy to copy, and not all students are active in responding to teachers. Also, not all schools and students can access this application due to many obstacles such as economic problems, network and school location which is far from the city. In connection with the statement above, the researchers also found similarities where two students stated that the way the teacher gave assignments was monotonous, and five students stated was not monotonous. Two students expressed their positive responses that the assignments given online using Google classroom were beneficial for them because they had more time to collect them. Four students gave neutral responses that the tasks given online and offline are more or less the same, only that they use Google Classroom for the online task. And, one student stated a negative response due to the lack of interaction.

There were two students expressed positive responses that they were able to understand the material through assignments using Google Classroom. Four students gave neutral responses that it was easier for them to understand the material through offline classes, both through teacher explanations and assignments. However, one student (Nadia) added that it depended on the material being studied at that time. One student expressed a negative response that the student did not understand the material by doing assignments using Google Classroom.

The researchers found different opinions on online assignments and exams through Google Classroom. Four students gave neutral responses, and three students expressed their negative opinions that students cheated easily during exams, also none of the students gave a good response.

#### 4. Students' perceptions of teaching material given by the teacher in learning English using Google Classroom

The researchers found that students can easily open the application anywhere and anytime. In addition, the neat and simple Google Classroom features are more popular with students when compared to using the WhatsApp application when learning English. Five students stated neutral responses regarding the ease of understanding the material through Google Classroom and the other five students stated their negative responses. One student gave a positive

response, three students gave neutral responses and six students gave negative responses towards their interest in the learning process using Google Classroom.

Hernawan, Perasih, & Dewi (2012) explained that learning materials that are formed in a complete manner that contain elements of media and adequate learning resources will affect students' learning. If the teaching materials are complete, they will improve the learning process optimally and can also act as independent learning materials for students. Nine students stated that there were challenges in learning English through Google Classroom, and one student stated differently. Ten students stated that they have their strategies for learning English using Google Classroom. Some of the strategies that students do in learning English using Google Classroom are to watch Youtube videos that the teacher has shared repeatedly to understand well the material being studied.

## CONCLUSIONS

1. The students perceive that their teacher's way of teaching English using Google Classroom is bad because the teacher is less interactive in teaching. There are several types of interactions that occur when using Google Classroom, namely, between teacher-students, between students, students and themselves and also between students and the content/material.
2. The students gave various perceptions of the feedback given to the teacher during the learning process, namely, good, neutral and bad. Students' feedback can be in the form of asking questions during the learning process, answering teacher questions and giving statements/reasons if asking permission or notifying if students are sick.
3. The students gave various perceptions of the way the teacher gave English assignments using Google Classroom, namely good, neutral and bad. Perceptions are in the form of assignments in various forms such as text that comes from student worksheets (LKS), external books, in the form of videos, and in the form of pictures. A neutral perception is that there are advantages and disadvantages in assigning assignments using Google Classroom. Bad perceptions in the form of student dissatisfaction and disinterest due to the lack of explanation about assignments and methods that mostly make students write.
4. The students perceive that teaching materials are poorly understood by students which are due to the absence or the lack of explanations for these teaching materials. This perception raises two student responses, namely satisfactory and unsatisfactory. The



satisfactory perception felt by students was caused by the teacher's explanation which was replaced by a learning video from YouTube. Unsatisfactory perceptions arise because students do not understand the material taught by the teacher. This perception is a challenge for students and makes the students create strategies to overcome them, namely by learning independently such as reading/watching the material repeatedly and looking for other sources.

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