



# The Implementation of Online Class for English Teaching and Learning Using Google Classroom

*Implementasi Kelas Online Untuk Pengajaran Dan Pembelajaran Bahasa Inggris Menggunakan Google Classroom*

**Hamdiah Arief\*, Kisman Salija, Muliati**

Jurusan Pendidikan Bahasa Inggris, Universitas Negeri Makassar, Makassar, Indonesia

\*Penulis Koresponden: [hamdiahrief1212@gmail.com](mailto:hamdiahrief1212@gmail.com)

## ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui implementasi pembelajaran online menggunakan Google Classroom dan persepsi siswa terhadap penggunaan Google Classroom. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Hasil penelitian ini menunjukkan bahwa Google Classroom diterapkan oleh guru untuk menyelenggarakan proses belajar mengajar dalam empat langkah. Langkah-langkah tersebut antara lain: (1) Meminta siswa untuk menginstal Google Classroom, (2) membagikan tujuan pembelajaran dan materi pembelajaran kepada siswa, (3) Memberikan tugas, dan (4) Mengkaji tugas siswa. Google Classroom dipersepsikan secara positif oleh siswa. Namun, sebagian siswa berpendapat bahwa pembelajaran melalui Google Classroom tidak efektif dan hanya cocok untuk media tugas.

**Kata Kunci:** Google Classroom, pembelajaran online, bahasa Inggris

## ABSTRACT

The purpose of this research is to explore the implementation of online learning using Google Classroom and students' perception on the use of Google Classroom. The method used in this research is descriptive qualitative. The results of this study show that Google Classroom was implemented by the teachers for organizing the teaching and learning process in four steps. These steps include: (1) Ask the students to install the Google Classroom, (2) share the learning goals and learning materials to student, (3) Give tasks/assignments, and (4) Examine the students' assignments. Google Classroom is perceived positively by students. However, some students believe that learning through Google Classroom is not effective and only suitable for media of assignments.

**Keywords:** Google Classroom, online learning, English

## 1. PENDAHULUAN

During pandemic Covid-19 in Indonesia, the schools and teachers must strive to incorporate online learning media to create a more effective and applicable learning environment. Known as e-learning, online learning media creates community spaces among the students. Through the benefits of social media and various e-learning platforms, students and teachers can optimize the learning process. Previous studies have suggested that e-learning is focused on the students' understanding of collaborative work such as how to build meaning, how to negotiate together and how to understand each other (support) in a learning process that is conducted at a distance (Friedman & Friedman, 2020).

E-learning is also used to maximise the learning process even though it is carried out without face-to-face meetings. This type of learning is an alternative to accommodating traditional forms of learning. E-learning is quite effective because it helps the teachers to build virtual classrooms in accordance with the conditions of learning in the classroom (Putranti, 2013). Typically, teachers in developed countries optimise their use of the current online platforms to keep up with the platforms used by the students and to create comfortable learning spaces. Learning media focuses on how shared spaces can be used to communicate ideas and produce specific learning content to improve the implementations of both the students and teachers (Hansch et al., 2015).

According to Donnelly (2006), e-learning is a medium where face-to-face learning interactions are used to create a virtual discussion area. Through e-learning, teachers and students can remove the place and time barriers that can be a learning constraint. Learning can also be carried out by utilising Google Classroom by and for the students. E-learning also can be conducted through various online learning platforms such as Zoom meeting, Moodle, and Edmodo. The positive aspects of online learning allow students with limited time available and geographical distance to get an education.

Through e-learning, the teachers are not required to meet with the students in order to be able to create a learning space. However, by using one of the platforms available, learning space discussions can occur easily. In addition, e-learning offers flexible hours as the teachers can send assignments at any time and from

anywhere. If effective teaching and learning practices can be performed automatically, this can support the process of improving the learning practices (Agostinho et al: 2011).

By using Google Classroom in e-learning, teachers are not only engaging in a lesson about the materials resulting in the students doing assignments as in the various levels of education including the high school. The online learning requires comprehensive content in the form of text, images, videos, and audio, so that it requires the students to use communication and information technology independently in a structured (Kuang-Chih & Kriegman, 2018). On the other hand, platform like Google Classroom can be an alternative learning media. This media brings in great benefits when it is part of the learning process.

Even though e-learning is the latest learning system in use, not everyone accepts it well. The benefits of online learning face participation injustice because some teachers doubt the use of online media as a learning tool (Nacu et al., 2014). Teachers who are not millennial generation seems to be less able to use online media in the learning process. On the other hand, some media also has shortcomings when it is used as learning media. Previous studies have mentioned that some educational institutions use social media such as Facebook to send the students work and promote it.

Thoms and Eryilmaz's study (2014) mentioned that students experience higher interactions when using online learning media including sharing it with their social communities and a high level of satisfaction. This makes online learning more interesting than face-to-face learning. This confirms that online learning is proven to have a positive influence on the students. On the other hand, online learning does bring in significant benefits. In fact, both the students and teachers can choose from various social media platforms.

Although online learning is predicted to be a very effective learning system, it still has weaknesses. The weaknesses include the correlation between course structure and dialogue, therefore increasing the structure alone reduces the dialogue. Conversely, increasing the dialogue reduces the structure present in distance education (Horzum, 2015; Bound, 2010; Power, 2008).

## 2. RESEARCH METHOD

This research is a qualitative research with descriptive approach. This research was conducted at Almubarak DDI Tobarakka Boarding School, Wajo regency. The subjects of this research are 9 students from the third grade of IPA 2 in academic year of 2020/2021. The sample of the research is taken by using purposive sampling technique. These students were taken as subject because they were taught using Google Classroom during online EFL class. Research instrument is the tools that used by the writer to obtain the data from data sources. The instruments that used in this research are Interview guideline and Observation checklist. The data analyzed qualitatively using Miles & Huberman's interactive model (2014)

## 3. RESULT AND DISCUSSION

### 3.1. The Implementation of Online Class using Google Classroom at DDI Almubarak Tobarakka Boarding School

Based on the result of observation regarding the implementation of Google Classroom for English teaching and learning at Almubarak DDI Tobarakka Boarding School, Google Classroom was used in the EFL class to bridge the students to learn English asynchronously. It was implemented neatly by the teachers for organizing the teaching and learning process. In general, there are four steps that teachers apply to use Google Classroom for teaching and learning process. These steps include: (1) Asking the students to install the Google Classroom application into the smartphone, (2) sharing the learning goals and learning materials to student through Google Classroom, (3) Provide tasks/assignments to students, and (4) Examine the students' assignments.

From the result above, it can be concluded that Google Classroom is used by teacher to know whether the students have understood the learning objectives that has been given to them. Generally, there are four ways of procedures that the Google Classroom implemented by the teacher in the EFL class. These steps include: Teacher ask the students to install the app, shared the learning goals and contents of learning materials to students, then shared the assignments to students, and then examine the students' assignment to know their understanding toward the learning objective.

### 3.2. The Students' Perception of the use of Google Classroom for English Teaching and Learning at Almubarak DDI Tobarakka Boarding School

The researcher found that some of the students agree that they felt more interested and motivated when they use Google Classroom in teaching. All of them said that there was a big difference when they learn with the supporting media than without it. It is because the advantages given by Google Classroom itself that the students felt. The advantages can be seen as follows:

*First*, Google Classroom has a quick setup process. The process rearrangement in Google Classroom is very fast and convenient compared to if student have to install another learning system supporting application, or if student have to register with the learning system support provider. By using this application, the teacher only needs to access the application and can start to share assignments and teaching materials. Google Classroom is simpler and easier to use, making it ideal for teachers even with a diverse and minimal level of e-learning experience.

*Second*, Google Classroom make save time and space. Assignments from teachers that have been accepted by students can be directly carried out anytime and anywhere on condition that they do not exceed the expiration time. In addition, the application of this application also makes it easy for teachers to give grades directly and leave messages relating to student assignments that are private. So the teachers and students concerned know without having to meet and meet face to face. We know that both teachers and students have their own preoccupations, with this application it can represent a meeting or direct contact which is basically the same when delivered verbally or delivered through Google Classroom. With this, we are able to minimize the possibility of wasting time.

*Third*, Google Classroom trains the student to be discipline. The students were required to appreciate the time even if only one second. Delayed in collecting the task is a risk because Google Classroom provides the information that the collecting the task has a limit. The teacher can also see how discipline their students.

*Fourth*, Google Classroom makes centralized data submission. With Google Classroom all data both documents and assignments are stored in one location. Students can save all their assignments in a specific

folder and the teacher can save teaching materials and grade data can be seen in the application. These documents are not scattered, students and teachers do not need to worry about assignment or assessment documents that will be lost, because everything is stored in Google Classroom.

*Fifth*, it is affordable, safe, and comfortable. It is affordable, because students and teachers can have this application free of charge. Safe, because no one can access this account other than the owner, unless the account password is known by someone else. Comfortable, all students who are registered in Google Classroom will feel nice and easier in using the Google Classroom.

Based on the interview results, the researcher found that the use of Google Classroom as learning media, supporting the teaching, and learning activities. The results for the teacher are improving the teaching qualities and for the students, beside help them in the activities, it also makes them having more interest and motivation to learn to have a class. When researcher conducting the interview to those students (nine students), the researcher found that half of them agreed to the statement that Google Classroom improve their ability and skill. They shared a positive answer that they got good outcomes when their learning activities is supporting by Google Classroom. Some of them commented that because every week they need to post a writing task based on the topic given by the teacher, and of course the written posted to Google Classroom. The written can be read by all the members of group and everyone can give a comment to their written. This is what makes they felt that their ability and skill improved after learning by this Google Classroom. When the researcher conducting the interview to those students (nine students), the researcher found that half of them did not agree to the statement and question that the use of Google Classroom improving their ability and skill, this is because they felt that Google Classroom only help them as supporting media in teaching learning activities such downloading the material or posting some assignment or assessment from the teacher.

However, the writer found that students always make comparison to other apps that used by teachers and expected that teacher could use more than one app. They seem enjoy more learning online using real-time applications. It is because they could see and hear their

teacher's explanation directly, so that they can understand more about the lesson materials.

Based on the analysis of the Blended learning is a new concept in learning where the delivery of material can be done in class and online (Husamah, 2014). This statement has similarity from what researcher found when the researcher conducted the observation. The researcher found that not only entering the class to have a meeting, the teacher was also providing online group class to make outside class interaction. This concept is a kind of blended learning where not only in class but outside the class when we are in a distance we still can learn.

Google Classroom is designed to facilitate the interaction of teachers or teachers with students or students in cyberspace. This application provides an opportunity for teachers or teachers to explore the scientific ideas they have to students or students. Teachers have the time to share scientific studies and provide independent assignments to students. In addition, teachers can also open discussion rooms for students or students online. However, there is an absolute requirement to apply Google Classroom, which requires qualified internet access (Rozak & Albantani, 2018, p. 85). The statement above is in line to the finding that we showed before where Google Classroom app or web is a good alternative media for supporting learning process both for teachers and students.

The use of information technology-based learning media becomes necessity and demands but its implementation is not an easy thing (Muhson, 2010, p. 10). This statement is different to what researcher found in the field that many students gave a positive response about the use of technology as the learning support media and especially for Google Classroom, it is very easy and has a quick setup to utilize. Then the researcher found that when the education demand on the technology is common in this era that is why many teachers tried some new method for their teaching style.

Google Classroom is a feature that is owned by Google. This application offers teaching and learning activities like in the classroom. This application can enrich us against other applications found on electronic devices (Rozak & Albantani, 2018). It is undeniable that in today's generation of all-sophisticated, very few

individuals do not understand about technology because it has become a "needs" in this generation. This makes students feel both interested and proud of using the application, because not all classes or courses at DDI Tobarakka apply Google Classroom as a learning media support. The statement above is in line to the researcher field, because the students' perspective in facing the technology era is to learn and utilize the technology itself. And now they practice it to prepare their future life because some of them have a willing to be a teaching staff.

According to Herman (2014), Google Classroom is available to anyone who has Google Apps for Education; a set of free productivity tools including g-mail, documents and drives Class design that applies Google Classroom is environmentally friendly. Then the classes are designed to help teachers create and collect paperless assignments, including time-saving features such as the ability to automatically make copies of Google Documents for each student. Classes can also create a drive folder for each assignment and for each student, so that everything stays organized. Thus, explanation above is in line to the finding that the Google Classroom gave many advantages, from the interview the researcher found outside benefit:

*First*, the use of Google Classroom is easy. This happened because every student already has a smartphone or electronic device and the most common requirement for utilize the Google Classroom is to have the electronic device. Second is paperless. The students were happy that they do not need to copy even material, task, assignment and other. What they need only texting through their phone or computer. Third, can do anytime and anywhere they want. They did not have to meet each other, even in the distance they still can do the task or assignment and everyone can see and comment their work.

Using learning media can affect students learning interest and motivation. Learning media can improve and direct students' intention so that it can lead motivation to learn and allow students to learn independently according to their abilities and interest (Azhar, 2016). This is supported by the result of the finding where most students interested to using Google Classroom as their learning media. However, based on the interview that has been done, the researcher found that using the application is a good way for doing teaching learning activities.

The learning outcomes will be optimal if there is a motivation in learning. The more appropriate the motivation in learning, the more successful learning will be (Sadirman, 2014). This is in line with the researcher result obtained where most of students agreed that their skill and ability increased while learning using Google Classroom where they have to post a written task every week. Sadirman (2014) also states that the use of learning media is one of the factors that support the success of learning. The flexibility of Google Classroom also became the supportive factor for students better learning outcomes. This theory is in line to the finding that researcher obtained while interview.

#### 4. CONCLUSION

From the result of the study, it can be concluded that Google Classroom was used in the EFL class to bridge the students to learn English asynchronously. It was implemented neatly by the teachers for organizing the teaching and learning process. In general, there are four steps that teachers apply to use Google Classroom for teaching and learning process. These steps include: (1) Asking the students to install the Google Classroom application into the smartphone, (2) Sharing the learning goals and learning materials through Google Classroom, (3) Giving tasks/assignments, and (4) Examine the students' assignments.

From the result of the study, it can also be concluded that the implementation of online EFL class using Google Classroom is perceived positively by the students. It makes them feel comfort encourage them to learn English. In addition, Google Classroom-based learning, provided convenience and flexibility in learning process for students. Google Classroom can also increase the intensity of learning exposure because students can learn outside of official learning hours. This method also gives flexibility to the teacher in providing access to students to obtain scientific references related to the course. However, Google Classroom is considered less effective because the students cannot get direct (oral) explanation from teacher because it was run with asynchronous mode and only suitable for assignment storage.

#### REFERENCES

Abiola, O.-O.F. (2013). Students' Perception of Teachers' Factors in the Teaching and Learning

- of English Language in Nigerian Secondary Schools. *Journal of Educational and Social Research*, 3(3), 173–179. doi: 10.5901/jesr.2013.v3n3p173
- Adediwura, A. A., & Tayo, B. (2007). Perception of teacher's knowledge, attitude and teaching implementations as predGoogle Classroom or of academic implementation in using GOOGLE CLASSROOM in Nigerian secondary schools. *Educational Research and Reviews*, 2(7), 165–171.
- Allport, G. W. (1935). Attitudes. In C. Murchiso (Ed.), *A Handbook Social Psychology* (pp. 798–844). Worchester: Clark University Press.
- Ayeni, A. J., & Afolabi, E. R. I. (2012). Teachers' instructional task implementation in using GOOGLE CLASSROOM and quality assurance of students' learning outcomes in Nigerian secondary schools. *International Journal of Research Studies in Educational Platforms*, 1(1), 33–42. doi: 10.5861/ijrset.2012.v1i1.47
- Azhar, A. (2016). *Learning Media*. Jakarta: Rajawali Press.
- Biantoro. (2014). Virtual Class Development With Google Classroom in Problem Solving Skills (Problem Solving) Vector Topics in Vocational High School Students to Support Learning. *Proceedings of the 2018 National Ethnomatnesia Seminar*.
- Brown, H. D. (1994). *Principles of Language Learning and Teaching*. London: Longman.
- Campbell, J. P. (2005). Evaluating teacher implementation in using Google Classroom in higher education: the value of student ratings (Doctoral dissertation). Orlando: College of Education at the University of Central Florida.
- Chang, Y. (2010). Students' Perceptions of Teaching Styles and Use of Learning Strategies (Master's thesis). Retrieved from [http://trace.tennessee.edu/cgi/viewcontent.cgi?article=1835&context=utk\\_gradthes](http://trace.tennessee.edu/cgi/viewcontent.cgi?article=1835&context=utk_gradthes)
- Collie, R. J., & Martin, A. J. (2016). Adaptability: An Important Capacity for Effective Teachers. *Educational Practice and Theory*, 38(1), 27–39. doi: 10.7459/ept/38.1.03
- Corcoran, S. P., Evans, W. N., & Schwab, R. M. (2014). Changing Labor-Market Opportunities for Women and the Quality of Teachers 1957–1992. Retrieved from <http://www.nber.org/papers/w9180.pdf>
- Cresswell, J. W. (2002). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (4th ed.). Boston: Pearson.
- Dalley-Trim, L. (2007). Students' Observations and Perceptions of Teacher "Implementation in using GOOGLE CLASSROOMs" in the Classroom. *Australian Journal of Teacher Education*, 32(1), 17–35.
- Donahue, J. M. (1994). Student perceptions of their teachers, their school, and themselves as learners (Doctoral dissertation). Retrieved from <http://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=11693&context=rttd>
- Hadibin, M. M., & G, K. (2013). Development of Learning Media for Computer Network Engineering for Class X Odd Semesters at Taruna Bangsa Pati Vocational High School Based on Interactive Multimedia. *Indonesian Journal on Computer Science*.
- Hanushek, E. A., & Rivkin, S. G. (2006). Chapter 18 Teacher Quality. *Handbook of the Economics of Education*, 1051–1078. doi: 10.1016/s1574-0692(06)02018-6
- Huddleston, J., & Pike, J. (2018). Usability Measurement of Google Classroom Applications as E-Learning Using the USE Questionnaire (Case Study: UNIPMA Information Systems Study Program). *Journal of Computer, Information System & Technology Management* Vol.1 No.2.
- Husama. (2014). *Mixed Learning (Blended Learning)*. Jakarta: Library Achievements.
- Ibrahim, A. (2014). The Students' Perception of Teachers' Classroom Effectiveness on Their Self-Concepts in Lagos Metropolis. *Journal of Teaching and Teacher Education*, 2(2), 133–141.
- Mahaboro, W. (2002). *Web-Based E-Learning System To Support Lecture Activities*. Bandung: Bandung Institute of Technology.
- Miles, M. B., & Hubberman, M. A. (2007). *Qualitative Data Analysis (Translation)*. Jakarta: UI Press.
- Muhson, A. (2010). Development of Information Technology Based Learning Media. *Indonesian Journal of Accounting Education*, 10.

- Mulyono. (1999). Mobile assisted language learning. International journal of distributed and parallel systems. Miles, M. B., & Huberman, A. M. (2014). Qualitative data analysis: An expanded sourcebook. sage
- Murphy, K. R. (1989). Dimensions of job implementation in using GOOGLE CLASSROOM. In R. F. Dillon, J. W. Pellegrino (Eds.), Testing: Theoretical and Applied Perspectives (pp. 218–247). New York: Praeger.
- Myint, S.K., (2005). Self-perceived and students' perceptions of teacher interaction in the classrooms. Studies in Higher Education · Retrieved from <https://www.researchgate.net/publication/257761910>
- Nurmala, D., Eva Z., Meiva E., (2020). The Implementation of Google Classroom in Improving Students' Reading Comprehension at Man 4 Jakarta. Lingual (Vol. 9, No.1, 2020)
- Rahma, M. & Salah T. (2015). Using Platforms in Foreign Language Teaching. Boca Raton: CRC Press, 2015
- Rima, O. (2016). Investigating the GOOGLE CLASSROOM Sources Perception and Usage by the Algerian EFL Teachers (The Case of Secondary School EFL Teachers), Faculty of Arts and Languages Department of English, the University of Béjaia, 2016
- Sutcliff, C. (2011). Secondary Students' Perceptions of Teacher Quality (Doctoral dissertation). Retrieved from <http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1391&context=etd>
- Ubit, F. (2017). Students' Perceptions of Teachers' Teaching and Interactions with Students: Voices from a Tsunami Affected School in Banda Aceh. Studies in English Language and Education, 4(2), 204-215, 2017
- Vonkova, H., Zamarro, G., DeBerg, V., & Hitt, C. (2015). Comparisons of Student Perceptions of Teacher's Implementation in using GOOGLE CLASSROOM in the Classroom: Using Parametric Anchoring Vignette Methods for Improving Comparability. Retrieved from <http://www.uaedreform.org>.