STUDENTS' PERCEPTIONS IN USING GOOGLE CLASSROOM AS ONLINE ENGLISH LEARNING PLATFORM

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Abstrak

Pembelajaran jarak jauh saat ini menjadi salah satu strategi yang efektif dalam dunia pendidikan untuk menekan penyebaran virus Corona. Google Classroom sebagai platform pembelajaran telah menjadi platform pendidikan yang lebih disukai. Penelitian ini menyelidiki persepsi siswa dalam menggunakan Google Classroom sebagai platform pembelajaran bahasa Inggris secara daring. Penelitian ini dibatasi pada aksesibilitas dalam menggunakan Google Classroom. Penelitian ini menggunakan metode kuantitatif dan instrumen angket yang menggunakan skala Likert yang diberikan kepada 100 siswa kelas XI SMA di Gedangan, Jawa Timur yang menerapkan Google Classroom untuk belajar bahasa Inggris. Analisis data menggunakan statistik deskriptif dengan menjelaskan frekuensi, median dan modus data. Hasil penelitian menunjukkan banyak siswa yang setuju bahwa Google Classroom dapat diakses dan tersedia di ponsel. Serta memiliki fitur yang mudah dipahami yang membuat siswa mendapatkan instruksi belajar yang jelas dan mereka juga dapat mengetahui kemajuan dan riwayat belajar mereka. Hal ini membantu mereka dalam mengirimkan tugas dan tidak menguras banyak kuota internet. Namun, mereka tidak setuju jika mendapatkan interaksi yang baik, mencari tahu tugas mana yang belum selesai dan menghemat waktu belajar mereka. Sementara itu, mereka memilih netral untuk materi pembelajaran yang mudah dipahami dan penggunaan kertas, tetapi adanya jumlah yang sama memilih netral, setuju dan sangat setuju menegnai kemungkinan menyontek.

Kata kunci: Persepsi siswa, Aksesibilitas, Google Classroom, *Platform* Pembelajaran Online

Abstract

Nowadays, distance learning has become an effective strategy in education to reduce the spread of Corona Virus. Google Classroom, a learning platform has become a preferable educational platform. This research investigates the students' perceptions in using Google Classroom as an online English learning platform. It is limited towards the accessibility of using Google Classroom. The study uses a quantitative method and the questionnaires as the instrument using Likert scale given to 100 eleventh grade senior high school students in Gedangan, East Java who implement Google Classroom to learn English. The data analysis uses descriptive statistics by explaining the frequency, median and mode of the data. The result shows many students agree that Google Classroom is accessible and available on mobile phones. It has understandable features that makes students get clear learning instruction and know their learning progress and history. It helps them in submitting their assignments and it does not drain a lot of internet quota. However, they disagree about having good interaction, finding out which assignments have not been completed and saving their learning time. Meanwhile, they choose neutral for understandable learning material and non-paper usage, but a similar number choose neutral, agree and strongly agree for cheating possibility.

Keywords: Students' perceptions, Accessibility, Google Classroom, Online Learning Platform

INTRODUCTION

Technology may not replace a teacher, but technology can bring better teacher transformation. Nowadays, technology has become the crucial tool that everyone should have to communicate, work, study and other necessary activities. The Corona-virus has become a world pandemic affecting particular sectors of each country, such as education, economics, and politics. Therefore, the government requires all societies to carry

on their activities at home. if this is not important, they should not go out. Because of a pandemic, most human activities are supported by computers related to the internet, to avoid human contact directly. Hence, laptops, mobile phones and other technology devices take an important role in human activities. Jerld (2009) stated that mobile assistance software and other technological devices have the ability for doing all routine works. However, computers and mobile phones are preferred tools used in 21st-century life. Furthermore, this virus has disturbed the learning process which was still transpired at school. Thus, studying at home as the new school policy should be done by all students. There are several ways to carry on the learning process at home. Some students or teachers can share information via Whatsapp or video call Zoom or an online learning platform. There are many teaching processes in digital courses, such as Rumah Belajar, Kahoot, Edmodo, and others (Okmawati, 2020).

According to Amin & Sundari (2020), mostly the language teaching process has applied digital tools such as social media, and other virtual meeting platforms. Now, technological advancement has brought about vital changes in education, especially linguistics and teaching. Hence, It is crucial to consider that technology has influenced education in this era, and it enhances an innovative strategy in teaching and learning process. Therefore, most schools or institutions have linked to the internet. They have implemented the technology in every subject or course. Besides, in preparation for content or material development and language testing, technology has been widely used in EFL (English Foreign Language) Classroom (Amin & Sundari, 2020). Commonly, EFL students use or install the required applications by the teacher to support their learning and teaching process through their mobile phones. Hence, the implication of technology or application as a digital platform in learning helps conduct the class even though the teacher and students are not in the same place.

According to Miangah (2012), Mobile phone is the most powerful technology and the fastest communication tool, even though it has limitations for the connection or the technical. It is helpful for many teachers and students in conducting the class outside the classroom. Therefore, many schools implement digital learning platforms to encourage learning activities. Learning by using mobile leads to use via hand-held devices and it is possibly available anytime, anywhere, and maybe formal or informal (Kukulska-Hulme & Shield, 2008). The use of Mobile-Learning allows learners to learn wherever they are. When they are outside or taking a part-time job, they can study every time and anywhere they are without worrying about missing the lesson. Therefore, students or

teachers use mobile phones as the media in conducting an online class. It also becomes an additional tool in teaching and learning language.

Nowadays, the use of software, applications and other online platforms is preferable rather than doing it manually. Learning language through the internet is commonly used for helping students or teachers in developing their learning and teaching skills. Moreover, LMS (Learning management systems) such as Canvas, Edmodo, Schoology, and Google Classroom provide a virtual educational environment when preparing courses, distributing content materials, and designing assessments or tests (Amin & Sundari, 2020). Therefore, many students and teachers prefer to choose to learn and teach a new language through the internet or online rather than taking the course or offline class. Because of its flexibility they prefer to conduct learning and teaching processes online. Nowadays, the Google classroom has become the preferable online learning platform. It aids teachers and students to teach and learn in this pandemic.

Learning at home is the best way to carry on the teaching and learning process online during the pandemic (Melvina et al., 2020). Teachers and students also support the Government policy, so that they learn and teach online at home by connecting the Internet to prevent the spread of Coronavirus. Some teachers only give the task without explaining the learning materials. It becomes the worst for the students. In addition, they upload or send the materials and assignments in the kind of PowerPoint presentations, but do not provide them with explanations. Then, teachers and students carry on to discuss the course through the Whatsapp platform. From this case, the students get the learning experience which makes them assume that online learning is thoughtful, but Students must be responsible for their studies (Melvina et al., 2020). Google Classroom is one of the examples of online learning platforms that are commonly used this year. It is a simple and useful platform that lets the students learn the course anywhere and any time without any face to face meeting (Ridho et al., 2019). Therefore, the application of online learning platforms helps teachers and students carry out the course outside the classroom. English has become a foreign language in Indonesia, and this strategy is helpful to encourage those who want to learn English.

According to Shaharanee et al. (2020), Google Classroom becomes a teaching and cognitive tool. It exchanges the classroom focus, a teacher-centred into a learner-centred that creates active participant learner. Their study also explains that Google classroom is a useful cognitive or pedagogical tool. It improves the ability of thinking in higher order and problem-solving. This learning platform is one of the preferable tools that

develop the teachers' workflow (Iftakhar, 2016). Amin & Sundari (2020) claimed that potentially Google classroom has become a platform that has high-grade as a language learning tool. In addition, technology is generally used in the learning and teaching environment to increase student's participation. It is because many students are interested in the modern-learning media.

Google classroom, as one learning application is helpful for reducing the book used, papers or learning materials. Due to this, it becomes a factor for transmitting viruses or bacteria. Furthermore, they always have to wash their hands before and after touching something, and it is very ineffective. Therefore, the use of a learning and teaching platform reduces dusty piles of paper and replaces them with more efficient study files. Then, they can study every time and everywhere with their cell phones. Besides, it becomes a solution in reducing the spreading of Coronavirus by implementing distance learning. According to Swaran Singh et al. (2020), the language teaching is conducted through telegram, Whatsapp, Google classroom and Video conference as the online learning platform. They mentioned that all eight teachers agreed that the success of online learning is supported by technology and the internet. The students will not be bored, and they will get a new learning experience through online learning (Cakrawati, 2017).

According to Mehdipour & Zerehkafi (2013), the high cost of equipment, connectivity, maintenance, technical support, and teacher training are mobile learning challenges. Besides, it can also affect the health-related issues of using mobile phones. Negative social attitudes must view mobile phones as destructive devices, and students mainly use them for playing games, chatting with friends, and performing inappropriate behaviours such as cheating and Cyber-Bullying. Knowing how the students use the platform is necessary. Therefore, this research aimed to investigate students' experiences using the platform when the schools or teachers have implemented it.

According to Efron (1969), Perception denotes a form of awareness, and the term perception as a synonym for a physiological reaction. He also defines the perception as the direct, immediate awareness of discriminated existence which results from patterns of energy absorption by groups of receptors. Perception is the result of something which has been perceived negatively or positively. All people have their view of something so that they make the differences among people. When they perceive negatively, it means that they disagree and if they give positive perceptions and support of something that means they agree. As a result, it is easy to know if the students are comfortable or

understand the lesson when using the platforms. Besides, teachers know which learning platform is appropriate for students to learn the course. Knowing the students' understanding and difficulties of using the platform to learn are needed. It helps the teacher in grading their ability and comprehension. In Indonesia English as a foreign language has become problematic for many EFL students. They claim that it is as difficult as Mathematics, and it is unnecessary to learn English because they use the Indonesian language or daily conversation. That is the students' perception of learning English in this country. Therefore, as a foreign language, English teachers and students need a strategy in teaching and learning English to understand the language easily. Moreover, some of the students in a school need media in learning language, especially English. Hence, the use of digital learning platform is one of the strategies in enhancing

Syvanen et al. (2005) stated that Accessibility is generally defined as the ability of all people to access facilities and services regardless of the type or degree of disability. In order to find reasonable ways to use mobile tools in the learning process, the challenges of their accessibility must be recognized. Usability can be thought of as accessibility related in many different ways. Issues of utility, availability, capacity, and cost. Usability issues can be treated as issues involving accessibility. Accessibility is defined in terms of people with different needs or different types of disabilities.

Accessibility is seen here as the capabilities that mobile learning solutions expect from learners whether a significant number of people can easily achieve meaningful learning through these expectations. Accessibility should be viewed as a more multifaceted usability area and should be implemented when designing products for mobile educational purposes. Accessibility refers to inclusive practices that remove barriers to ensure equal access by persons with disabilities to the built environment, goods and services, and facilities (Broderick, 2019).

Knowing the importance of the learning platform which is used to support distance learning directs the researcher to question; what are the students' perceptions towards the accessibilities of using Google Classroom as an online English learning platform?

METHOD

The study used a quantitative method which presented numbers or statistics. Quantitative data was commonly formed in numbers that the researchers analyse using statistical procedures (Ary, Cheser, & Sorensen, 2009). The researcher used this research design to elaborate on

the students' perception in applying Google Classroom to learn English online.

This study was conducted to senior high school students who were learning English using Google Classroom. The school that the researcher chose was SMAN 1 Gedangan. The researcher chose the school located in Gedangan, Sidoarjo, East Java. In addition, the researcher investigated one school only.

The population of this study took the data from senior high school students from SMAN 1 Gedangan. The respondents were the students learning English using the online learning platform, Google Classroom. The participants were 100 students from 400 eleventh-grade students chosen as the participants. It means that the participants chosen were 25% from the population of the eleventh-grade students in that school.

In this research, the researcher used questionnaires to investigate the result of the study. These were the questionnaires delivered to the participants which indicated the accessibility of Google classroom:

Table 1. The questionnaires

No	QUESTIONNAIRES (Q)	
1.	Google Classroom is an online learning platform that is very easy to access and use.	Q1
2.	There was no difficulty for students to understand the features in Google Classroom.	Q2
3.	Google Classroom is available on mobile phones, so students can easily access the learning attachments sent.	Q3
4.	Google Classroom can help students in managing and submitting the assignment on time.	Q4
5.	Student can get clear instruction through Google Classroom.	Q5
6.	The material delivered in Google Classroom is understandable	Q6
7.	Google Classroom can reduce the paper usage in students' assignment.	Q7
8.	Students can see the learning histories in Google Classroom.	Q8
9.	Students can find out the progress and re-learn the English material that has been studied.	Q9
10.	Google Classroom can cause lack of interaction and cooperation between students and teacher.	Q10
11.	Google Classroom drains a lot of the internet quota.	Q11
12.	Google Classroom gives students a chance to cheat related to the assignment in Google Classroom.	Q12
13.	Students can find out which assignments	Q13

	have been given and have not been completed yet.	
14.	Google Classroom cannot help students to save the learning time.	Q14

The researcher got the data using the Likert Scale as a research instrument and distributed the questionnaires developed by Google form to the participants. A Likert scale is a five or seven point ordinal scale which is used to measure the degree to which they agree or disagree with a statement (Sullivan & Artino, 2013). The Likert scale measures the degree of agreement about the opinions given. The questionnaires contained the preference or degree of acceptance in five scales, strongly agree, agree, neutral, disagree and strongly disagree. The instrument purposely told the students experiences on using Google Classroom in learning English online.

After collecting the data, the researcher analysed the answer from the questionnaires given from the Google form. The questions asked were to indicate the level of agreement by using a rating scale called Likert Scale. It is the psychological response scale mainly used in questionnaires. Dane Bertram wrote Likert Scale restores the participant's preference or degree of agreement. It is a non-comparative scaling technique and is essentially one-dimensional, measuring a single feature. The responses indicate the degree of ordinal agreements explained below:

Table 2. The degree of ordinal agreements

Strongly Disagree	SD	1
Disagree	D	2
Neutral	N	3
Agree	A	4
Strongly Agree	SA	5

It is required to use quantitative data analysis because the data measurement sought (Cohen, Manion & Morrison, 2000). In addition, it involves the collection and analysis of the quantitative data to figure out the individual opinions or experiences in numbers and statistics. The researcher interpreted the result of the questionnaires and the data collected by using descriptive statistics and explaining the frequency, median and mode of the data. Then, the data result is calculated by using SPSS, statistical software by IBM to help researchers to analyse the data. It is used to find the data frequency, median and the mode. The data proposed to provide the students' perception using a digital learning platform, Google Classroom.

In short, this data analysis aims to get more advantageous and valid information. In addition, it also

sums up the whole data and figures out the result of the research. Therefore, the data analysis answers the research questions and verifies them of the study.

RESULT AND DISCUSSION

The writer of this research presents the result and discussion based on the questionnaires designed by Google form and given to the participants. The result of the data explained and described statistically by explaining the frequency, median and mode. Frequency shows the number of the students. The Median, is the middle number of data listed and the mode, the middle number in of data listed. The data showed the students' perceptions in using Google classroom to learn English online. These are the data results of the questionnaires delivered to the participants. The table explained the questionnaires symbolised as (Q1-Q14). The frequency, median and mode of the data were explained in table 2. It means the number of students who give their agreements, the median and the mode of the data.

Result

Table 3. The data result

Q	Frequency					Median	Mode
	SD	D	N	A	SA		
Q1	1	8	18	44	29	4.00	4
Q2	0	1	4	26	69	5.00	5
Q3	0	2	4	28	66	5.00	5
Q4	0	6	12	25	57	5.00	5
Q5	2	6	25	32	35	4.00	5
Q6	3	18	36	27	16	3.00	3
Q7	7	22	27	18	26	3.00	3
Q8	1	3	4	34	58	5.00	5
Q9	0	5	15	42	38	4.00	4
Q10	2	8	26	34	30	4.00	4
Q11	13	33	30	12	12	3.00	2
Q12	0	7	31	31	31	4.00	3ᵃ
Q13	28	33	21	12	6	2.00	2
Q14	14	35	36	11	4	3.00	3

From the table 3 above shows about the data result of each questionnaire given to the 100 participants and it is explained below:

1. (Q1) Question 1: Google Classroom is an online learning platform that is very easy to access and use.

Form the data in table 3 shows that 44 students agreed. It was followed by 29 students who strongly agreed. In addition, the table shows that 4.00 as the median and 4 as the mode of the data. It means that Google Classroom as a learning platform is friendly-use for many students.

2. (Q2) Question 2: There was no difficulty for students to understand the features in Google Classroom.

From the data in table 3 shows that the highest frequency is 69 students who strongly agreed and 29 students who agree. In addition, the table shows that 5.00 as the median and 5 as the mode. It means that this learning platform has understandable features to help students in learning.

3. (Q3) Question 3: Google Classroom is available on mobile phones, so students can easily access the learning attachments sent.

From the data in table 3 shows that the highest frequency is 66 students who strongly agreed. It is followed by 28 students who chose to agree. In addition, the table shows 5.00 as the median and 5 as the mode of the data. Thus, many students strongly agreed that they could easily access the learning attachments which the teacher sent and they could access it through their mobile phone.

4. (Q4) Question 4: Google Classroom can help students in managing and submitting the assignment on time.

From the data in table 3 shows that 57 students strongly agreed and 25 students chose to agree. In addition, the table shows 5.00 as the median and 5 as the mode of the data. It means that this learning platform is helpful for students in doing their task. Therefore, they can manage and submit their assignments on time.

5. (Q5) Question 5: Students can get clear instruction through Google Classroom.

From the data in table 3 shows that 32 students chose to agree and 35 students strongly agree. In addition, the table shows 4.00 as the median and 5 as the mode of the data. It means that they got explicit instruction through Google classroom when they were studying by using this platform.

6. (Q6) Question 6: The material delivered in Google Classroom is understandable.

From the data in table 3 shows that 27 students chose neutral. It is Followed by 26 students who agreed, 22

students disagree and 18 students agree. In addition, the table shows 3.00 as the median and 3 as the mode of the data. It means that many students also had no idea and preferred to choose neutral for non-paper usage. Meanwhile, the difference between neutral and agree was only one point. Thus, Google Classroom does not help students in reducing the use of paper in learning.

7. (Q7) Question7: Google Classroom can reduce the paper usage in students' assignments.

From the data in table 3 shows that 27 students chose neutral. It is Followed by 26 students who agreed, 22 students disagree and 18 students agree. In addition, the table shows 3.00 as the median and 3 as the mode of the data. It means that many students also had no idea and preferred to choose neutral for non-paper usage. Meanwhile, the difference between neutral and agree was only one point. Thus, Google Classroom does not help students in reducing the use of paper in learning.

8. (Q8) Question 8: Students can see the learning histories in Google Classroom.

From the data in table 3 shows that 58 students strongly agreed. It is Followed by 34 students who chose to agree. In addition, the table shows 5.00 as the median and 5 as the mode of the data. It means that many students agreed that they could see their learning history from the Google Classroom. Therefore, this platform helps them to find out the lesson material that has been studied.

9. (Q9) Question 9: Students can find out the progress and re-learn the English material that has been studied.

From the data in table 3 shows that 42 students chose to agree and 38 students strongly agree. In addition, the table shows 4.00 as the median and 4 as the mode of the data. It means that many students agreed that they could re-learn the material that had been given and studied. Thus, Google Classroom helps students to know their improvement in learning.

10. (Q10) Question 10: Google Classroom can cause lack of interaction and cooperation between students and teachers.

From the data in table 3 shows that 34 students chose to agree, 30 strongly agree and 26 students. In addition, the table shows 4.00 as the median and 4 as the mode of the data. It means that many students agreed that it caused lack of interaction between students and teachers. Thus, this learning platform does not help students and teachers to have good communication.

11. (Q11) Question 11: Google Classroom drains a lot of the internet quota.

From the data in table 3 shows that 33 students chose to disagree and 30 students neutral. Meanwhile, there are similar numbers for 12 students who chose to agree and strongly agree. In addition, the table shows 3.00 for the median and 2 for the mode. It means that many students disagreed that when they were using the platform they did not need to spend their internet quota a lot.

12. (Q12) Question 12: Google Classroom gives students a chance to cheat related to the assignment in Google Classroom.

From the data in table 3 shows that there are multiple numbers for cheating possibility in assignment. 31 students chose neutral, agree and strongly agree. In addition, the table shows 4.00 as the median and 3^a as the mode. It means that there are a similar number of students who chose neutral for cheating possibility. Meanwhile, they also agreed and strongly agreed that students could trick their task in Google Classroom.

13. (Q13) Question 13: Students can find out which assignments have been given and have not been completed yet.

From the data in table 3 shows that 33 students disagreed, 28 students strongly disagreed and 21 students chose neutral. In addition, the data shows 2.00 for the median and 2 for the mode. It means that students could not figure out their task management on this platform. Meanwhile, they did not know which assignments had not been finished yet in Google Classroom.

14. (Q14) Question 14: Google Classroom cannot help students to save the learning time.

From the data in table 3 shows that 36 students chose neutral, followed by 35 students who disagreed and 14 students strongly disagreed. In addition, the data shows 3.00 as the median and 3 as the mode of the data. It means that this learning platform did not help them to save their learning effort and time.

Discussion

According to Amin & Sundari (2020), the application of Google Classroom has given students a positive impact. It stated that they agree that it is efficient. More than 60% of students agree on its suitability, enjoyable, recommendable and accessible. In short, many students admit that this educational platform is convenient to use for learning English online.

Amin & Sundari (2020) stated that 57% of students can follow the instructions given by the teacher through

Google Classroom and 52% can understand the lesson. The result of this study stated that 35 students agreed that they get clear instruction through Google Classroom, but they chose neutral for understanding the material through this platform. It means that they had no idea whether or not they understood the learning material delivered by the teacher.

Iftakhar (2016) mentioned that Google Classroom features help teachers to interact with the students, and it has an opportunity to support blended learning and professional development. It also stated that the feedback given is beneficial for students, and they agree that it caused the progress of material submission. Thus, Google Classroom gives students not only difficulties of its connection but also the students' comprehension for the lesson material given by the teacher in the platform.

In short, the use of Google Classroom as an online learning platform which is used in English class becomes an innovative strategy to help teacher and student in conducting distance learning in this pandemic. Therefore, knowing the students' perceptions towards the accessibilities of using Google Classroom to learn English online is needed in order to get the successful online teaching and learning process.

CONCLUSION

Based on the result and the discussion above, it is concluded that the majority of the students agree that Google Classroom is accessible because students can access and use this platform easily. In addition, it is also available on mobile phones. It has understandable features that makes students get clear learning instruction and know their learning progress and history. Therefore, it helps them in submitting their assignments and it does not drain a lot of internet quota. However, they disagree about having good interaction with teachers or classmates. They also disagree about finding out which assignments have not been completed and it does not save their learning time. Meanwhile, many students prefer to choose neutral for understandable learning material and reducing the use of paper. There is a similar number of students who choose neutral, agree and strongly agree about cheating possibility.

In this modern-educational time, students should be more creative and innovative in choosing the learning material and media to help them in improving their ability. Thus, the fascinating learning strategy is practical to be applied in language learning.

Suggestion

The researcher gives suggestions related to this study. For further study, it is suggested to conduct the research not only to figure out the students' perception towards the accessibility of Google Classroom, but also the students' experiences when they are using it to learn English online. It is needed to strengthen the successful teaching and learning process in this pandemic. It also helps teachers and students to figure out effective learning media to support them in teaching and learning language.

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