Students' Responses Towards Online Learning English Language Through Google Classroom

Sri Wahyuningsih a,1,*, I Gede Widya Sapautra b,2

a Sekolah Tinggi Pariwisata Mataram, Lecturer, Mataram, Indonesia
1 s.wahyuningsih28@yahoo.com *
b Sekolah Tinggi Pariwisata Mataram, Lecturer, Mataram, Indonesia
2 widyasaputra@gmail.com

* corresponding author

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ABSTRACT

The advancement of data and innovation proceeds to develop in this transformation industry 4.0, particularly within promoting innovation with the web. It impacts the world of instruction, particularly in learning strategies. One of the improvements in instruction and learning strategies that are right now in utilize is Google classroom. This is to recognize how students’ reactions towards learning English Calling utilizing google classroom are connected to the instructing and learning preparation at the Mataram College of Tourism. This investigation is a study inquiry. The number of tests this considers was 135 understudies from Mataram College of Tourism. The factors inspected in this think incorporate angles of ease in getting to, value, communication, and interaction, and students’ fulfillment in learning utilizing google classroom. The result of this investigation is that students in Mataram Tourism College impression of Google Classroom is simple, valuable, and simple for communication and interaction, and feel fulfilled with Google Classroom. In any case, from the learning activity, it was found that the respondents thought that the quality of the learning handling was not flexible in the first meeting and they were awkward amid the learning in learning while using the google classroom.

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1. Introduction

Education evolves and changes with time as part of society's life system. Changes in science and technology will necessitate the production of qualified and competitive graduates from educational institutions. Furthermore, to improve human resources to maintain high tourism quality requirements. One of the most basic prerequisites for competing in the globalization and industry 4.0 era is the ability to communicate in English (Putra, 2018).

The advancement of information and technology continues, particularly in the growth of technology with the internet having a significant impact on the world of education, particularly in terms of learning methods. Google Classroom is one of the online learning approaches that is currently
being developed and used. It is an application dedicated to online learning media that assists professors and lecturers in creating and distributing online assignments. Learning will be more effective with the use of Google Classroom because it can be accessed at any time through Google Classroom.

The millennial generation nowadays uses electronics daily and is always connected to the internet. Students can take lessons or study online without leaving their homes using their smartphones. Furthermore, people in 2022 will be quite familiar with the internet and will be using it to learn. Google Classroom is a well-known and simple-to-use instructional resource for online learning. Google Classroom can be accessed from a computer or a smartphone. Google Classroom is a Google tool that seeks to assist professors and students in organizing lectures and communicating with students without being constrained by class dates. Aside from that, lecturers can set assignments and directly grade pupils. Learning content can be delivered in a variety of ways.

Google Classroom aids in the achievement of learning objectives and makes it easier for lecturers and professors to study and deliver knowledge to students accurately and precisely (Hakim, 2016). Students feel more at ease and engaged in the construction of their ability when they learn through blended learning. Assignments, grading, communication, time-cost, archive courses, mobile applications, and quizzes are some features offered by Google Classrooms. As a result, the findings of this study are intended to contribute to a better understanding of learning English with Google Classroom, allowing it to be utilized as a supplement to traditional learning. Many lecturers and teachers employ conventional teaching approaches, in which lecturers are in charge of all learning activities. Learning with Google Classroom is supposed to assist lecturers in evaluating the future application of teaching and learning for a better approach and comprehension.

E-learning allows users to access learning courses from any location that has access to the internet. According to Agarwal and Pandey (2012), E-learning focuses on the use of technology in learning and education. E-learning is the use of electronic media in the learning process through the use of information and communication technology. Guri-Rosenblit (2005) defines E-learning as "the use of electronic media for various learning purposes ranging from traditional function in classrooms to face-to-face meetings with online conferences." According to Stockley (1996-2017), e-learning is using electronic devices in various ways to provide educational training or learning objectives. According to Sangra et al. (2012), e-learning is the natural evolution of distance learning that employs the most recent tools in the context of technology for educational regulation.

We can conclude from this definition that e-learning uses electronic devices to provide online educational learning. Because it excels in several areas, such as sharing material or files, submitting assignments, and quizzes, e-learning simplifies the teaching and learning process. Many educational institutions have also implemented e-learning. Both lecturers or teachers, and students can easily communicate using e-learning. Furthermore, lecturers or teachers have an easier time providing feedback on assignments.

Google Classroom is a collaboration tool for students and teachers; teachers can create and distribute assignments for students in online classes for free (Beal, 2017). Google Classroom can encourage students to participate in their classes actively. According to Nagele (2017), only Google Classroom allows teachers to create active, student-centered, collaborative, and memorable lessons. Google Classroom is beneficial to all types of students, including adult learners. Learning with Google Classroom is very efficient because it does not use paper, can be accessed from any device, and can be accessed from anywhere as long as there is an internet connection. It also allows teachers and students to communicate and interact and provide feedback and customized course learning.

To begin using Google Classroom, go to https://classroom.google.com/ and sign in with a Google account with an email address. Clicking the "+" button next to the email address to create a first-class. "Create class" will appear. After that, add the class name. The teacher can add details about the class, such as descriptions and instructions for students, to the "about" tab, the Google Drive folder for class material, and attach course outlines and lesson plans. Finally, the class is ready for students to join if they have an email account and the class code in the "stream" tab.

Google Classroom offers users useful features such as being free, mobile-friendly, and time-saving. Google Classroom is also very simple to use. "The design of Google Classroom deliberately simplifies the instructional interface and the options used to send and track assignments;
communication with the course or individual is also simplified through announcements, emails, and notifications,” writes Janzen (2014). Google Classroom is free to use. It is free for anyone who has an internet connection and can be used on any mobile device that has an internet connection. According to Janzen (2014), access to learning material that is interesting and easy to interact with is critical in an internet-connected learning environment. Teachers and students can save time by using Google Classroom. According to Iftakhar (2016), Google Classroom can be integrated with other Google applications such as Google Docs, Google Slides, Google Drive, and Google Spreadsheets.

However, as Pappas (2015) points out, Google Classroom has some limitations, including limited integration options, no automatic updates, difficulty sharing, and editing issues. It also has problems managing instructional materials and assigning deadlines because Google Classes is not synchronized with Google Calendar or other calendars. Only Google users are familiar with some Google Classrooms buttons. Furthermore, students are not permitted to share their documents with others without the teacher’s permission. After creating and distributing assignments to Google Classroom, students can only edit them. They can save and delete any part of the assignment.

However, we can conclude that Google Classroom is beneficial to students and educators such as lecturers and teachers because it is simple to use, efficient, and effective. It also creates a more conducive environment for collaboration between teachers and students. The learning process can be more effective and efficient with Google Classroom because students and teachers can access it from any electronic device connected to the internet.

Media plays an important role in education. The media can help students and teachers become more involved in the classroom. Media in the classroom fosters new learning experiences and improves critical thinking skills. Meanwhile, Tileston (2003) claims that media can influence student modality, motivational behavior management, higher levels of thinking, and real-world applications. As a result, media plays an important role in the learning process. Media facilitates information access, keeps learning interesting, and makes students happy. Learning media can arouse desires and new interests, motivate and stimulate learning activities, and even affect students’ psychological well-being (Sari, 2016).

According to Pedagogy in Action (2018), the media can attract and retain students’ attention and interests, students can sharpen their analytical skills, students can see new concepts and examples, and students can experience the world beyond their abilities. In addition to the numerous advantages, there are several drawbacks that must be considered when using media. According to Perez (2015), the challenges of using media are applying it effectively, understanding how it works, and integrating media in learning.

Finally, incorporating media into the classroom raises students’ awareness of current changes in electronic communication. Students learn not only how to access material and information through media but also how to respect and use media wisely. Furthermore, smartphones and computers were used for language learning. Previous research on using computers as media revealed that students had a favorable attitude toward using computers in foreign language learning programs (Putra, 2019).

2. Research Method

This study aims to determine how students’ responses/attitudes toward learning English Profession using Google Classroom differ. Mataram Tourism College used Google Classroom for teaching and learning media. Based on the objectives and needs of the research, quantitative research methods are used in this study. According to Creswell (2009), quantitative research tests objective theories by investigating the relationships between variables. Instruments can measure these variables, and the resulting data can be analyzed statistically.

This study is specifically classified as survey research. By studying a population sample, survey research provides a quantitative or numerical description of a population's trends, attitudes, or opinions (Creswell, 2009). This survey’s goal is to explain the characteristics of a people. Essentially, researchers want to know how members of the population are distributed across variables or more (for example age, ethnicity, religion, and attitudes towards school).
This study was carried out at the Mataram College of Tourism. According to Arikunto (2006), the population is the entire research subject. Based on the total active students at Mataram Tourism College, the population in this study consisted of 300 students. Samples are portions of a population with similar characteristics (Arikunto, 2006). Between 2018 and 2019, 300 students participated in this study. In this study, probability sampling was used to select samples. This is a sampling technique in which each element (member) of the population has an equal chance of being chosen as a sample member. According to Creswell (2009), a representative sample of a population provides the ability to generalize a population in probability sampling. This study included 135 Mataram Tourism College students as samples.

Research instruments are tools chosen and used by researchers to collect data systematically and easily (Arikunto, 2006). A questionnaire was used as an instrument by the researchers in this study. A questionnaire adapted from Shaharanee et al. (2016) will be used to measure student responses, with an internet self-efficacy scale developed by Eastin & LaRose as a reference. The questionnaire included questions about ease of access (6 questions), perceived use (7 questions), communication and interaction (6 questions), and student satisfaction (6 questions) (4 questions). They were assessed using a Likert scale with a 5-point scale.

Shaharanee et al. provided the questionnaire used in this study (2016). The first section is intended to collect respondent information such as name, age, gender, and student count. Respondents are only required to provide general personal data in order to complete a questionnaire. The numbers on this questionnaire are circled (1, 2, 3, 4, or 5). Variables will be measured on a five scale with a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) (strongly agree).

There are two methods for analyzing data in quantitative research (descriptive statistics and inferential statistics). Descriptive statistics are statistics used to analyze data by describing the data collected rather than making broad conclusions or generalizations. In the meantime, inferential statistics are statistical techniques that are used to analyze sample data and then apply the results to populations. Furthermore, these statistics are well suited for use when samples are drawn from well-defined people and samples are collected at random. According to Sugiyono (2012), the sampling technique is a random sampling technique.

Quantitative research methods are used in data collection techniques. To put the hypotheses to the test, quantitative or statistical data analysis was used. The quantitative research method was used in this study because the data was in the form of numbers. The data in this study was analyzed using the following steps:

1. The Shaharanee et al. (2016) questionnaire was used to review online learning with Google Classroom.
2. Go through the questionnaire one item at a time to ensure that the meaning is clear.
3. Handing out 23 questionnaire items to respondents.
4. The results were analyzed using SPSS, a statistical package used to analyze data from the questionnaire.
5. The main findings can be examined by examining the average scores in order of highest to lowest. High scores indicate that respondents are pleased with Google Classroom, implying that it is effective and efficient as an active learning medium. Respondents with low scores are dissatisfied.

3. Research Findings and Discussion

Research Findings
The average Ease of Access is shown in the table below based on the results of the questionnaire answered by the respondents.

With a score of 3.72, the highest average comes from question number one (signing up for Google Classroom). As a result, it can be concluded that respondents believe signing up for Google Classroom.
Classroom is simple. According to the questionnaire and interviews, most respondents believe that access to the classroom is simple. This result is similar to Iftakhar (2016), who found that Google Classroom was effective and simple to use among his research participants.

Table 1 Mean Score for Perceived Usefulness

<table>
<thead>
<tr>
<th>Statement</th>
<th>MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>The quality of the learning activity was excellent</td>
<td>2.87</td>
</tr>
<tr>
<td>Google classroom is an excellent medium for social interaction (lecturer vs. students and students vs. students), as demonstrated by this activity</td>
<td>3.24</td>
</tr>
<tr>
<td>Google Classroom helps me to submit assignments on time</td>
<td>3.52</td>
</tr>
<tr>
<td>The course activities helped me to examine issues, evaluate new ideas, and apply what I have learned</td>
<td>3.64</td>
</tr>
<tr>
<td>The feedback provided by the lecturer is useful</td>
<td>3.54</td>
</tr>
<tr>
<td>The grading system in Google classroom help in monitoring my performance and understanding the current topic discussed</td>
<td>3.43</td>
</tr>
<tr>
<td>The subject objectives, assessments, and content were consistent with the aid of Google Classroom</td>
<td>3.21</td>
</tr>
</tbody>
</table>

Table 1 above describes Google Classroom’s perceived usefulness. With a score of 3.52, question number 3 (Google Classroom helps me submit assignments on time) has the highest average. According to the questionnaire and interviews, respondents believe the use of the classroom is useful and efficient in terms of time. Respondents can upload multiple files at once and join the course from any location and at any time. This result is similar to Wijaya (2016) in that they are already reaping the benefits of e-learning. It also implies that students benefit from Google Classroom. However, the quality of the learning processing revealed that the respondent did not consider it superior to the traditional learning method.

Table 2 Mean Score for Communication and Interaction

<table>
<thead>
<tr>
<th>Statement</th>
<th>MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>I felt comfortable conversing through this medium for this activity.</td>
<td>2.98</td>
</tr>
<tr>
<td>The lecturer helped to keep the course participants engaged and participated in productive discussions.</td>
<td>3.46</td>
</tr>
<tr>
<td>I feel comfortable interacting with other participants in this activity.</td>
<td>3.12</td>
</tr>
<tr>
<td>Other participants acknowledged my point of view during this activity.</td>
<td>3.20</td>
</tr>
<tr>
<td>Lecturers are enthusiastic about teaching and explaining via the Google Classroom</td>
<td>3.11</td>
</tr>
<tr>
<td>Lecturers are friendly, approachable, and could be easily contacted.</td>
<td>3.16</td>
</tr>
</tbody>
</table>

Table 2 above describes Google Classroom's communication and interaction. With a score of 3.46, question number 2 (keep participants engaged and participating in productive discussions) has the highest average. More than 30% of questionnaire respondents felt that the use of the classroom was entertaining during the course and that everyone had the opportunity to express their thoughts...
on the topic being discussed. However, the score indicated that the respondent was uneasy during the learning process in the classroom.

The aspect of learner satisfaction with Google Classroom is described in Table 3 above. With a score of 3.32, question number 2 has the highest average (I would recommend applying this method of learning to another appropriate subject). According to the review, more than 65 percent of respondents were satisfied with Google Classroom as a learning media. This finding is consistent with Shaharanee et al. (2016), who found that many students are happy with Google Classroom due to its effectiveness and efficiency.

### Discussion

The overall result of this study is as follows: the highest mean score for the ease of access to Google Classroom is about signing on to Google Classroom, with a score of 3.72. According to the questionnaire and interview results, most respondents agree that access to the classroom is simple. Meanwhile, the highest mean score in the perceived usefulness category is related to whether Google Classroom helps learners submit assignments on time, with a score of 3.48. Unfortunately, the learning processing quality received the lowest score. With a score of 3.33, item number 2 (keep participants engaged and participating in productive discussions) has the highest average in the communication and interaction category. However, the score indicated that the respondents were uneasy during the learning process in the classroom. Finally, for the aspect of learner satisfaction with Google Classroom. The highest average is about recommending Google Classroom for another subject) with a score of 3.21. More than 65 percent of respondents in the survey were satisfied with Google Classroom as a learning medium. As a result of this study and interviews with respondents, the researchers offer advice and guidance for better teaching with Google Classroom. First, the instructions for completing the assignments should be stated clearly. Second, an example of the work should be given. Third, to motivate learners, the rubric and assessment criteria, such as quizzes and other forms of evaluation, should be used. Fourth, the time frame for submitting the assignment should consider the assignment’s complexity.

### 4. Conclusion

In conclusion, this study found that, in general, students at Mataram Tourism College believe Google Classroom is simple to use, useful for communication and interaction, and satisfying. Google Classroom provides useful features that assist lecturers in managing the course effectively and efficiently. Google Classroom is a simple, free, paperless, and adaptable tool for language teaching. However, it was discovered during the interview that the participants felt that the teaching processing
quality was not better than standard approaches and that they were uncomfortable while learning with Google Classroom.

References