



The Influence of Google Classroom in English Language Teaching

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Abstract

When the corona virus broke out in Indonesia, online learning drastically increased because the government advised the entire academic community to carry out the teaching and learning process from home. Various policies have been implemented so that the teaching and learning process continues to run effectively. One method of the teaching and learning process that is carried out is by utilizing the Google Classroom facility. In this study, using descriptive qualitative research methods on students' responses to Google Classroom with three indicators, that is people, processes, and technology. The study was conducted on 44 students who took the English II course at the Institute Asia Malang in management study program. The results showed that the people indicator on average 59.088% of students answered agree and 40.912% disagreed. The processes indicator showed that on average 70.178% of students agree and 29.822% of students disagree. The technology indicator on average was 66.63% of students agreed and 33.37% of students disagreed. The three indicators showed that students have a sense of enthusiasm in using Google Classroom.

Keywords: *Online Learning; Google Classroom; English Teaching*

Introduction

During the outbreak of the corona virus or COVID-19 in Indonesia, the government did many ways so that the teaching and learning process continued to run effectively. All affected countries provide the best policies so that the teaching and learning process continues to run effectively. One way to do this is to suggest that the teaching and learning process be carried out at home, remotely, or via online. Online learning is an alternative method in the midst of the current pandemic in Indonesia. Through online learning, it changes the conventional teaching and learning process into a learning process by utilizing technology. Ahmadi (2018) stated that technology provides students with essential learning tools that facilitate cooperative learning, offer exciting alternatives for developing language skills through experimentation.

Online learning provides facilities and convenience for students and lecturers because it has a wider reach, is more varied and is not limited to distance and time. In addition, online learning can not only be accessed through a laptop or computer but can also be accessed through smartphones. According

to research by Taylor & Silver (2019) stated that the most of young people in Indonesia are familiar with smartphones, according to a survey of 66% of young people own a smartphone. Meanwhile, Gikas & Grant (2013) stated that although smartphones have bad impact such as causing addiction, smartphones are potential to engage students' participation in learning activity.

Online learning can take advantage of e-learning to share material, assignments and open opportunities for online discussions between lecturers and students. E-learning system is becoming crucial technologies as higher education institutions are competing in order to reduce cost attract more learners to meet their educational needs (Arpaci, 2015). E-learning technologies have given education field a paradigm shift from teacher-centered to learner-centered (Oye et al., 2014). Devisakti & Ramayah (2019: 150) stated that e-learning has turned into an alternative method to traditional face-to-face education and teaching is no longer restricted to classrooms.

This online learning is conducted in the English course at the faculty of economics. English courses at the faculty of economics learn English basically and in the world of work. Foreign language especially English be a very important language, both in everyday life and science knowledge, politics, technology, social, and culture (Rahayu & Riska, 2018:85). Kim (2011) also stated that English is the first international language used as a medium of communication. It supported by Byram (2008) that language and a lingua franca, English has been used as a communication tool to fulfill the goals of global economics, politics, education, science and technology, and culture and to communicate with members of different cultures. The online learning media used is Google Classroom. Google classroom is a free tool from Google that is easy to use by students and lecturers in sharing material between lecturers and students. The advancement of information and communication technologies (ICT), in parallel with the increased demand for improved access to higher education, has given way for rapid e-learning adoption (Oh and Yoon, 2014). Many schools now encourage students to use online resources to enhance learning and provide online portals that enable students to submit their assignments, check grades, and collaborate with peers (Strain-Moritz, 2016).

Method

This research used descriptive qualitative research methods. According to Sugiono (2010: 9) qualitative research is research in which the researcher is placed as a key instrument, data collection techniques are carried out by combining and inductive data analysis. Descriptive research method aims to analyze student responses to English courses using Google Classroom. The instrument used was a questionnaire instrument using google form. The subjects of this study were students of the second semester in the management study program with 44 students. This research begins by creating a google classroom, then inviting students by sending the class code from the Google Classroom that has been created. Materials, assignments, or quizzes are carried out using Google Classroom. Student responses to the use of Google Classroom in the form of questionnaire are given at the end of the meeting in one semester. This questionnaire consists of 15 questions using a 5 Likert scale.

According to research by Cech, Pavel, and Bures (2004), success in implementing online learning requires three main things, namely people, processes, and technology. Meanwhile, according to Venkatesh, Morris, and Davis (2003) performance expectancy is the degree to which the individual (user) expects that using the system can help gain benefits or ease of work. In this study, the people indicators in the questionnaire asked about the effectiveness of interactions between students and lecturers, process indicators related to alternative systems in supporting the teaching and learning process, and technology indicators asked students' ease of accessing or using google classroom.

Table 1.1 Indicators of Students Response to Google Classroom

Indicator	Questions
People	Learning communication through google classroom.
	Learning interactions through google classroom.
	Enthusiasm in using google classroom.
	Feedback / response / feedback material.
	Enjoy using google classroom.
Processes	The quality of effective learning media.
	Effective media interaction.
	Timeliness in submitting assignments.
	Clarity of instructions for participation.
	Clarity of information on the deadline for submission of assignments.
Technology	Ease of using google classroom.
	Ease of assignment collection.
	Ease of accepting assignments.
	The first choice is to be active in the learning process.
	Increased initiative and motivation to learn.

Results and Discussion

Students' responses to learning English courses using Google Classroom include 15 questions consisting of 3 indicators, namely People, Processes, and Technology. The following is the description of student responses to the use of google classroom as an online learning medium.

Table 1.2 Descriptions of Students Response to Google Classroom

Indicator	Questions	Agree	Disagree
People	Learning communication through google classroom.	51,81%	48,19%
	Learning interactions through google classroom.	55%	45%
	Enthusiasm in using google classroom.	68,18%	31,82%
	Feedback / response / feedback material.	66,36%	33,64%
	Enjoy using google classroom.	54,09%	45,91%
Average		59,088%	40,912%
Processes	The quality of effective learning media.	56,81%	43,19%
	Effective media interaction.	51,37%	48,63%
	Timeliness in submitting assignments.	82,72%	17,28%
	Clarity of instructions for participation.	72,72%	27,28%
	Clarity of information on the deadline for submission of assignments.	87,27%	12,73%
Average		70,178%	29,822%
Technology	Ease of using google classroom.	70,45%	29,55%
	Ease of assignment collection.	80,90%	19,10%
	Ease of accepting assignments.	75,90%	24,10%
	The first choice is to be active in the learning process.	55%	45%
	Increased initiative and motivation to learn.	50,90%	49,10%
Average		66,63%	33,37%

On the indicators of people which include communication, interaction, enthusiasm, feedback, and a feeling of pleasure when using Google Classroom, it shows that on average the students answered agree by 59,088% and answered disagree by 40,912%. This is supported by a high percentage of student enthusiasm in using Google Classroom. Then, the processes indicator which includes the quality of learning media, the effectiveness of interaction media, timeliness, clarity of instructions, and information

when using Google Classroom shows that 70,178% of students agree and 29,822% of students disagree. The largest percentage is obtained at points of clarity of information when collecting assignments. The last indicator is technology which includes ease of use, ease of collecting and accepting assignments, the first choice to be active in the teaching and learning process, and increasing learning initiative and motivation as many as 66,63% of students agree and 33,37% of students disagree. The largest percentage in technology indicators is the ease of collecting assignments. Of the three indicators, people, processes, and technology show that students have a sense of enthusiasm in using google classroom, in the teaching and learning process, google classroom has features in providing clear assignment collection information, and making it easy to collect assignments.

Conclusion

The people indicator shows that the average students who answered agreed was 59,088% and answered disagree by 40,912%. This is supported by a high percentage of student enthusiasm in using google classroom. Then, the processes indicator using google classroom shows that 70,178% of students agree and 29,822% of students disagree. The largest percentage is obtained at points of clarity of information when collecting assignments. The last indicator is technology, as many as 66,63% of students agree and 33,37% of students disagree. Of the three indicators, people, processes, and technology show that students have enthusiasm in using google classroom.

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