

THE IMPACTS OF GOOGLE CLASSROOM ON STUDENTS IN LEARNING ENGLISH DURING PANDEMIC

M. Fikri Ramadhan¹, Dewi Nopita², Muhammad Candra³

Fikrira20@gmail.com

English Language Education Study Program, Faculty of Teacher Training and Education,
Universitas Maritim Raja Ali Haji

Abstract

This study aimed to know what the impacts of Google Classroom on Students in Learning English during pandemic are. Descriptive qualitative was the research design for this research. The objects of this research were 30 students at eight grades in SMP Negeri 1 Bintan. The setting of place of this research was at SMP Negeri 1 Bintan. The instrument for collecting data was questionnaire. There were 5 indicators of Shahrane's theory. The five indicators were ease to access, perceived usefulness, communication and interaction, perceive instruction delivery, students' satisfaction. The result of total score was positive and it showed that Google classroom makes the students easy to access the materials and students satisfied with Google classroom in learning English.

Key words: Students, Google Classroom, Learning English

I. Introduction

The technology is a part of our life. The statement was also agreed by most of the people as they finally shared how technology had created excitement for them. Everyone has their own gadget especially Smartphone. People can do many things using their Smartphone like play games, communicate with others and also study about something. It is not surprising because this phenomenon which mainly occurs in part of the world cannot be denied as technology has been improving a lot nowadays.

Today, corona virus is an epidemic that affects people all over the world. WHO was confirmed of cases of pneumonia of unknown in Wuhan City, China on 31 December 2019. A novel corona virus is a strain that has never been seen in humans before. This virus was finally named the "COVID-19 virus". A pandemic is described as "an outbreak that occurs globally, or over a broad geographic region, crosses international borders, and typically affects a large number of people." this definition, pandemics can be said to occur annually in each of temperate southern and northern hemisphere, given that seasonal epidemics cross international boundaries and affect a large number of people (last JM, 2001).

Nadiem Anwar Makarim as The Minister of Education and Culture encouraged all parties to ensure that learning continues for students living in the green zones, who can start face to face learning under strict health protocols. Home based learning policy had rub for several months since the COVID-19 outbreak emerged. All levels of education was applied it and the informal institution as well. There are several method can use during home based learning, for example Edmodo, Google Classroom, Zoom Meetings, Rumah Belajar, kahoot and etc.

The researcher was doing field teaching practice at SMP 1 Bintan. Based on that experience, the researcher found that some of the students were still getting problems and

difficulties in learning use Google Classroom. Some of the students said that the online learning affected their ability. But also some of them have good achievement and good performance in using Google Classroom. Students learn with undoubtedly and high motivations are able to demonstrate better performance, they ignore the physical difficulties. There are some factors that cause the weakness in learning such as from inside and outside factors. The researcher was interested to identify based on the explanation above the impacts of Google Classroom on students in learning English at SMPN 1 Bintan.

II. Method

This study employed a descriptive qualitative design. A qualitative research, according to Sugiyono (2009), is defined as study that is performed to characterize a variable, either one or more variables without making comparisons, or variables that are related to another one. This research belongs to descriptive qualitative because it is intended to find out what are the impacts of Google Classroom on students in learning English during pandemic. The questionnaire is the technique of data collection. The researcher has made the questionnaire on Google form in Indonesian. It helped the researcher in obtaining knowledge relevant to the study's objectives. The questionnaire Guideline was adapted from Shahrane's theory:

1. Ease to Access
2. Perceived Usefulness
3. Communication and Interaction
4. Perceive Instruction Delivery
5. Student's Satisfaction

The researcher has made the questionnaire on Google form in Indonesian. It helped the researcher in obtaining knowledge relevant to the study's objectives. There were 30 students as the respondents in this research. Data analysis is systematically process to analyze data which have been collected. The questionnaire used a Likert scale and each items of the questionnaire had level from very positive to very negative as followed.

Likert scale	Score
Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

According to Riduwan (2004), in manage and interpreting the data of likert scale used percentage analysis formula as followed:

$$P = \frac{f}{N} \times 100$$

Notes:

P = Percentage

F = the number of students who choose the answer

N = the total number of respondents

The results of these calculations are then compared with the criteria which have been set. The value assessment criteria can be seen below:

$$\text{Max score} = 5 \times 30 = 150$$

$$\text{Min score} = 0 \times 30 = 0$$

$$\begin{aligned} \text{Percentage} &= 0 / 150 \times 100\% = 0\% \\ &= 150 / 150 \times 100\% = 100\% \\ \text{Range} &= 100\% - 0\% = 100\% \\ \text{Interval length} &= 100\% / 5 = 20\% \end{aligned}$$

Table 1. The Value of Percentage

Percentage	Criteria
0% - 20%	Strongly disagree
21% - 40%	Disagree
41% - 60%	Neutral
61% - 80%	Agree
81% - 100%	Strongly agree

(Riduwan, 2004)

III. Results and Discussion

1. Results

There were 25 questions related to the impact of Google Classroom on students in learning English during pandemic. It would be described the obtain data of the questionnaire.

a. The Description of Ease of Access

Based on the responses by the students, the percentage is shown in the table below.

Table 2. The Description of Ease of Access

No	Statements	SA	A	N	DS	SDS	Result (%)
1	I like to use Google classroom because ease to accessing course materials	11 36.6%	16 53.33%	2 6.6%	0 0%	1 3.3%	84%
2	I like to use Google Classroom because ease to sending and receiving assignment	5 16.6%	18 60%	5 16.6%	2 6.6%	0 0%	79.33%

The table above showed the percentages of ease of access. The highest percentage is from questionnaire number 1 with score 84%. The percentage of the second statement is 79.33%. Thus, from the result of both questionnaires, the respondents feel easy to access or signing,

sending, receiving and submitting assignments. It means that Google Classroom makes the students easy to access English materials.

b. The description of Perceived Usefulness

Based on the responses by the students, the percentage is shown in the table below.

Table 3. The Description of Perceived Usefulness

No	Statements	SA	A	N	DS	SDS	Result (%)
3	I think Google classroom is an excellent medium for interaction	7 23.33%	20 66.6%	1 3.3%	2 6.6%	0 0%	81.33 %
4	Google classroom help me to submit the assignments on time and has a positive effect on my learning performance	9 30%	16 53.3%	5 16.6%	0 0%	0 0%	82.67 %
5	The course activities helped to examine issues, to evaluate new ideas, and to apply what I have learned. The feedback provided by the teacher is useful.	2 6.6%	11 36.6%	15 50%	2 6.6%	0 0%	68.67 %
6	The grading system in Google classroom help in monitoring my performance and understanding the current topic discussed	1 3.3%	14 46.6%	11 36.6%	4 13.3%	0 0%	68 %
23	I believe the quality of learning activity was excellent when I use Google Classroom	3 10%	16 53.3%	7 23.3%	4 13.3%	0 0%	72%
22	Google classroom usefulness has a positive effect on	6 20%	13 43.3%	10 33.3%	1 3.3%	0 0%	76%

my learning
performance

The table above describes the percentages of perceived usefulness. The result of questionnaire number 3 is 81.33% which means that students strongly agree that Google classroom was an excellent medium for interaction. The highest result comes from questionnaire number 4 with score 82.67%. Therefore, it can be concluded that students feel Google classroom was very helpful to submit assignment on time. The next questionnaire is number 5 with score 68.67%. It means that they agree with this statement. The next questionnaire in this indicator is number 6 with score 68% which means the students still agree with this statement. The result of the questionnaire number 22 is 76% which means that the students agree if this platform is useful for them in learning English. The last questionnaire is number 23 with score 72 % and it shows that the students agree when they use Google classroom, the quality of their learning was excellent. Based on all of the result in this indicator, it can be concluded that Google classroom is useful for the students in learning English.

c. The Description of Communication and Interaction

Based on the responses by the students, the percentage is shown in the table below.

Table 4. The Description of Communication and Interaction

No	Statements	SA	A	N	DS	SDS	Result (%)
13	I felt comfortable conversing through this medium for this activity	2 6.6%	19 63.35 %	9 30%	0 0%	0 0%	75.33%
14	My teacher helped to keep course participants engaged and participating in productive discussion	8 26.6%	16 53.3 %	5 16.6%	1 3.3%	0 0%	80.67 %
15	I felt comfortable interacting with other participants in this activity	6 20%	10 33.3	12 40%	2 6.6%	0 0%	73.33 %
16	My point of view was acknowledged by other participants during this activity	4 13.13 %	15 50%	11 36.6%	0 0%	0 0%	75.33 %
17	My teacher are enthusiastic on teaching and explaining via the Google classroom	3 10%	8 26.6 %	17 56.6 %	2 6.66 %	0 0%	68 %

The table above describes the result of communication and interaction. The result of questionnaire number 13 is 75.33%. It means that the students agree that they feel comfortable through this medium for this activity. The highest percentage comes from questionnaire number 14 with 80.67%. Therefore, it can be concluded that the respondents feel comfortable using this

learning method. The next is questionnaire number 15 with score 73.33% which means that the respondents agree with this statement. The next one is number 16 with score 75.33%. It also can be concluded that the students agree with this statement. The last one is number 17 with score 68% which means that the students agree with the point of this statement. This part showed that Google Classroom was a comfortable medium for interacting with other participants in learning English.

d. The Description of Perceive Instruction Delivery

Based on responses by students, the percentage is shown in the table below:

Table 5. The description of Perceive instruction delivery

No	Statements						Result (%)
7	My teacher provide clear instructions on how participate in course learning activities and has appositve effect on my learning performance	4 13.3%	13 43.3%	8 26.6%	4 13.3%	1 3.3%	70 %
8	My teacher clearly communicated important due date/ time frames for learning activities and has a positive effects on my learning performance	4 13.3 %	12 40 %	13 43.3 %	1 3,3 %	0 0%	72 %
9	My teacher clearly communicated important course topics and has a positive effects on my learning performance	11 36.6%	15 50%	3 10%	1 3.3%	0 0%	84 %
10	My teacher helped keep the course participants on task topics and has a positive effect on my learning performance	5 16.6%	13 43.3%	10 33.3 %	2 6.6%	0 0%	74 %
11	My Teacher provides feedback that	4 13.3%	19 63.3%	6 20%	1 3.3%	0 0%	77.33 %

allowed the students to better understand the content of the course

12	My teacher provide clear instructions on how to participate in course learning activities	5 16.6%	15 50%	8 26.6 %	2 6.6 %	0 0%	77.33 %
----	---	------------	-----------	----------------	---------------	---------	---------

The table above describes the result percentage of perceive instruction delivery. The result of the first questionnaire is 70% which means that the students agree with this statement. The second questionnaire is number 8 which score 72%. It means that the students agree if their teacher clearly communicated important due date/time frame for learning activities. The highest percentage comes from questionnaire number 9 with 84%. It means that the students agree that teacher clearly communicate important course topic. The next questionnaire is number 10 with score 74%. Both of number 11 and 12 the scores are same, 77.33% which means that the students agree with both of these statements. The result of this part indicates that Google Classroom can make the students understand the materials because the teacher gives clearly instruction in this platform.

e. The description of Students' Satisfaction

Based on the responses by the students, the percentage is shown in the table below.

Table 6. The description of students' satisfaction

No	Statements	SA	A	N	DS	SDS	Result (%)
18	The subject met my personal goal through the medium introduced	6 20%	16 53.3%	5 16.6%	2 6.6%	1 3.3%	76 %
25	I would recommend this method of learning to be applied to other appropriate subject	12 40%	16 53.3%	2 10%	0 0%	0 0%	86.66 %
20	Google classroom is my first choice in active learning compare to other method	3 10%	16 53.3%	9 30%	2 6.6%	0 0%	73.33 %
21	I like the Google classroom as a learning initiative and motivation booster	3 10%	14 46.6%	9 30%	3 10%	1 3.3%	70 %

24	I like learning to use Google classroom compared to learning in class	11	16	3	0	0	85.33%
		36.6%	53%	6.6%	0%	0%	

The table above describes the result of students' satisfaction. The first one is number 18 with score 76% which means that the students agree with this statement. The result is from questionnaire 24 with 85.33%. Thus, it can be concluded that the respondent agrees that they like learning to use Google classroom. The next one is number 25 with score 86.66%. It can be concluded that the students strongly agree if the other subject can use this method in learning process. The statement number 20 also had a positive result, in the other side, the students agree if the Google classroom in online learning activities is their first choice. Part of students' satisfaction also shows the positive result. Google Classroom makes the students satisfied in learning English because this platform provides a lot of convenience to its users.

2. Discussion

The researcher is taken the questionnaire from the study of Shaharane et.al (2016). It is used to collect data about the impact of Google Classroom on students in learning English during pandemic. The result of the data describes each part of the questionnaire.

The part of ease of access showed that most of the students did not find any difficulties in operating Google classroom and Google classroom was easy to use as a learning tool in learning English. It means that Google Classroom makes the students easy to access this platform such as sending, receiving and submitting the assignment or the materials in learning English. This result is in contrast with Iftakhar (2016), 18 students of his research agree that Google classroom is effective and easy to use. This study is also correlated with Abd Syakur (2020) that using Google Classroom can increase the result of average achievement of English material on English Education Department' Students.

Most of the students on the part of perceived usefulness agree Google classroom was useful in their English learning process because it can use anywhere and anytime. Google Classroom makes the students able to get the materials easily though online learning from home. It is in line with Hikmat (2020) stated that students through online learning can study as usual and not miss the materials and the time is more flexible. This result of the study similar with Wijaya (2016), respondents in his research said that Google Classroom can increase the effectiveness in completing the task assigned by the faculty. It also means that students benefit when using Google classroom. This study also in line with Rahmawati, (2020) state that Google classroom was very efficient and helpful to use.

Most of the students on the part of communication and interaction showed that they feel their communication and interaction can be easier. It means that Google Classroom makes the communication and interaction between students and teacher in learning English are going well though in online learning. Students and teacher can upload the materials and make the personal comment and they can also share their documents and thus they can produce the best assignment. This study is in line with Ridho et.al., (2019) stated that lecturer and students can have conversation at Google Classroom by using English even they are not in school or campus.

Most of the students agree on the part of perceive instruction delivery that the teacher gives clearly instruction in Google classroom. The teacher must prepare all of the material before starts the class, so during online class, teacher can manage the students and the class well. This study is in line with Indriani (2020) most of the students agree that Google classroom with a clear explanation is easy to use, it easier to submit multiple task for students.

The part on students' satisfaction indicates that Google Classroom makes the students satisfied in learning English. The students feel satisfied because Google classroom gives a lot of

convenience to the users. They can do the interaction in the class anywhere and anytime by using class code. Moreover, Google Classroom was interesting for the students, it can help students improve reading comprehension. This study is in line with Ambarwati et al. (2021) state that students when learning English through Google classroom have a high motivation. This result is also in contrast with Shaharane (2016) that most of the students stated that they feel satisfied with this platform because this platform was effective and efficiency.

IV. Conclusion

The results based on the data analysis of questionnaire, the researcher got conclusion in explaining and describing the impact of Google Classroom on students in learning English during pandemic. First, the researcher found what the impacts of Google Classroom on students are. The result from questionnaire shows that 30 students who learn by using Google Classroom. Google Classroom makes learning process easier for students to access English materials. Google Classroom also makes their communication and interaction effective, efficient, comfortable and students satisfy with the Google Classroom.

V. Bibliography

- Abd, Syakur. Sugirin. Widiarni. (2020). The Effectiveness of English Learning Media through Google Classroom in Higher Education. Britain International of Linguistic, Arts, and Education (BIO LAE) Journal. ISSN:2685-4183(Online), 2685-4805(Print). Vol. 2, No.1.
- Ambarwati, R., Mandasari, B., & Indonesia, U. T. (2021). Students' Motivation Toward the Use of Google Classroom in Learning English During, 1(1), 10-18.
- Hikmat, Hermawan, E., Aldim, & Irwandi. (2020). Efektivitas Pembelajaran Daring Selama Masa Pandemi Covid-19: *Sebuah Survey Online*. Digital Library, UIN Sunan Gunung Djati, Bandung.
- Iftakhar, S. (2016). *Google Classroom : What works and How?* Education and Social Science.
- Indriani, L. (2020). The Efl Students' Perception in Using Google Classroom for English Learning during Pandemic, 3, 328-335.
- Rahmamawati, B. F (2020). Learning By Google Classroom in Students' Perception Learning By Google Classroom in Students' Perception. Retrieved from <https://doi.org/10.1088/1742-6596/1539/1/012048>.
- Ridho, D. M., Sawitri, I. D., & Amatullah, N. A. (2019). Students' Perception Toward Google Classroom Application in Efl Classroom. Seminar Nasional Pendidikan, 1325-1332.
- Riduwan. (2004). *Skala pengukuran variabel penelitian*. Bandung : Alfabeta.
- Shaharane. (2016). *Google Classroom As a Tool For Active Learning*. AIP Conference Proceedings.
- Wijaya, A. (2016). Analysis of Factors Affecting the Use of Google Classroom to Support Lectures. *The 5th ICIBA 2016, International Conference on Information Technology and Engineering Application*, (hal.61-68). Palembang-Indonesia.

