

THE UTILIZATION OF GOOGLE CLASSROOM IN LEARNING ENGLISH

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Abstract: The aim of this research to observe that (1) the use of Google Classroom during Online Learning during the covid-19 pandemic is very useful in English subjects. (2) Especially in the assignments in class, assessment, and providing material in English subjects in SMPN 6 Bekasi of 7th grade. The method used in this research is descriptive qualitative. To collect the data this research used questionnaires, interviews and observations while using the Google Classroom application in the classroom during the application of Online Learning. This research data uses a questionnaire with 10 statements and interviews with 10 questions related to the use of Google Classroom in Learning English through google forms which were distributed to 35 students as respondents. Based on the results obtained by the researchers, that 51.4% strongly agree of 35 students that the Google Classroom application is very useful, easy to use, and very helpful for students in teaching and learning activities during Online Learning in English subjects. The features (Assignment, Assessment, and Provide materials) contained in the Google Classroom application are also very helpful for students based on the highest presentation results in this study, obtained 60% strongly agree from all respondents. Furthermore, the use of the Google Classroom application during the covid-19 pandemic when the application of Online Learning could be utilized by students as a media to support teaching and learning activities in English subjects.

Keywords: *Google classroom application; online learning; learning English.*

INTRODUCTION

Several years back and even today, the world is faced with the Covid-19 pandemic or coronavirus that attacks respiratory system disorders, acute pneumonia, and even death in humans. The existence of this virus causes a lot of bad impacts in all parts of the world, from the economic crisis to the education system of learning in schools. This has made many countries carry out policies in order to prevent the spread of the coronavirus. The impact caused by the pandemic on the world of education in Indonesia itself (Faridah, 2022). The government makes regulations to carry out online learning at home, (Minister of Education and Culture Regulation, No. 109/2013 Article 2) explained, "from home through online/distance learning is carried out to provide meaningful learning experiences for students, learning from home is focused on life skills education, including knowing the Covid-19 pandemic.". Based on the ratification of the regulation, the learning process at school turned into online learning at home.

This change in the learning process forces various parties to go with the flow so

that the process of teaching and learning activities can take place even without meeting in person, the main choice is the use of technology as an online learning medium. According to Dimyati (2017), the term online learning that we often know is e-learning which is an effort to use technology in the process of distance teaching and learning activities. Likewise, according to Rigianti (2020), the teaching and learning process by utilizing electronic devices such as smartphones, laptops, or computers that have internet access in learning activities.

In the online learning process, teachers and students are required to understand the use and utilization of technology such as smartphones and computers that have an internet network to support teaching and learning activities (Suharwoto, 2020). Because online learning can facilitate wider, varied, and more interesting learning media, with the facilities provided by the system, teaching and learning activities can be carried out anywhere and anytime without a certain distance or time.

Following from Mu'minah & Gaffar (2020), Google Classroom is a learning

management system provided by Google to teachers to promote e-learning. Google Apps for Education (GAPE) was released by Google Classroom Applications on May 6, 2014, and released to the public on August 12, 2014. Google Classroom can act as a Learning management system in schools, colleges, and higher education institutions. The Google Classroom app can allow classrooms to be created online (Izwan, Jastini, & Sarah, 2016). As for the explanation according to Azhar and Iqbal (2018) Google Classroom is a free application, so it can be said that Google Classroom is suitable for use, especially in schools that lack the cost of developing the use of technology to support the learning process. Google Classroom can also be used as an application to manage the learning system from school to college level so that teachers can more easily and efficiently manage online classes. Together with Soliman (2014) Google Classroom can also be a free option to access and use if you have a Google account for education, with ease and free that can be downloaded on any device is a capable feature that can be used cooperatively in groups, as the advantages of using the Google Classroom is learning management system.

During a pandemic like this, teaching and learning activities for grade 7th students of SMP N 06 Bekasi must continue to carry out English subjects. With Google Classroom, teachers and students can use and take advantage of existing features to support online teaching and learning activities at home more easily and efficiently. The features offered by Google Classroom such as giving assignments, grading, giving materials, scheduling assignments, and also there are fifty-four languages in it, based on Rosidah (2020).

In a previous study on online learning, conducted by Hakim (2016) explained that several e-learning applications are used to support the teaching and learning process that has not been used optimally. This study shows that online learning still does not arouse students' motivation in learning to use the e-learning

system. Learning that uses e-learning is also increasing, one of the applications used in Google Classroom. Further research by Su'uga (2020) the results obtained are that the average score of students is from 63 to 81.8, while other data obtained the value of 72.9 to 85.5. It can be concluded that the use of the Google Classroom e-learning application can improve student learning outcomes. As well as research results according to Atikah et al., (2021) that the perception of students who use Google Classroom is happy because the teacher does not give a lot of assignments, flexible that can be used at any time.

Based on the description above, this research aims to determine whether the use of the Google Classroom application is maximal and useful as an online learning media as well as assignments in class, assessment, and providing material in English subjects in grade 7th SMPN 06 Bekasi. In order that the results of this research are obtained as a new reference for educators and students in using Google Classroom as an application to support online learning.

METHOD

The research method uses in this research is a qualitative descriptive method. This means that this study only wants to know how the state of the variable itself is without any influence or relationship with other variables such as experimental research or correlation. Researchers use this method which aims to find out the truth and validity based on the usefulness of Google Classroom as an application that supports Online Learning.

For the purpose of Siahaan & Ali (2020), the researchers used three descriptive qualitative research steps with the following procedures in this research: (1) Collected data based on data sources. (2) Make analysis results from the data obtained. And (3) make conclusions from the results of the data.

Data Source

The location used is SMPN 6 Bekasi with 35 students of 7th grade H-class as a

respondent for this research.

Data Collection Techniques

For this research, the data collection involved of three stages which included questionnaire, interview, and observation. Moreover, documentation of online learning activities using the google classroom application. Due to the Covid-19 pandemic, SMPN 6 Bekasi is still implementing online learning, the researchers do questionnaire and interview used Google Form website. The researchers give time to fill out the questionnaire and interview for three days, interview and questionnaire were conducted by 35 students in this research to collect data.

This interview is given to observe how students feel and take the utilization of assignments in class, assessments, and the providing of material features in Google Classroom for English subjects during online learning, and supported by the validity of the questionnaire data.

Data Analysis Techniques

In analysis techniques, the researchers conducts interviews by making 10 questions (questions that the researchers want to know) as subjective perception data. Researchers also provide 10 statements using a questionnaire through a google form given to 35 students as respondents in this research.

The steps taken in technical analysis in this research are:

1. The researchers arrange and prepare analysis data. Researchers provided two different links to the English class group which includes 35 students, following the students who have received the two links can directly fill out the interview form and questionnaire form, with statements answers based on how they feel while using Google Classroom.
2. The data that has been filled in by the respondents then becomes the following stages for researchers to analyze. A narrative is frequently utilized in the presentation of qualitative data.
3. The last stage taken by the researchers is making conclusions. Data obtained by researchers from the results of the analysis

will be described briefly and clearly based on the results obtained rightly.

Observations have been made to students during online learning according to what happens in class when using Google Classroom and-also taking pictures and assessment documents of student activities as documentation.

RESULTS AND DISCUSSION

Result

The results of this research were obtained from the interview process and the results of observations made by researchers to 35 students, the results of the data from the interviews and observations are presented clearly below.

Interview

This interview was also carried out to 35 students along with filling out the questionnaire link, as well this data throughout to demand according to students about the utilization of Google Classroom in learning English.

1. *Do you use the Google Classroom application as a media learning, after or before the implementation of Online Learning?*

From 48.6% of 35 students said that they used the Google Classroom application after the implementation of Online Learning during the covid-19 pandemic. It is also emphasized that the use of this application when online learning is also based on (Okmawati, 2020) There are numerous ways to carry out the learning process while doing home-based learning. Some people have access to online learning platforms, WhatsApp, and video calls using Zoom. There are several online courses that focus on teaching and learning processes, including Rumah Belajar, Kahoot, Edmodo, and Google Classroom, one of the most well-known learning tools right now.

2. *How long have you been using the Google Classroom application in*

English subjects?

From all student answers, they have used the Google Classroom application on average for 24 months or about two years while online learning is still ongoing. Based on Sutrisno (2020) the use of this application has improved student learning outcomes when using Google Classroom for online learning as opposed to face-to-face learning, and improved learning outcomes when using Google Classroom for online teaching are closely related to high levels of student engagement in their studies.

3. *Do you often use the Google Classroom application in teaching and learning activities in English subjects during Online Learning?*

In how often, based on 51.4% obtained students use the Google Classroom application for English subjects. All respondents said that students use the Google Classroom application very often. Frequent use of this application is also supported by Octaberlina & Muslimin (2020) Google Classroom is used during the e-learning learning process. It is strongly advised that future studies focus on how teachers perceive the challenges of utilizing Google Classroom as a tool for English teaching and learning.

4. *In the Google Classroom application there is a "Class Assignment" feature to collect assignments given by the teacher, do you think the "Assignment" feature is very useful as a media that makes online learning easier?*

40% strongly agree in the "Assignment" feature, all students stated that this feature is very useful in sending assignments in class, while those students said that this feature made it very easy to submit completed the assignments. According to the research of Azhar and Iqbal (2018) Google Classroom

has not significantly changed how lessons are taught in classrooms as a whole, the only features that have seen widespread use are those for uploading assignments, managing the classroom, and communicating with the students.

5. *In the Google Classroom application there is an "Assessment" feature as feedback from the teacher after collecting assignments, do you think the "Assessment" feature is very useful as a media that facilitates Online Learning?*

Based on 40% obtained most students stated that this assessment feature is very useful, because students could find out student grades quickly after submitting assignments besides students stated that with this feature it was easier for students to find out how many grades the students got after submitting assignments. In assessment feature also, teachers freely provide assessments and provide self-assessment for students (Wijaya, 2016).

6. *In the Google Classroom application there is a "Material" feature for teachers to provide English learning materials, do you think the "Material" feature is very useful as a media that makes online learning easier?*

This feature is very useful based on the 45.7% answers from students, the respondents stated that the provision of material through this feature was very easy to use and easy to understand. As for those who state that the material in this feature makes it easy for students to learn or study English in the chapter, we are studying even though it is not face to face learning in class. Besides, Inoue & Pengnate (2018) that teachers can share material about the subjects being taught, also teachers stately upload some lessons material, and giving assignments to students.

7. *While using the Google Classroom application, did you find it helped by the features in the Google Classroom application in Online Learning?*

With the features that have been provided by the Google Classroom application, 60% students are strongly agree that students find it helpful when used during Online Learning. This is supported by Al-Marroof & Al-Emran (2018) the results revealed that all factors were significantly effective in terms of behavioral intentions and actual Google classroom use, the importance of usability and simplicity are the features as key characteristics of Google's classroom. These two features have a substantial impact on the intents of the chosen sample of students since Google Classrooms enable students to create online learning activities.

8. *While using the Google Classroom application, do you feel that the features in the Google Classroom application are very useful as a media that helps during Online Learning?*

57.1% strongly agree based on the answers from students, that the features in the Google Classroom application are very useful in English subjects and are very easy to use during the implementation of Online Learning. Moreover, indicates that Google Classroom is a tool that help for teachers or lecturers to create, distribute, assessment, and paperless assignments. Google Classroom can also as a media to interaction between student and teacher without face to face learning activities (Negara, 2018).

9. *In your opinion, in addition to features (Assignment, Assessment and Materials). Are there any other benefits of using the Google Classroom application as a helpful medium during Online Learning? (Please explain).*

The students stated that the benefit of the Google Classroom Application is that the students can see the deadlines for assignments that will be sent and collected, with Google Classroom making online learning more interesting and fun. From 45.7% students strongly agree, obtained that the student can comment on every post in the Google Classroom application, students can interact with teacher easily. In Bandick (2015) there are other learning platforms that can be used, however Google Classroom has various features that really help online learning to be more active, one of which is the discussion feature in the application.

Some students also said that Google Classroom application is easy to use, efficient, has complete features, and facilitates learning English during online learning. And as for students who stated that this application was very useful because it was a free application.

10. *In your opinion, are there any problems when using the Google Classroom application during Online Learning? (Please explain).*

Most all student answers stated that there was no access to the Google Classroom application. But there are some students who said that the obstacle when using this application is that it requires an internet network, there are also those who state that sometimes students open this application a bit slowly, late notifications are also barrier for some students (but this is caused by the internet network), there are also which is experiencing a bug in some devices (this problem arises due to the memory of the device being limited). In addition of Yawijay (2021) said that on the other hand However, on the other hand, several weaknesses were found in the learning such as mastery of features,

students did not have data packages, and uneven signal coverage.

Table of questionnaire results.

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q1	48.6%	40%	5.7%	5.7%	0%
Q2	40%	48.6%	5.7%	5.7%	0%
Q3	51.4%	42.9%	2.9%	0%	2.9%
Q4	40%	45.7%	5.7%	5.7%	2.9%
Q5	40%	34.3%	20%	5.2%	0%
Q6	45.7%	48.6%	2.9%	2.9%	0%
Q7	60%	34.3%	0%	5.7%	0%
Q8	45.7%	34.3%	11.4%	8.6%	0%
Q9	57.1%	37.1%	2.9%	2.9%	0%
Q10	51.4%	42.9%	0%	5.7%	0%

Observation

In this research, observations made by researchers were carried out for one month in January 2022. The results of the observations obtained by the researchers are based on actual facts when the students in grade 7 SMP 6 Bekasi during the application of Online Learning using Google Classroom application. Google Classroom has been used at SMP 6 Bekasi since the beginning of the pandemic in Indonesia in 2020, until this research was conducted. In English subjects, the Google Classroom application has been used for giving and sending assignments, giving assessment by English teachers, and providing English learning materials.

In the early stages of learning using Google Classroom, the researchers created a class for students to join the English class. Then the researchers made English learning materials on the "Material" feature based on the syllabus for grade 7 curriculum 2013 chapter 5, it was then uploaded to the newly created class. For one month, the researchers made four materials, including: (1) It's a Beautiful Day. (2) It's a Beautiful Day Part 2. (3) Identifying the Qualities of Animals.

(4) Identifying the Qualities of People. The provision of material by researchers is routinely distributed once a week.

After the researchers gave the material, it was followed by giving daily assignments once a week by the researchers which was uploaded on the "Class Assignment" feature, the assignments were based on the material that had been given. Then, students also collect assignments through the assignment features as well.

The final stage carried out by the researchers was to give an assessment as feedback after the students had collected the assignment, this assessment could be given immediately as soon as the student had finished on the assignment, using the "Assessment" feature. The researchers also made a daily test at the end of the study as an evaluation of learning English after one month of teaching and learning activities.

Discussion

The Utilization of Google Classroom in Learning English

Researcher able to describe the results of the data that have been obtained based on the results of the questionnaires that have been distributed to students, therefore researchers can provide an explanation of the results of students' answers and an overview of the findings about the utilization of Google Classroom in Learning English during Online Learning.

- 1) Based on the question "I use the Google Classroom application in English subjects during Online Learning" most of students 48.6% of 35 respondents strongly agree that students use the Google Classroom application in English subjects during Online Learning. The use of Google Classroom as a learning media during Online Learning is also very useful, from interviews with students, according to IM said that "Yes, I feel that Google Classroom is very useful", as for the statement from LPK that "Google Classroom is useful during online learning and easy to use". Based on the results of

Deviyanti et al., (2020) that the usage of e-learning materials built on Google Classroom can significantly improve cognitive learning results, which can lead to more efficient learning. The significant improvement by using Google Classroom as e-learning based on the above statement is also supported by the results of interviews with FJZ said that *"the features in the google classroom application are very helpful for online learning"*, and as stated by LZ is *"Yes, it's more practical and efficient, has complete features, and makes learning easier"*.

- 2) In the statement indicator about the Google Classroom Application, which is very easy to access and use for Online Learning for English subjects, 40% strongly agree from 35 respondents. At this point, it shows that the Google Classroom application is easy to use and also easily accessible as an online learning media in English subjects.

40% strongly agree from 35 students with the "Assignment" feature indicating that students in this case the feature made are very helpful in doing and sending assignments in English subjects. For feature "Assessment" obtained 40% strongly agree from 35 students that student could find out student grades quickly after submitting assignments in English subjects. In addition of Fauziah et al., (2019) without having to carry a lot of paper, teachers can more easily observe and evaluate the results of the students' assignments. The students may then more easily access Google Classroom from anywhere, including at home and outside of the classroom, making it easier for them to observe the outcomes of the teacher's assessment.

- 3) As long as 45.7% strongly agree for feature "Materials". Based on the

observations that have been made, it shows that this feature is very useful and helps students in learning English through the material provided. Based upon interview questions about helping students with the "Materials" feature, evolved from EF is *"Yes, useful. From the material, it becomes easy for us to learn or study English in the chapter we are studying even though we are not face to face"*, as well Arum & Susilaningasih (2020) that teacher using Google Classroom to deliver materials for students, so the students continue to carry out teaching and learning activities even though they are not come to school. This explains that teachers and students can still carry out teaching and learning activities without having to meet face to face at school.

- 4) The Google Classroom application makes it easy to interact with teachers obtained 45.7% strongly agree from 35 students. With technology that supports online learning, Google Classroom can also help students interact with teachers even online, refers to Kemp et al., (2018) technology when used it effectively, allows students and teachers to arrest and collaborate with each other. The successful transition to online learning is influenced by user intentions and the usefulness of the technology. Based on interviews with students, SAK said *"the existence of Google Classroom explain that it makes it easy to interact with English teachers by commenting on available pages that can be directly commented by the teacher as well as students"*. furthermore, online learning does not prevent students from interacts with teachers.
- 5) At point indicator about the Google Classroom application really helps the students in teaching and learning activities during Online Learning in

English subjects” has 51.4% strongly agree, that students feel helped by the Google Classroom application in learning activities. This point is also supported by Shaharane, et al., (2016) this study discovered that most students are satisfied with Google Classroom, proving its usefulness as a tool for active learning. The inclusion of Google Classroom's features in the instruction and study of data mining software is timely. The results of student interviews showed that almost all students felt Google Classroom is very helpful during online learning, LZ explains that *“Yes, it is more practical and efficient, has complete features, and makes learning easier”*, and also refers to RNR, that *“Collecting tasks just got easier”*.

The question indicator about the five points above, that it refers that the Google Classroom application is used by almost all students in grade 7 during the pandemic as an online application that is easily accessible, this application also has complete features that can be used easily by students and teachers in activities learning, developing technology also makes the Google Classroom application very easy for teachers to interact with their students even though it is only online by providing a comment column, and moreover, it is concluded that the Google Classroom application is very helpful for students and teachers, especially in English lessons at SMPN 6 in teaching and learning activities during Online Learning.

CONCLUSION

Based on the observations that researcher have made using questionnaires and interviews with students, the results are that the Google Classroom application is very useful in English subjects during Online Learning. The Google Classroom application is very helpful for students in teaching and learning activities from home.

In view of observation and discussion to answer the problem formulation that has been described previously, the researchers divided it into 2 points:

1. The use of the Google Classroom application used during online learning in grade 7 SMP 6 Bekasi in English is very helpful and useful for students based on the intended results in the findings. Student learning in English subjects is maximal because the students use the Google Classroom application and also an application is very easy to use, an application that is free to access and practice based on the interview with students Google Classroom application is efficient to use. Moreover, Google Classroom application facilitates learning English during the implementation of Online Learning as well has complete features that can be used by students as a learning support media during Online Learning like assignment feature, assessment feature and providing materials feature based on the interview results.
2. In English subjects, students feel very helpful based on the highest percentage, 60% strongly agree from 35 students with the features in the Google Classroom application. By using the features in the Google Classroom application, students can use it in teaching and learning activities using the Assignment, Assessment, and also providing material from English teachers.

Although there are obstacles when students use the Google Classroom application, it does not affect the utilization of the Google Classroom application in learning English as long as students use it in teaching and learning activities during Online Learning.

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