

# Students' Perception toward the Use of Google Classroom as Teaching and Learning English Media for EFL Students

Gede Weda Rukmana, Ganesha University of Education, Indonesia  
[gedewedarukmana16@undiksha.ac.id](mailto:gedewedarukmana16@undiksha.ac.id)

## Abstract

*This study aimed to investigate students' perception toward the use of google classroom as a media for teaching language. This study is a library study. This study was focused on collecting the information about the definition of Google Classroom, students' perception toward the use of google classroom, and the performance of google classroom in language learning. Google classroom is one of the platforms that used to provide the material, task, information about the course to the students that given by the teacher by online. Google classroom help the students and also the teacher to make the learning process easier during the Covid-19 pandemic. Google Classroom gave students and teacher chance to keep doing the course during the Covid-19 pandemic. Therefore, this platform gets positive responses from many students. Most students were agreed that google classroom easy to be used and have good performance since it helps the students to save the file or the material that given by the teacher through google classroom easily, and also students can easily submit their work in this platform. By using Google Classroom, the teacher could do many things, such as assigned quiz to the students, gave the students video for additional source of the study, the teacher also could link many applications such as Quizizz, Google Form, Google Drive, and many more.*

**Keywords:** *Teaching and Learning, Google Classroom, students' perception.*

## Introduction

The spread of Covid-19 cases almost all over the world, especially in Indonesia, has caused a lot of harm to the country. To suppress the spread of the Covid-19 virus, the government has established policies that can minimize the spread of this virus. This condition forces teachers to prepare online learning. One solution that can be used by teachers in online learning is the use of online platforms where teachers can provide virtual classes. According to Inggriyani, Fazriyah, & Purbasari (2019), the advantages offered lies not only in how easy it is and fast in accessing information, however multimedia facilities can make activities learning becomes more interactive and fun.

Technology information is developing rapidly. According to Sudirman & Bokingo, (2017), the challenges of teaching in the 21st century is not easy and the task of a teacher is not simple things that happened in the past, but increasingly complex. In line with that statement, (Hobri, Suharto, & Rifqi Naja, 2018) stated that a teacher must have the initiative, creativity, and ability in the field of technology to develop a learning media, especially to prepare for century learning 21. In order to make the learning and teaching process still can be done during this pandemic, the government suggest that the use of online platform will help the students and the teacher able to do the teaching and learning process. Many platforms such as, google classroom, Schoology, Moodle, and many others can be used as media of learning language especially English. To teach language especially English to the students during this pandemic is a hard thing to do. The use of online platform such as Google Classroom has made the teaching and learning process become easier. The teacher must be able to manage the online classroom to avoid the students' boredom. Media of learning is very important to use in learning process. Google classroom is one of the popular online platform that used in education aspect (Setiadi, 2020). Google classroom facilitate teacher to manage the classroom every time and everywhere. Thus, this platform facilitate students to access the classroom every time and everywhere.

According to Harjanto and Sumarni (2019), Google Classroom is the featured that provided by google in order to help the process of teaching and learning by online. Google classroom help the teacher to collect students' task without using paper, setting the time to the students when they should submit their task, google classroom also automatically connected to google drive so, it will be easier to save the data that are collected through it. Google Classroom is actually designed to facilitate the students and teacher to do the interaction by online. It provides opportunity for the teacher and the students to communicate and to discuss something which related to the course. The students' perception will be the focus in this study. According to Setiadi (2020), perception is the method of person treatment that's giving reactions, meanings, images, or translations of what is seen, listened, or felt within the frame of states of mind, opinion, and behaviour. Qiong (2017) stated that there are two categories that can influence the formation of perception. Those are internal factors such as physical, psychological conditions, the interest of person, and the experience during life. The second is external factors. External factors change a person's perspective of the environment where the person live. To find out whether the use of Google Classroom getting good responses from the students or not, this study will be conducted in order to know whether the use of Google Classroom is good for the students or not.

The purpose of this study is to investigate the information about Google Classroom, students' perceptions toward the use of Google Classroom in language learning, and the performance of Google Classroom in language learning. This study is focused on the students' perception toward the use of Google Classroom in language learning especially English.

#### **a. Google Classroom**

Google Classroom is one of the most popular platforms that can be used as teaching media for blended learning or fully online during the Covid-19 pandemic. If the students and the teacher cannot meet in the school, it does not mean that the teaching and learning process cannot be done. By using Google Classroom, the teaching and learning process can be done by online. According

to Harjanto & Sumarni (2019), Google Classroom is the featured that provided by google in order to help the process of teaching and learning done by online. Muttaqin, Fatirul, & Hartono (2019) stated that google classroom has a feature, namely the creation of class, distribution of an assignment, grades on selected students, fill in the comment's column input on student assignments, and see all student activity. Google Classroom helps the teacher to collect students' task without using paper, set time to the students when they should submit their task, google classroom also automatically connected to google drive so, it will be easier to save the data that are collected through it.

According to Setiadi (2020), there are several advantages of Google Classroom, the first one is, it is easy to use and compatible with all devices. The second one is, in this platform, the teacher can use Google Docs. The documents in the Google Docs are saved online and it can be shared with everyone without limitation. The teacher can make the announcement or assignment using google docs and it can be shared to the students in Google Classroom, the students can access it through their google drive. The third is, in google classroom the teacher can check easily who already submitted the work, and who is still working on it. The fourth, in the google classroom, teacher can also give feedback to every students' assignment to support their learning process. The fifth, by using online class in google classroom, there is no need for paper to submit the assignment or task. The sixth, the design of the platform is simple, it makes the teacher and the students easy to use this platform without any problem. The seventh, there is a great commenting system. The students can comment on a specific location within pictures for variety of online classroom. The last is, it is for everyone. The teacher can also join the google classroom as a student. It means that teachers can create a google classroom for his/herself and use it for teaching other classes.

## **b. Teaching and Learning Media**

Learning is an activity that leads the students to change and control of what is taught, while teaching is a practical activity or action that is done on the purpose for assist learning Sakat et al., (2012). Teaching and learning not only can be done in a classroom. It is also can be done in everywhere, and every time. Those can be happened because in this modern era, the technology has been evolved in almost every country in the world. Teaching and learning can be done by online through the online platform such as, Google Classroom, Schoology, Moodle, and so on. Through these online platforms, the teaching and learning process still available for the students who are far away from the school. Teaching and learning process is occasion that happened within the classroom with the following characteristics; (a) the reason, substance and approach are arranged in development by the instructor (b) learning-oriented direction of an educator, (c) teaching in a huge or little groups according to levels of schooling and (d) the assessment within the frame of test or examination to assess the impacts of educating and learning results (Sakat et al., 2012). All of those characteristics can be done in an online platform. Google Classroom is one of the online platforms that can assist the teaching and learning process. In the Google Classroom, teacher can arrange the plan to teaching the students and teacher also can give students a test or examination trough Google Classroom and set the time for the students to do the examination. All of the teaching and learning process can be felt by the students and the teacher through online platform such as Google Classroom.

### **c. EFL Students**

EFL students is the students who learn English in order to be able to communicate with the other people who speak English (Ratminingsih, 2017). In addition, EFL students is the students whose first language is not English and live in the country where English is also not used as first or second language (Ratminingsih, 2017). In Indonesia, there are so many EFL learner, although they are EFL learner, but there are many EFL learner who fluently use English. According to Exley (2005), the characteristics of EFL students actually in Indonesia are various. The first is, the EFL learners in Indonesia is typically passive. It means that the students in Indonesia is seldom to express their opinion when in the teaching and learning period. The second, shy/quiet learners. It means that, when the teacher asked the students a question or asked to express their opinion, the students usually prefer to be silent rather than express their idea. It is because the students often feel shy when she or he is asked to talk in front of many people. So, the use of Google Classroom will help the EFL learners who has the characteristics mentioned before to be more active and more freely to do the discussion or express their ideas in the Google Classroom. Exley (2005) also stated that the EFL learners also has the characteristics of determined person, it means that the learner has willingness to learn. Learner also has a good behaviour. The characteristics of the learners have a lot of variety. Sometimes the students feel bored of the teaching method that the teacher often use. So that, the use of Google Classroom will make the students who feel less confident can be more confident when the teaching and learning process done in the online platform such as in Google Classroom.

### **Method**

The study designed using library research method. The library research method known as the method that collecting data from many sources such as from articles, books, and journals to create a paper. The data that has been collected from many sources will be described qualitatively in this study. The purpose of conducting library research is to conduct the data from relatable research which will support the validity of this study. The researcher has to identify, analyse, and develop the information that the researcher got from previous study to support this current study.

### **Findings & Discussions**

Shaharanee, Jamil, and Rodzi (2016) conducted a study about Google Classroom as a tool for active learning. In this study, Technology Acceptance Model (TAM) has been employed to measure the effectiveness of the learning activities. The results showed that most of the students were satisfied with the Google Classroom tool introduced in the classroom. In conclusion, the use of Google Classroom as a tool of active learning had positive impact on students' achievement and also it gets positive responses from the students who were participated in this study. Martínez-Monés, Reffay, Torío, & Cristóbal (2017) conducted study about "learning analytics with Google Classroom. In this case, the researcher focusses on the potential of Google Classroom as educational media for teaching. The analysis showed that the use of Google Classroom as media for the teaching and learning process had a potential to be used and it had potential of data source about the activity of the user. According to Martínez-Monés et al., (2017) Google Classroom (GC)

is a collaborative tool for teachers and students that builds on existing Google technologies, mainly Google Docs, Google Drive, and Gmail. So, the conclusion that can be drawn from this study, the use of Google Classroom for the media to help the teacher and the students conduct the lesson is very helpful and it has a potential to be used for teaching every subject in the school. in conclusion, Google Classroom play a great role in making the teaching and learning process become easier.

Ventayen, Estira, De Guzman, Cabaluna, and Espinosa (2018) conducted a study about Google Classroom. The objective of the study was to identify the use of Learning Management System (LMS) Google Classroom and its functionalities, features, and satisfaction level of the students. The result of this study indicated that most of the respondents were agreed that the use of Google Classroom made them easier to create the classroom and also it helps them to do the teaching and learning process. Sibuea (2018) conducted a study about “*Students’ perception on the use of Google Classroom to support blended learning for the pengantar linguistic umum course*”. In this case, the researchers focused on the investigation about students’ perception on the use of Google Classroom as media to support blended learning. This study was conducted using quantitative research. The participant in this study were 30 students who took PLU (Pengantar Linguistik Umum) Class. The data of this study were collected using questionnaire which given in the first session and in the last session of the semester. This study said that the use of Google Classroom has positive impact on supporting blended learning strategy. Google Classroom has many features that are good for the educators and also for the students since it is easy to use for the students as well as the educators. Azhar and Iqbal (2018) were conducted a study about the effectiveness of Google Classroom. The researcher used teachers’ perception as the data of this study. The result of this study said that the use of Google Classroom had not significant impact on teaching methodologies. Google Classroom only a facilitation tool that can be used for document management and basic classroom management. The responses from the teachers about the use of Google Classroom showed that the lack of user-friendly interface is the main reason why Google Classroom was not efficient to be used.

Darmawan (2019) conducted research about the use of Google Classroom as the media for learning and teaching activity in teaching Math. In this study, the research focus on the use of Google Classroom as the efforts to improve the students’ comprehension on Math. After the research was conducted, there were improvements on students’ achievement on math. Based on the study, the conclusion could be drawn. The use of Google Classroom platform as media for teaching and learning could improve students’ achievement on math. Ridho, Sawitri, and Amatulloh (2019) were conducted a study about “*Students’ perception toward google classroom application in EFL classroom*”. In this study, the researcher focused on the students’ perception toward the use of Google Classroom and also to find out the benefits and challenges of using Google Classroom in EFL classroom. The researcher involved 30 participants consist of students in eight semesters of English department in one of the universities in West Java. This study conducted using descriptive qualitative method and the data were collected using interviews, and also questionnaires. The result of this study showed that the use of Google Classroom application in EFL classroom get positives perception from the students. it was happened since the Google Classroom help students to improve their learning through the participation points that they got in online discussion and task.

Sulisworo, Ummah, Nursolikh, and Rahardjo (2020) conducted the research about the blended learning that assisted by Google Classroom and Schoology. This study aimed to see the effect of Google classroom as one of the media to conduct the lesson. This study population was the students in a high school in Indonesia. Two groups were given different learning. One group was taught using Schoology and the other one was taught using Google Classroom. The result of this study showed that the use of online platform such as Google Classroom could give positive impact on students' achievement in the school. Deviyanti (2020) explored the use of Google Classroom as teaching and learning media to improve students' achievement in Economic subject. The method used in this research is development research using the ADDIE development model. This study involved students of class XI SMA Unggul Sakti Jambi. The results of this study indicate that a significant increase in cognitive learning outcomes with the use of e-learning media based on Google Classroom can produce more effective learning. Imam (2020) conducted study about the use of Google Classroom as the media to teach and improve students' achievement in SMK. The development model used in this research is the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation). The result of this study indicated that there were improvements on students' achievement in learning using Google Classroom. The conclusion is that the Google Classroom-based e-learning media can improve the learning outcomes of SMK students.

Setiadi (2020) also conducted a study about "*Students' perception on the use of Google Classroom in Language Learning*". In this study, the researcher focused on students' perception on the use of Google Classroom in language learning and also the performance of Google Classroom in language learning. The participant of this study were the students at fifth semester of English Education Department in Muhammadiyah University of Makasar. The researcher used descriptive qualitative method. The data were collected through questionnaire. Based on the research findings and discussion, this study showed that Google Classroom have positive affect on students learning process. Most students also agreed that the use of Google Classroom was easy and have a good performance in language learning. It is because Google Classroom facilitate the students to save and get the assignment, material, and information that given by the teacher. The students also can easily submit their work in the Google Classroom easily without wasting paper. So, the use of Google Classroom as a teaching media of language learning is good and effective for the higher education students.

Perception is the method of person treatment that's giving reactions, meanings, images, or translations of what is seen, listened, or felt by ability within the form of states of mind, opinion, and behavior (Setiadi & Makassar, 2020). Students' perception in the previous study about the use of Google Classroom as teaching and learning media has become very important in this study because the teacher need to know about what are the student's opinion about the use of Google Classroom in their learning process. By considering several information about the use of Google Classroom as teaching and learning media, it can be seen that this online platform can be considered as the effective online platform to conduct the teaching and learning process. The use of Google Classroom as the teaching and learning media can helps the teacher and also the students to run the teaching and learning activity. In that platform, the teacher can stimulate students to do the discussion by giving some questions in the Google Classroom. The features of Google



Classroom are easy to be used by the teacher as well as students. As cited in (Edtechteacher, 2017), there are several features of Google Classroom. Those are; Posting and Sharing. In this feature the teacher is able to share or post links to the class, teacher also can share the material such as, videos, links, and files. This feature makes the learning process more efficiencies. The second feature is Assignment. In this feature, the teachers and the students are able to create, and collect the assignment easily using it in their pc, mobile phone that has internet connection. The third features are grading, in this feature, the teacher is able to giving any point value to the students' assignments and also teacher can add feedback to the students privately. The fourth feature is Question, in this feature, the teacher is able to create questions related to the material. The last is Calendar, by having this feature, Google Classroom can automatically create an assignment calendar that can be set freely by the teacher. It aims to remind the students as well as the teacher about assignment or material that has been given from the previous time.

## Conclusions and Suggestions

Google Classroom is an online platform that can help the teacher and the students doing the teaching and learning process everywhere and every time. The use of this online platform is very effective in this pandemic. After analyzing the data, there are several conclusions based on the data that were analyze by the researcher. Those are, the researcher found that the use of Google Classroom as teaching media is effective to be applied for teaching and learning process. The performance of Google Classroom also good since it has several features that easy to use for students and also the teachers. These arguments were proven by the studies that have been conducted by Ridho, Sawitri, and Amatulloh (2019), and Sibuea (2018). The several features of Google Classroom also have been mentioned by (Edtechteacher, 2017). From that several features which are available in Google Classroom, it will help the educators and the students doing the teaching and learning process run effectively during the pandemic. The teachers and also the students can access the Google Classroom everywhere and every time. So, it is possible to do a teaching and learning process become effective for teacher, and the students. So, based on the previous study, the use of Google Classroom is very flexible. It can be used for blended learning or it can be used for full online learning. The students' perception toward this online platform also good. Most of the students that have become the participants in several studies were agreed that the use of Google Classroom can help them to do the learning process.

## References

- Abid Azhar, K., & Iqbal, N. (2018). Effectiveness of Google Classroom: Teachers' Perceptions. *Prizren Social Science Journal*, 2(2), 52–66.
- Darmawan, Y. (2019). Penggunaan Aplikasi Google Classroom Dalam Upaya Meningkatkan Hasil Belajar Matematika Pada Siswa Kelas X Sma Jurusan Ips. *Pendidikan Matematika*, 1(1), 1–15.
- Deviyanti. (2020). Pengembangan Media E-Learning Berbasis Google Classroom Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Ekonomi Kelas XI di SMA Unggul Sakti Jambi. *Orphanet Journal of Rare Diseases*, 21(1), 1–9. <https://doi.org/10.38035/JMPIS>
- Edtechteacher. (2017). *What is Google Classroom*. Retrieved from

<http://edtechteacher.org/googleclassroom/>.

- Exley, B. (2005). Learner characteristics of “Asian” EFL students: Exceptions to the “Norm.” *Proceedings Pleasure Passion Provocation Joint National Conference AATE & ALEA 2005*, 1–16.
- Harjanto, A. S., & Sumarni, S. (2019). Teacher’s Experiences on The Use of Google Classroom. *3rd English Language and Literature International Conference (ELLiC)*, 3, 172–178.
- Hobri, H., Suharto, S., & Rifqi Naja, A. (2018). Analysis of students’ creative thinking level in problem solving based on national council of teachers of mathematics. *Journal of Physics: Conference Series*, 1008(1). <https://doi.org/10.1088/1742-6596/1008/1/012065>
- Imam, A. (2020). Media E-learning Berbasis Google Classroom Untuk Meningkatkan Hasil Belajar Siswa SMK. *Jurnal Pendidikan Teknik Elektro*, 9(3), 605–6010.
- Inggriyani, F., Fazriyah, N., & Purbasari, A. (2019). Penggunaan E-learning Berbasis Moodle bagi KKG Sekolah Dasar di Kecamatan Lengkong Kota Bandung. *Jurnal SOLMA*, 8(2), 268. <https://doi.org/10.29405/solma.v8i2.3695>
- Martínez-Monés, A., Reffay, C., Torío, J. H., & Cristóbal, J. A. M. (2017). Learning analytics with google classroom: Exploring the possibilities. *ACM International Conference Proceeding Series, Part F1322*. <https://doi.org/10.1145/3144826.3145397>
- Muttaqin, A., Fatirul, A. N., & Hartono, H. (2019). Pengembangan Modul Perubahan Lingkungan dan Daur Ulang Limbah Berbasis Discovery Learning Melalui Media Google Classroom. *Jurnal Pijar Mipa*, 14(2). <https://doi.org/10.29303/jpm.v14i2.1292>
- Qiong, O. (2017). A Brief Introduction to Perception. *Studies in Literature and Language*, 15(4), 18–28. <https://doi.org/10.3968/10055>
- Ratminingsih. (2017). *Metode dan Strategi Pembelajaran Bahasa Inggris* (Vol. 1). Indonesia: Rajawali Pers.
- Ridho, D. M., Sawitri, I. D., & Amatulloh, N. A. (2019). Students’ Perception Toward Google Classroom Application in Efl Classroom. *Seminar Nasional Pendidikan*, 1325–1332.
- Sakat, A. A., Mohd Zin, M. Z., Muhamad, R., Ahmad, A., Ahmad, N. A., & Kasmu, M. A. (2012). Educational technology media method in teaching and learning progress. *American Journal of Applied Sciences*, 9(6), 874–878. <https://doi.org/10.3844/ajassp.2012.874.878>
- Setiadi, M. A., & Makassar, U. M. (2020). *Students’ Perception on the Use of Google Classroom in Language*. (August).
- Shaharane, I. N. M., Jamil, J. M., & Rodzi, S. S. M. (2016). Google classroom as a tool for active learning. *AIP Conference Proceedings*, 1761(June 2018). <https://doi.org/10.1063/1.4960909>
- Sibuea, T. (2018). Students’ Perceptions on the Use of Google Classroom To Support Blended Learning for the Pengantar Linguistik Umum Course. *Lingua*, 14(2), 49–63. <https://doi.org/10.35962/lingua.v14i2.45>
- Sudirman, & Bokingo, A. H. (2017). Teachers of The Year: Kinerja Guru dalam Bingkai Perkembangan Pendidikan Abad 21. *Seminar Nasional Kedua Pendidikan Berkemajuan Dan Menggembirakan*, (1), 633–640.
- Sulisworo, D., Ummah, R., Nursolikh, M., & Rahardjo, W. (2020). The analysis of the critical thinking skills between blended learning implementation: Google Classroom and Schoology. *Universal Journal of Educational Research*, 8(3 B), 33–40. <https://doi.org/10.13189/ujer.2020.081504>



Ventayen, R. J. M., Estira, K. L., De Guzman, M. J., Cabaluna, C. M., & Espinosa, N. N. (2018). Usability Evaluation of Google Classroom: Basis for the Adaptation of GSuite E-Learning Platform. *Asia Pacific Journal of Education, Arts and Sciences*, 5(1), 47–51.