

# Students' Perception on The Use of Google Classroom in The Online and Onsite Learning Mode

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## Abstract

*This article's objective was to investigate students' perception on the use of google classroom in the online and onsite learning mode during the transition period of pandemic education. The research was a descriptive study that uses qualitative methods. The study was conducted at a public school at South-Bali, Indonesia; with the subject of approximately 80 students. The data collection process was done through survey and interview employing questionnaire and interview guide. Instruments were validated through content validation conducted through expert judges. There were five factors that were used to measure the students' perception on the use of Google Classroom in the online and onsite learning, namely: ease of access, sense of usefulness (perceived usefulness), communication and interaction, presentation of instructional materials (perceived instruction delivery), and satisfaction. The data from were analyzed using several steps proposed, including quantified data analysis and interactive model such as data collection, data reduction, data display, and conclusion drawing. Results portrayed that the investigated students had positive perception towards the use of Google Classroom in EFL online learning context and in EFL onsite learning context. Results also portrayed that the score of the students' perception in onsite learning was higher, or in other word, was more positive than the online learning in the use of Google Classroom. The students positively perceived the use of Google Classroom in the current face-to-face meeting as a platform for sharing and accessing learning materials and organizing assignment.*

**Keywords:** *Google Classroom, Students' perception, Pandemic education*

## Introduction

The usage of technologies related to the internet has spread into all aspects of human's lives, including the professional, the academic, the personal, and the economic areas. In particular,

technology has found widespread use in the field of education. Face-to-face education has been integrated with online learning due to the advancement of Internet technology, and traditional methods have been adapted for use on online platforms (Istifci, 2016). Therefore, there is further a terminology called mixed-learning referring the combination between online and classroom learning (Louwrens & Hartnett, 2015).

During the COVID-19 pandemic, however, the teaching and learning activities were widely changed. Hyseni, Zamira & Hoxha (2020) and Dhawan (2020) reveal that in order to stop the further spread of the virus, many educational institutions have been compelled to shift from their traditional method of teaching and learning, which involves face-to-face interaction, to an alternative method: online learning. During this time period, an online learning platform was utilized so that the teaching and learning process could be carried out. There are many different kinds of online learning platforms available, and each one offers its own advantages and disadvantages for facilitating and sustaining online education (Istifci, 2016).

The potency of online learning led researcher to undertake preliminary observation toward approximately 5 schools at South Bali, Indonesia. The implementation of online learning according to the timeframe established by Pandemic Education was the primary focus of the observation. The findings of the observations indicated that Google Classroom was utilized in a significant way as a learning platform to support online education throughout the time period in question.

Google Classroom is an educational online platform that is specifically designed to uphold interactive online learning environment that allows teachers to post materials in form of pictures, videos, or links, invite students to join the online classes, assign students with assignments, conduct quizzes, and manage the students' score records (Harjanto & Sumarni, 2019). In addition, Google Classroom offers a number of benefits that facilitate the teaching and learning process, in particular the teaching and learning of English. These benefits include the provision of a setting that is simple and straightforward, the facilitation of classroom management, the promotion of collaboration, the provision of flexibility, the centralization of data storage, as well as safety and security (Harjanto & Sumarni, 2019).

Besides, preliminary observations also revealed issue regarding student perception toward the use of Google Classroom on their teaching-learning activities. Because this was the first time that both the students had the opportunity to learn and teach entirely online through Google Classroom, it is essential to investigate how they perceive the effectiveness of the use of Google Classroom as the platform that was used in the process of teaching and learning. It is helpful to address the students' perceptions in order to ensure that the learning process has been carried out in an efficient manner. It is essential to ensure that the students are able to comprehend the lesson as well as follow along with the learning process through the platform.

In the worst-case scenario, if the students' perceptions are not taken into account, the independent learning process that takes place through the platform can cause them to experience anxiety and tension if the online learning that takes place through the platform does not function successfully. They may develop poor skills in time management, focus, and learning methods as a result of the stress and worry they experience (Agolla & Ongori, 2008; Asikainen et al., 2018; Congos, 2010). According to the findings of a study that was carried out by Arenliu and Bexulli (2020), approximately 11.4% of students experienced serious psychological discomfort as a result

of online learning. In addition, addressing the perspectives of teachers is essential in order to determine whether or not Google Classroom can effectively assist teachers in providing students with resources that are both interesting and easy to understand. In addition to this, it helps to guarantee that the teaching and assessing are carried out in an effective manner. Therefore, it has the potential to enhance the whole learning experience.

The number of people infected with COVID-19 dropped dramatically at the beginning of 2022, following a period of two years during which online education was provided. As a result, the government has established a regulation that grants schools the authority to conduct onsite learning so long as they adhere stringently to the health procedures. However, hybrid learning is still promoted in order to limit the spread of the virus because the COVID-19 virus has not been completely eradicated. As a result, Google Classroom is still often utilized throughout this transition period as a medium to explain the lectures, share learning materials and assignments, and track the students' success in their academic endeavors.

Because of this condition, there was a period of transition during which schools, along with the teachers and students, will readjust to the onsite teaching and learning situation that existed before to the implementation of COVID-19. The teaching and learning process will once again take place physically in schools with both students and teachers present. Teachers and students alike are being urged to practice good personal hygiene and adhere to the established health standards in order to forestall the spread of the virus to further schools. As a result, because health procedures are still carried out, the current situation is still deemed to be in a transitional period between the online, COVID-19 time and the onsite, pre-COVID-19 period. This is because health protocols are still carried out. During this time of transition, one reason why Google Classroom is still used as a tool to help facilitate the learning process is because of this reason.

This investigation was carried out as a direct result of the narration that was provided earlier. This study aims to investigate the students' perceptions on the use of Google Classroom in English as a Foreign Language (EFL) online and onsite learning environments. The research was carried out at a public school in Denpasar, Bali, Indonesia, which had used Google Classroom in order to make the educational process more manageable. The participants in this environment were chosen as the subjects because they had previous familiarity with the online learning platform Google Classroom. As a result, we anticipated that their interpretation would be the correct one. Additional results were anticipated to be able to provide discussion concerning perceptions regarding the use of Google Classroom, which may be of benefit to readers in terms of enhancing their references pertaining to this matter.

## **Method**

The research was a descriptive study that uses qualitative methods to investigate the perceptions of both teachers and students regarding the use of Google Classroom throughout the transition between online and onsite learning environments. This research design was selected because it was regarded to be the one that was most suitable for the study being conducted. The study was conducted at a public school at South-Bali, Indonesia; with the subject of approximately 80 students. The subject and setting were chosen purposively based on the preliminary study result

which found Google Classroom has been implemented along with the timeline of online to onsite learning period. Hence, these subjects have carried the data that this research need.

The data were collected by researcher as the main research instrument. The data collection process was also done through survey and interview employing questionnaire and interview guide. Instruments were validated through content validation conducted through expert judges. The instruments used to assist researcher to answer the formulated questions showed on the table below:

*Table 1. Method and Instrument of Data Collection*

Research Questions	Data	Method	Instrument
What are students' perceptions on the use of Google Classroom in EFL online learning context	The students' perception on the use of Google Classroom in EFL online learning context.	Interview	Interview guide
		Questionnaire	Questionnaire
What are the students' perceptions on the use of Google Classroom in EFL onsite learning context?	The students' perception on the use of Google Classroom in EFL onsite learning context.	Interview	Interview guide
		Questionnaire	Questionnaire

The questionnaires were shared in online through Google Form for more flexible collection. The questionnaires were developed based on the internet self-efficacy scale developed by Eastin and Larose (2004) that is adapted from Hidayat et al. (2019) and Shaharane et al. (2016). There were five factors that were used to measure the students' perception on the use of Google Classroom in the online and onsite learning. The factors included (1) ease of access, (2) sense of usefulness (perceived usefulness), (3) communication and interaction, (4) presentation of instructional materials (perceived instruction delivery), and (5) satisfaction. The set of items used in questionnaire were presented through the table below:

*Table 2 Questionnaire Blueprint to Measure Students' Perception*

No.	Factors	Indicators	Items Number	
			Online Learning	Onsite Learning
1.	Ease of Access	<ul style="list-style-type: none"> <li>Logging in or signing in to Google Classroom</li> <li>Using the features of the platform easily</li> <li>Accessing material</li> <li>Receiving, submitting, and collecting assignments</li> </ul>	1, 2, 3, 4	1, 2, 3, 4
2.	Sense of Usefulness (Perceived Usefulness)	<ul style="list-style-type: none"> <li>The quality of the learning activity</li> <li>The students' understanding of the learning materials</li> </ul>	5, 6, 7, 8, 9	5, 6, 7, 8, 9

No.	Factors	Indicators	Items Number	
			Online Learning	Onsite Learning
		<ul style="list-style-type: none"> <li>The quality of the interactions between teacher and students and among students</li> <li>Benefits in increasing punctuality and discipline to the task</li> <li>Benefits of response or confirmation</li> </ul>		
3.	Communication and Interaction	<ul style="list-style-type: none"> <li>The convenience of communicating using Google Classroom</li> <li>Participation in learning activities</li> <li>Comfort in online interaction</li> <li>The enthusiasm of the class to participate</li> <li>Discussion and feedback</li> </ul>	10, 11, 12, 13, 14, 15	10, 11, 12, 13, 14, 15
4.	Presentation of Instructional Materials (Perceived Instruction Delivery)	<ul style="list-style-type: none"> <li>Clarity of instructions given by teacher</li> <li>Clarity of important due and feedbacks on assignment</li> <li>Advice, direction, assessment, and confirmation from the teacher on the lesson</li> </ul>	16, 17, 18, 19, 20	16, 17, 18, 19, 20
5.	Satisfaction	<ul style="list-style-type: none"> <li>Recommendations related to the use of Google Classroom for other subjects</li> <li>Motivation and self-study improvement</li> <li>Continuation to use Google Classroom</li> </ul>	21, 22, 23, 24	21, 22, 23, 24

Based on Table 2, there were 24 items on each of the learning approach. Therefore, there were a total of 48 items on each of the questionnaires.

As the interview was also conducted to answer the same research questions as the questionnaires, the interview guide was developed following the theory suggested by Eastin and Larose (2004) that is adapted from Hidayat et al. (2019) and Shaharane et al. (2016), presented through the table below:

*Table 3. Interview Guide Blueprint*

No.	Aspects	Indicators	Question No.
1	Ease of Access	The ease to access the learning materials through Google Classroom	1
		The preference to use Google Classroom in the online learning or in the current face-to-face learning	2
2	Sense of Usefulness	The students' understanding of the learning materials in the online learning and in the face-to-face learning	3

No.	Aspects	Indicators	Question No.
	(Perceived Usefulness)	The students' participation on a discussion through Google Classroom and in a face-to-face meeting	4
		The students' discipline to finish their assignment online through Google Classroom and in a face-to-face meeting	5
3	Communication and Interaction	The ease to communicate and interact in the online learning through Google Classroom	6
		The ease to communicate and interact in the current face-to-face learning	7
4	Presentation of Instructional Materials (Perceived Instruction Delivery)	The comparison of the clarity of the teacher's instructions	8
		The way Google Classroom helps the current face-to-face learning	9
5	Satisfaction	The satisfaction of the use of Google Classroom during the online learning	10
		The satisfaction of the use of Google Classroom to assist the face-to-face meeting	11

Based on Table 3, it can be seen that there was a total of 11 questions that were based on the five aspects that construct perception.

The data from the questionnaire were analysed using several steps proposed by Creswell (2012). First, the data of questionnaires were scored using numeric score, which were 4 (strongly agree), 3 (agree), 2 (disagree), and 1 (strongly disagree). Next, the data of the questionnaires were displayed in the form of figures. The data of the questionnaires were inputted to SPSS. The questionnaires data were analysed into descriptive statistics using the mean score. After that, the interviews results were analysed using interactive model such as data collection, data reduction, data display, and conclusion (Miles & Huberman, 1994). The data were further triangulated through data triangulation by comparing the obtained data with other data from previous study to confirm and acknowledge the descriptions of this study. Final step included conclusion drawing to conclude the final discussion provided by this study.

## Findings

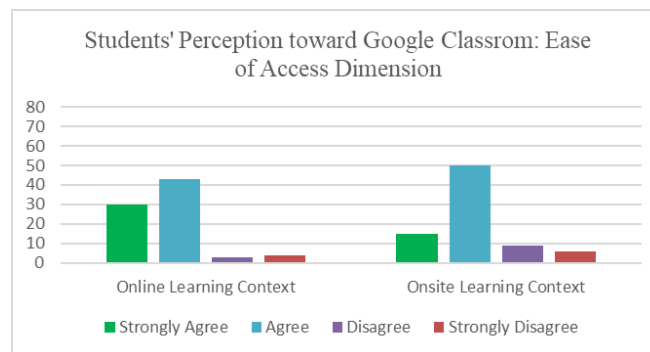
Through the use of a questionnaire and an interview, researcher was able to obtain data relating to the students' perceptions of the application of Google Classroom in EFL online and onsite learning contexts. The questionnaire included 48 questions in total, with 24 of those pertaining to the onsite learning and the remaining 24 to the online learning. As a result, the questionnaire contained a total of 48 questions in its entirety. The students received it online through a Google Form that was used to disseminate it to them. The blueprint of the questionnaire that was used to test the students' perception included five different components that were utilized to measure their perception. The first was the ease of access, the second was a sense of utility (perceived usefulness), the third was communication and interaction, the fourth was presentation

of educational materials (perceived instruction delivery), and the fifth was satisfaction. The research was conducted on a total of eighty students who participated as subjects in the study. The responses given by the students were ranked as follows: 1 for strongly disagreeing, 2 for disagreeing, 3 for agreeing, and 4 for strongly agreeing.

### 1) Ease of Access

The students' perceptions of how accessible Google Classroom was in both the online and onsite learning environments were evaluated based on how easy it was for them to utilize the platform. These four statements, numbered 1, 2, 3, and 4, exemplified this characteristic. Results portrayed that the majority of participants positively perceived Google Classroom to have easy accessibility, presented through the figure 1 below:

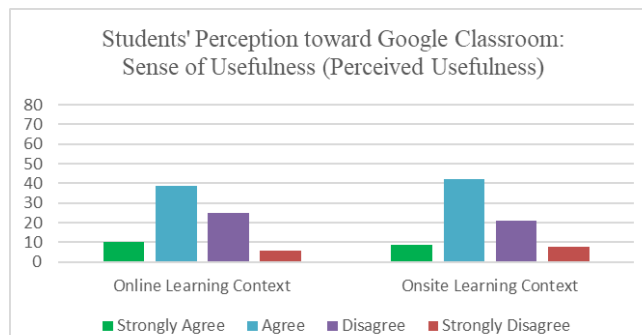
*Figure 1. Students' Perception on Ease of Access Dimension*



### 2) Sense of Usefulness (Perceived Usefulness)

The students' perceptions on the quality of the learning activity, the students' knowledge of the learning materials, the quality of the interactions, and the benefits of using Google Classroom were all measured by the component that was related to the feeling of usefulness. The assertions numbered 5, 6, 7, 8, and 9 all illustrated this facet. The findings revealed that the students' responses were all over the map. The specifics of the findings are illustrated in Figure 2.

*Figure 2. Students' Perception on Sense of Usefulness (Perceived Usefulness) Dimension*



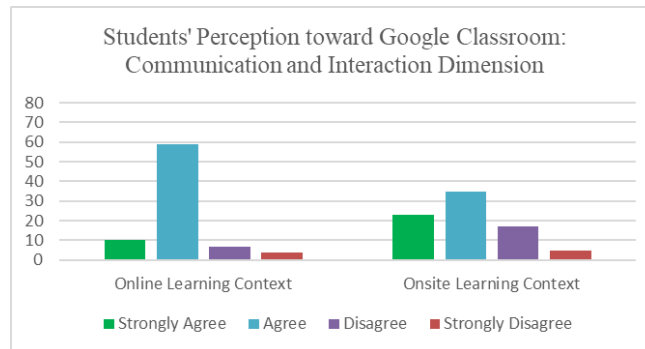
It is clear from looking at Figure 2 that the findings were still largely influenced by the students who had a positive view of the statements, as seen by the fact that the majority of their responses were agree. According to the findings, the vast majority of the students, particularly those participating in the onsite learning environment, had a favorable impression of the use of Google Classroom as a means of boosting their participation in the learning process. On the other

hand, there were some students who had a negative opinion of it, and the proportion of those students was significantly larger in the setting of online learning. This finding provided several intriguing insights, which were emphasized throughout the interview segment.

### 3) Communication and Interaction

The intention of the communication and interaction component was to assess the level of student participation in the learning process, as well as their level of comfort, enthusiasm, conversation, and feedback, and the ease with which they were able to communicate using Google Classroom. These were the statements that illustrated this facet: 10, 11, 12, 13, 14, and 15. The findings indicated that the majority of the students found the usage of Google Classroom in the context of online learning to be more engaging. This was due to the fact that the teacher kept them participating in fruitful discussion, as seen in the figure 3 that can be found below:

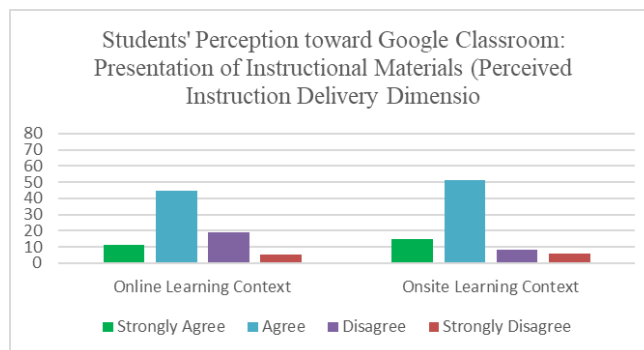
*Figure 3. Students' Perception on Communication and Interaction Dimension*



### 4) Presentation of Instructional Materials (Perceived Instruction Delivery)

This element of the test examined how clear the instructions were, as well as the importance of important due dates and comments on assignments, as well as guidance, direction, assessment, and confirmation from the instructor regarding the lesson. These considerations were addressed in statements 16, 17, 18, 19, and 20 respectively. The findings indicated that the students had a more favorable impression toward the onsite learning setting. This was demonstrated by the fact that a greater proportion of students provided a positive response when asked about the onsite learning statement, presented through figure 4 below:

*Figure 4. Students' Perception on Presentation of Instructional Materials (Perceived Instruction Delivery) Dimension*

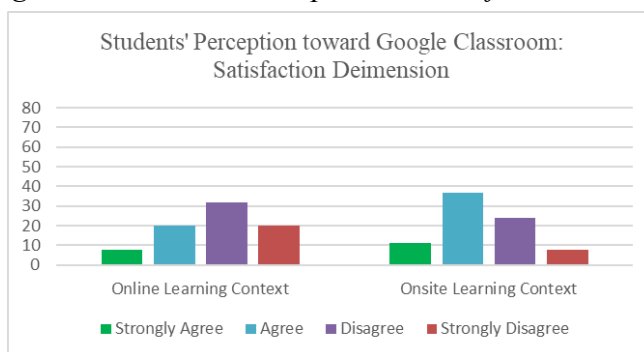


### 5) Satisfaction



This element of the test examined how clear the instructions were, as well as the importance of important due dates and comments on assignments, as well as guidance, direction, assessment, and confirmation from the instructor regarding the lesson. These considerations were addressed in statements 16, 17, 18, 19, and 20 respectively. The findings indicated that the students had a more favorable impression toward the onsite learning setting. This was demonstrated by the fact that a greater proportion of students provided a positive response when asked about the onsite learning statement, presented through the figure 5 below:

*Figure 5. Students' Perception on Satisfaction Dimension*



In order to conclude the students' overall perception, the results of the questionnaire were analyzed in order to find the descriptive statistics. The results of the descriptive statistics analysis of the students' perception on the use of Google Classroom in online learning context can be seen in Table 4.

*Table 4. Descriptive Statistics of the Students' Perception in the Online Learning Context*

N	Minimum	Maximum	Mean	Std. Deviation
80	2.19	3.24	2.85	0.24

Based on Table 4, it can be seen that the mean of the data was 2.85. This result was then presented and categorized following the criteria suggested by Mardapi (2008). The criteria of the students' perception classification can be seen in Table 5.

*Table 5 The Category of the Perception*

Means	Category
$X \geq 4.5$	Very Positive
$2.5 \leq X < 4.5$	Positive
$1.75 \leq X < 2.5$	Negative
$X < 1.75$	Very Negative

Based on Table 5, it can be seen that the mean of the data, which was 2.85, fell on the Positive category, as it was less than 5 but was more than 2.5. Therefore, it can be said that the students had positive perception towards the use of Google Classroom in EFL online learning context.

Besides the online learning context, the data related to the students' perception on the use of Google Classroom in EFL onsite learning context were also analyzed through descriptive statistics analysis. The results are presented in Table 6.

*Table 6. Descriptive Statistics of the Students' Perception in the Onsite Learning Context*

N	Minimum	Maximum	Mean	Std. Deviation
80	2.65	3.21	2.94	0.16

Based on Table 6, it can be seen that the mean of the data was 2.94, which was slightly higher than the mean of the data of the online learning context. Following the criteria suggested by Mardapi (2008) that was presented in Table 4, it can be seen that the students' perception on the use of Google Classroom in EFL onsite learning context also fell on the Positive category, as it was less than 5 but was more than 2.5. The results of the students' perception on the use of Google Classroom in the EFL online and onsite learning contexts can be seen in Table 7.

*Table 7. The Students' Perception in the Online and Onsite Learning Contexts*

Learning Contexts	Means	Category
Online	2.85	Positive
Onsite	2.94	Positive

Based on Table 7, it can be seen that the students' perception on the use of Google Classroom in the EFL online and onsite learning contexts were both categorized as positive. However, there was a slightly higher score for the onsite learning context, as it was scored 2.94 while the online one was 2.85. This result was further backed up by the findings of the interviews.

The students gave positive response towards the use of Google Classroom in both the online and the onsite learning contexts. This was due to the ease access of Google Classroom, as all of the students except for S6 stated that it was very easy to access the learning materials through Google Classroom. Moreover, the results of the questionnaire also showed that the students gave more positive responses to the online learning context related to the ease of access. S4 even stated that the platform itself was very easy to be downloaded. The statement from S4 is as follows.

*Excerpt 1*

*"It is very easy. We just need to download Google Classroom from Google Play Store and then log in using our Google account then we can access the learning materials." (S4)*

It can be seen that the use of Google Classroom was considered to be very accessible to the students. However, S6 stated that Google Classroom could also be inaccessible for those students who did not have smartphones and other facilities needed to access the platform. Apart from that, when being asked whether or not they enjoyed the use of Google Classroom during the online learning, all of the students replied that they enjoyed it.

In addition, the students also found the use of Google Classroom to be very helpful in assisting the online and onsite learning contexts. In the interview, all of the students agreed that the use of Google Classroom was very helpful, particularly in sharing learning materials, organizing and uploading assignment. Therefore, the positive perception that the students gave for the online learning context was mostly came from the ease of access and perceived usefulness aspects. The students considered the use of Google Classroom to be accessible and useful in assisting the learning process.

However, even though the results of the students' overall perception were relatively similar for both the online and onsite learning, which can be seen on how they both fell on the positive category, the results of the interview showed that they tended to prefer the onsite learning more due to several reasons. These results were in line with the findings from the questionnaire, as the score of the onsite learning was slightly higher than the online one.

The students had more positive perception towards the onsite learning context due to the communication and interaction aspect as well as the presentation of the instructional material aspect. As shown in the results of the questionnaire, statements 10, 11, 13, 14, and 15, which were related to the communication and interaction aspect, were dominated by the students who tended to have positive perception towards the onsite learning context. This finding was also supported by the results of the interview.

In the interview, the students argued that the face-to-face learning was better than the online learning. They found it easier to communicate and interact with the teachers and their friends in the onsite learning context, as they could meet face-to-face. Some of the students' statements are as follows.

Excerpt 2

*"It is easier because we can participate in the class activity, communicate and interact with friends and teachers, as well as work together with friends." (S4)*

Excerpt 3

*"It is easier to communicate and interact in the face-to-face meeting." (S6)*

From excerpts 2 and 3, it can be seen that the students found the communication and interaction in the onsite learning to be easier. It was so since they could ask for confirmation from the teacher about the learning materials and assignment in the face-to-face meeting. Further, they could also be more comfortable interacting with the other students in the face-to-face meeting. This was further elaborated by S3 who stated that the communication in the online learning was a bit more difficult as they could not ask questions or confirmation from the teachers. The statement from S3 is as follows.

Excerpt 4

*"It was really hard to communicate through Google Classroom during the online learning because it was harder to ask questions or confirmation about learning materials." (S3)*

Furthermore, relating to the discussion that the students had, as shown in the results of statement 15, the students preferred to have onsite learning. It was because all of the students stated that they liked to have discussion in a face-to-face meeting since they could meet their friends in person and ask the teachers if they found difficulties. S4 even stated that the discussion in a face-to-face meeting was more effective.

Relating to the presentation of instructional materials aspect, the results of the questionnaire in statements 16, 17, and 19 also indicated the positive tendency that the students had towards the onsite learning context. Through the interview, all of the students agreed that the

instructions given by the teachers were clearer in the face-to-face learning. S4 even went on saying that the instructions in the online learning were rather ineffective as the students were expected to be more independent. The statement from S4 is as follows.

*Excerpt 5*

*“I like the face-to-face learning better than the online one because the instructions given by the teachers in the online class was not effective and clear. In online class, the teachers usually provided the materials and then asked us to read, which could be hard and we might not be able to fully understand. On the other hand, the teachers give detailed explanation in the offline classes and we don’t need to watch animation videos, which can be boring sometimes.”*  
(S4)

It can be seen that the students had a more positive perception towards the use of Google Classroom in the onsite learning context as they considered the instructions to be clearer due to the interaction and communication. Thus, the students found the learning materials to be more understandable when being delivered by the teacher in the face-to-face meeting, which were posted later on Google Classroom.

Relating to the satisfaction aspect, the results indicated close results of the online and onsite learning contexts. However, the onsite learning context was slightly higher. In the interview, all of the students revealed that they enjoyed the use of Google Classroom in the online learning context. However, they preferred to use it to assist the current face-to-face meeting by facilitating learning materials sharing and assignment organization.

## **Discussion**

The results indicated that the students had positive perception towards the use of Google Classroom in the EFL online and onsite learning contexts. However, the score for the onsite learning was slightly higher than the online one. This was due to the communication and interaction aspect as well as the presentation of instructional materials aspect that the students and teachers considered to be better in the onsite learning. As for the online learning, the positive responses came as the results of the ease of access and perceived usefulness aspects. In addition, the score of the teachers’ perception was also higher than the students’ even though it still fell on the positive category.

Other previous studies also showed similar results relating to the positive perception that the teachers and students had towards the online learning, This was in line with the findings of the study conducted by Hussaini et al., (2020), Khalil (2018), and Megawati and Astutik (2019) who found that students and teachers had positive perception towards Google Classroom in the online learning. The study by Hussaini et al., (2020) found that Google Classroom was perceived to be effective in developing students’ attentiveness towards the learning process, which also encouraged them to be more active in the process. The study that was conducted by Khalil (2018) also found that the students perceived Google Classroom to be helpful to establish a collaborative and cooperative learning environment as it supports teacher-to-student and student-to-student

interactions. Similarly, the study by Megawati & Astutik (2019) reported that both the teachers and the students perceived the platform positively.

The results of the questionnaires and interviews revealed that the positive response towards the online learning came as the results of the ease of access and perceived usefulness aspects. As suggested by Susanti et al. (2021), some of the advantages of using Google Classroom is the accessibility, as the media and learning materials can be accessed anytime and anywhere, offering a flexible and innovative learning model. In addition, Google Classroom also offers features that are presented in user-friendly interface, which are easy to use and helpful. There are three menu that are visible once a class is opened. They are About, Students, and Stream. Through these features, teachers can post materials and create question and assignment, which can be readily accessible to the students (Iftakhar, 2016).

The accessibility of Google Classroom is also enhanced by the Google ecosystem that can be accessed through the platform, which include Google Mail, Google Docs, Google Meet, Google Form, Google Drives, and Google Calendar (Widiyatmoko, 2021). This was also in line with the statement of S4 in Excerpt 1, which stated that Google Classroom can be accessed easily by logging in with Google account. It is because the platform is linked to other Google products, which improves the convenience and keeps the classes organized (Sumartini et al., 2021; Widiyatmoko, 2021).

With these other platforms integrated to Google Classroom, it is easier for teachers and students to organize the classwork and assignment (Kurniawati et al., 2019). Similarly, Mahardini (2020) also suggests that Google Classroom facilitates teachers to create and distribute assignments to students, which can be easily accessed and uploaded by the students to be later graded out by the teachers in a paperless way. In the same sense, Winarti et al. (2020) also suggest that Google Classroom enables teachers to organize the distribution and collection of assignments. Thus, both of the teachers and students are benefitted, as teachers can use the platform to offer courses and assignment, while students can be assigned to upload tasks (Nursyahrina et al., 2021).

Despite the ease of access and perceived usefulness of Google Classroom in the online learning, the students gave more positive responses to the onsite learning, which made its score slightly higher than the online one. This was due to the communication and interaction aspect as well as the presentation of instructional materials aspect that the students and teachers considered to be better in the onsite learning. As stated by Hanum (2009), interaction between teacher and students and among students takes a crucial part in the classroom since it will maintain communication that helps the teaching and learning process runs smoothly, as the students are engaged and be more participative in learning, which higher the chance to achieve the learning objectives. Through interaction, teachers and students exchange their ideas, feelings, opinions, perceptions, and views, which facilitate information exchange and prevent communication breakdown (Eisenring & Margana, 2019).

Maintaining interaction with students is essentially important for the teachers, as it determines the level of students' understanding of the materials and the success of the learning process. The information exchange in communication can happen through verbal and non-verbal methods (Vianingrum & Setyowati, 2021). In online learning through Google Classroom that was conducted in SMP Negeri 3 Kuta Selatan, however, the interaction and communication was limited only to the written one since the teachers and students were interacting through texts and chats.

This became a weakness as Winarti et al. (2020) suggest that the interaction between teachers and students in online learning become limited when teachers only respond to students who ask in the comment chat box. Furthermore, in Excerpt 5, S4 also revealed that in the online learning, the teachers usually provided the materials and then asked the students to read them independently, which was found to be hard by the students as they could not fully understand them. They felt uncomfortable to ask questions since the communication was not spoken directly as they value opportunities to interact meaningfully with their teachers and peers, where they can build, communicate, and share meaning in order to understand what they are learning (Mehall, 2020). The teachers also agreed that the students had better interaction in the onsite learning compared to the online one.

According to Mehall (2020), this downside of the online learning happens as the results of the lack of interpersonal interaction. A study by Cole et al. (2014) revealed that students can feel dissatisfaction towards online learning due to lack of interaction with the teachers and classmates. This is further supported by a study conducted by Muuro et al. (2014) which found that the students do not prefer online learning since feedback from teachers and peers are lacking and mostly are not given immediately. This shows that teachers and students see value in interpersonal interaction but cannot do much due to the barriers in online environment (Mehall, 2020).

In addition, the teachers' and students' tendency towards the use of Google Classroom in the onsite learning can also happens since they have been accustomed to the direct communication and interaction in the face-to-face learning. As stated by Mehall (2020), before the pandemic stroke, the learning process had usually and mostly carried out in the traditional, face-to-face meeting. Therefore, the online, distance learning surprised students and teachers as they were not ready to adapt to the new learning system (Wasino & Priyanto, 2020).

For these reasons, even though the teachers and students showed positive perception to the use of Google Classroom in both the online and onsite learning context, they tended to have better perception in the online learning. The students found it easier to understand the learning materials in a face-to-face meeting, as they considered the instructions to be clearer and the communication and interaction to be more effective. Similarly, the teachers also the use of Google Classroom in the onsite learning to be better in helping students to understand the learning materials, as they could get involved in direct discussion and interaction.

It is because in face-to-face learning, communication takes place in the same space and time, in personal feedback, and in the gestures made between teachers and students (Machado & Fialho, 2020). In this way, teachers have direct contact with the students, which can reduce the possibility of confusion in communication (Machado & Fialho, 2020) and thus provides students with as much opportunity to confirm their doubts about the information.

## **Conclusions and Suggestions**

Based on the findings and discussion of the study, there are some conclusions that can be drawn for this study. The investigated students had positive perception towards the use of Google Classroom in EFL online learning context. Moreover, the investigated students had positive perception also towards the use of Google Classroom in EFL onsite learning context. Results also portrayed that the score of the students' perception in onsite learning was higher, or in other word,

was more positive than the online learning in the use of Google Classroom. This was caused by the communication and interaction aspect as well as the presentation of instructional materials aspect that were considered to be better in the onsite learning context. The students positively perceived the use of Google Classroom in the current face-to-face meeting as a platform for sharing and accessing learning materials and organizing assignment. The conclusion contains answers to research questions. Suggestions refer to the results of the research and are in the form of practical actions, specify who and what the suggestions are intended for. Written in essay form, not in numerical form.

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