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**Examining Students'
Perception of Using Google
Classroom in English
Online Learning**

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Abstrak

Penelitian ini bertujuan untuk mengetahui persepsi siswa tentang penggunaan Google classroom dalam pembelajaran bahasa Inggris online selama pandemi covid-19 yang menggunakan desain penelitian metode deskriptif kualitatif. Subjek penelitian ini berjumlah 102 siswa. Penelitian ini menggunakan kuesioner terbuka untuk mengumpulkan data. Data yang terkumpul dianalisis dengan menggunakan analisis data interaktif. Hasil penelitian menunjukkan bahwa dari segi persepsi pada aspek kognisi Google Classroom mempengaruhi kognisi mereka ke arah yang positif. Dalam aspek kasih sayang, Google Classroom membawa keadaan emosional yang positif kepada siswa. Pada aspek psikomotor, siswa terkena dampak negatif dalam penggunaan Google Classroom. Hasil yang didapat mendukung dan bertentangan dengan teori kelebihan dan kekurangan Google Classroom.

Kata Kunci: Siswa, Persepsi, Google Classroom

Abstract

This study aimed to find the students' perception on the use of Google classroom in English online learning during covid-19 pandemic which used a descriptive qualitative method research design. There were 102 students as the subject of this study. This study used open-ended questionnaire to collect the data. The collected data were analyzed by using the interactive data analysis. The result showed that in terms of perception in cognition aspect Google Classroom affect their cognition to positive direction. In affection aspect, Google Classroom brings positive emotional state to the students. In psychomotor aspect, students are negatively affected in the use of Google Classroom. The result found to support and in contrary to theories of advantages and disadvantages of Google Classroom.

Keywords: Students, Perception, Google Classroom

1. Introduction

In the early of 2020 the world had to face with a serious problem it is called Corona Virus Disease 19 or Covid -19. According to World Health Organization, (2020), this virus happens almost in the whole world, including Indonesia. In Indonesia, this disease changes to the other of life such as, politic, economic, social and education. In education field, there are several changes in teaching and learning process during pandemic covid-19. As we know, there are still many teachings and learning process that use face to face meeting in the class in teaching and learning process. With the rapid spread of the covid-19, all the activities of teaching and learning process must be done at home. In the relation to the spread of corona virus (covid-19), the Indonesian ministry of education and culture issued a circular No. 15 of 2020 about the guidelines for organizing learning from home in the emergency period of corona virus disease pandemic. In that circular letter, there are several points that regulate teaching and learning process. One of the points is to set up teaching and learning process by online learning (Kementerian Pendidikan dan Kebudayaan 2020).

According to Mohammadi, Ghorbani, and Hamidi (2011) online learning/E-learning is a teaching and learning process that integrate information and communication technology (ICT). It can be described as the implementation of inter-connected networking, and electronic media in order to minimize the cost. According to Medford (2004) online learning/E-learning covers varieties of technologies such as electronic-mail, website, chat, audio and video meeting conducted through computer in learning. It assists the students to study at their own level. According to Sarini (2021) there are several kinds of online platform namely: Zoom, Schoology, and Google Classroom. From those statements the researcher knows that online learning/E learning is needed for teaching and learning process especially in this condition.

Online learning usually conducted through various platforms. Many of them can be accessed through both computer and mobile phone. This way the teaching and learning process can be conducted anywhere and anytime. Most of those platforms usually support several features that enable the teacher and students to team up during learning process. Those features include web meeting that featured several live communication systems such as audio and written communication system and chatting system (Cacheiro-Gonzalez et al., 2019). There are several platforms those are usually used in online learning namely; Whatsapp, Zoom, Google Meet, and Google Classroom (Ermawati, 2017).

According to Shahanee, Jamil, and Rodzi (2016) Google classroom is a latest apps provided in Google Apps for teaching and learning process in 2014. Google Classroom assists the teachers to make and categorize the task rapidly, present comment proficiently and converse with their groups with effortlessly. Another statement states that Google classroom is an instrument which helps teacher and learners' cooperation. By using Google classroom, teacher can make and share test for the learners in an online class without charge Beal (as cited in Dwi Saputri 2020) Google Classroom is a tool which facilitates students and teacher cooperation, and collaboration also teacher and distribute assignment for students in an online classroom for free.

The use of Google Classroom in teaching and learning process in online learning will lead to perceptions from students. According to Mcdonald (2011) perception is an individual's point of view, which compelled someone to do action. There will be many of perception such as pro or cons. In this study, perception will be seen in terms of perceptions aspects. According to Walgito (as cited in Roni, 2020) there are three aspects in perceptions namely: cognition, affection, and psychomotor. The researcher will focus on three aspects that affect the perception on the use of Google

Classroom in online learning. The use of Google Classroom in online learning will have both advantages and disadvantages in its usage. Pratiwi (2021) found that there are four advantages of Google Classroom namely; (1) paperless submission; (2) easy to see assessment; (3) secrecy of students' assignment; and (4) real-time notification. And there are three disadvantages of Google Classroom namely; (1) lack of motivation; (2) reading not monitored; (3) lack of interaction. Other strengths and weaknesses of Google Classroom exposed by Pappas (2015), the strengths are; (1) it is easily to use and accessible from all devices; (2) it is effective communication and sharing; (3) it speeds up assignment process; (4) it is effective feedback; (5) it needs no paper; (6) it is clean and user-friendly interface; (7) it has great commenting system; (8) it is for everyone. However, there are several weaknesses in the use of Google Classroom namely; (1) difficult account management; (2) limited integration options; (3) difficult learner sharing; (4) editing problems. Those are the strengths and weaknesses of Google Classroom.

SMP Negeri 8 Singaraja is one of junior high school which is located in kalibukbuk village, buleleng regency. Based on preliminary observation, the third grades students of SMP Negeri 8 Singaraja still use online platforms especially Google Classroom in English teaching and learning process, although face to face or conventional teaching have been conducted. The reasons why the third grades students of SMP Negeri 8 Singaraja still use online platforms especially Google Classrooms because they need to learn more and to prepare for national examination.

This research aims to find out about the student's perception on the use of Google Classroom in English online learning during COVID-19 pandemic also to find advantages and disadvantages of Google Classroom based on students' perception during COVID-19 pandemic.

2. Method

Research Design

This research is descriptive qualitative research. Qualitative research is research that does not involve data in the form of numbers but more concern about those data in the form of words (M. B. Miles & Huberman, 1994). This research described about the advantages and disadvantages of Google Classroom based on students' perception in English online learning during COVID19 pandemic.

Research Setting

This research conducted in third grades students of SMP Negeri 8 Singaraja at Class IX 1, IX 4, and IX 6. The reason the researcher chose these classes because these classes use of Google Classroom during Online Learning session.

Method of Data Collection

To collect the data the researcher conducts survey by distributing open ended questionnaire to the students. The data will be in the form of words or sentences that contains students' perceptions or opinions toward the use of Google Classroom during the tutoring and studying activity.

Research Instrument

This research uses open ended questionnaire to gather the data. Respondent should enter word or texts to answer the questions given in this type of questionnaire (Siniscalco & Auriat, 2005). This instrument will be developed from the theory of advantages and disadvantages of Google Classroom and perception theory.

Data Analysis

The collected data were analyzed by applying the Interactive Data Analysis developed by (M. Miles et al., 2013).

3. Findings and Discussions

The result of the student's perception can be seen in table below.

Table 1. The Result of the Questionnaire

Section A		Students' Answer	
No	Item	Yes	No
1	Google Classroom improves my reading comprehension	√	
2	Google Classroom is efficient and helpful to enhance my competence	√	
3	Google Classroom enhance my self-mastery	√	
4	I feel enjoyed learning through Google Classroom	√	
5	I feel satisfied learning through Google Classroom	√	
6	Google Classroom makes me feel excited in learning process	√	
7	By using Google Classroom, it is easy to ask questions to the teacher through comment section	√	
8	I am more active when learning through Google Classroom		√
9	Learning through Google Classroom makes me become more discipline in submitting homework	√	
10	I participate more in discussion when learning through Google Classroom		√
Section B		Students' Answer	
No	Item	Yes	No
1	I cannot understand material given in Google Classroom well		√
2	Google Classroom cannot improve my speaking skill	√	
3	Google Classroom cannot help me to evaluate new ideas		√
4	I am not satisfied learning through Google Classroom		√
5	I am not comfortable to use Google Classroom for learning		√
6	I do not like learning through Google Classroom		√
7	While learning by Google Classroom, I rarely interacted with the teacher and other students	√	
8	Google Classroom does not help me to apply what I learn	√	
9	I rarely do my homework with my friends, I mostly do it alone	√	
10	Sometimes I play games or open social media while learning in Google Classroom	√	

a. Cognition

From the result of the study it is shown that; (1) Google Classroom improves the students' reading comprehension, (2) Google Classroom is efficient and helpful to enhance the students' competence, (3) Google Classroom enhance students' self-mastery, (4) Students understand the material given in the Google Classroom well, (5) Google Classroom cannot improve students' speaking skill, and (6)

students disagree that Google Classroom cannot help them to evaluate new ideas. Most of those results found to support the theory proposed by Walgito (as cited in Roni, 2020) stated that cognition refers to comprehension, interpretation, expectation, ways of thinking or gaining knowledge, and past experiences, as well as everything that is obtained from the results of individual thoughts of the prospective actors. Further Hoque (2016) explained that cognition is related to psychological (thinking)

process. In cognitive contains of hierarchy skills consist of processing information, constructing understanding, applying knowledge, solving a problem, and conducting research.

This means that students perceived that Google Classroom affect their cognition to positive direction. Most of the answers given tend to support that Google Classroom improve students' cognition aspect. However, it also showed that this learning platform cannot improve students' speaking skill. This is happened due to the fact that Google Classroom does not provide the feature that enables them to interact verbally in Google Classroom.

b. Affection.

The acquired data confirmed that; (1) students feel enjoyed learning through Google Classroom, (2) students feel satisfied learning through Google Classroom, (3) Google Classroom makes students feel excited in learning process, (4) students are comfortable to use Google Classroom for learning, and (5) students like learning through Google Classroom. This is in line with the concept initiated by Walgito (as cited in Roni, 2020) and Hoque (2016) stated that affection aspect concerns the components of feelings and the individuals emotional state towards a particular object and everything that concerns good evaluation based on one's emotional factors.

The answer given by the students showed that they are agree that learning through Google Classroom brings positive emotional state. This is because the students mostly feel enjoyed, satisfied, excited, and comfortable learning through Google Classroom. This lead the students like to learn by using this learning platform.

c. Psychomotor

In the psychomotor aspect the finding of this research exposed that; (1) it is easy for the students to ask questions to the teacher through comment section in Google Classroom, (2) students are not active while learning through Google Classroom, (3) learning through Google Classroom makes students become more discipline in submitting assignment, (4) students are not participate

more in discussion when learning through Google Classroom, (5) students rarely interacted with the teacher and other students while learning in Google Classroom, (6) Google Classroom does not help the students to apply what they have learned, (7) the students rarely do their homework with their friends because most of the learning done through Google Classroom, (8) Sometimes the students play games or open social media while learning in Google Classroom. The result of the study in line with the theory proposed by Walgito (as cited in Roni, 2020) who stated that psychomotor aspect concerns the motivation, attitudes, behaviors or activities or individuals by following their perception of an object or certain condition.

Most of the answers given indicated that the students are negatively affected in terms of psychomotor. A lot of factors caused this to happen, for instance teachers cannot monitor and control the students' attitude or behavior during the learning process that conducted in this learning management system.

The Advantages and Disadvantages of Google Classroom Based on the Students' Perceptions

Based on the result of the study it can be seen that students perceived that Google Classroom gives both advantages and disadvantages advantages for them. The advantages of Google Classroom Google Classroom includes; (1) it improves students' reading comprehension, (2) Google Classroom is efficient and helpful to enhance the students' competence, (3) Google Classroom enhance students' self-mastery, (4) the students feel enjoyed learning through Google Classroom, (5) the students feel satisfied learning through Google Classroom, (6) Google Classroom makes the students feel excited in learning process, (7) Google Classroom makes the students easy to ask questions to the teacher through comment section, (8) Google Classroom makes the students become more discipline in submitting homework, (9) the students can understand material given in Google Classroom well, (10) Google Classroom can help students to evaluate new ideas, (11) students are satisfied learning through Google Classroom, (12) students are

comfortable to use Google Classroom for learning, (13) students like learning through Google Classroom.

The result of this research both support and in contrary to theories of advantages and disadvantages of Google Classroom. The result of this study supports the theory proposed by Susanti et al. (2021) who stated that Google Classroom helped to improve students' reading comprehension. Okmawati (2020) stated that this learning management system efficient and helpful to enhance the learner's competence and self-mastery. This is in line with the result of the study that indicated Google Classroom is efficient and helpful to enhance the students' competence and students' self-mastery. Ari (2021) found that Google Classroom made the students feel enjoyed and satisfied. The result of this research supported this as the students also stated that they are enjoyed and satisfied learning in Google Classroom. Next, Sukmawati and Nensia (2019) found that Google Classroom made the students felt excited. This research also found that Google Classroom makes the students feel excited in learning process, which means that the result confirmed the theory.

The study found that Google Classroom makes the students easy to ask questions to the teacher through comment section. It means that the result supported the theory proposed by Pappas (2015) who stated that this learning management system provides excellent commenting system. The result of the research also showed that Google Classroom makes the students become more discipline in submitting homework. This confirmed the theory stated students were more discipline in submitting assignment by learning through Google Classroom (Sari et al., 2020). The result showed that the students can understand material given in Google Classroom well. This is in contrary with the theory proposed by Mualim et al (2019) who stated that students cannot understand material given in Google Classroom well.

The data indicated that Google Classroom can help students to evaluate new ideas. This is also conflicting the theory proposed by Novalia (2022) who stated that most of the students were not helped to to

evaluate new ideas by the activities conducted in Google Classroom. This study found that students are satisfied learning through Google Classroom. This is also distinct to the phenomenon discovered by Novalia (2022) who found that majority of the students not satisfied learning through Google Classroom. The data also showed that students are comfortable to use Google Classroom for learning. This in contrasted with Mualim et al., (2019) concept who found that the students were not comfortable to use Google Classroom for learning. This research also exposed that the students like to learn through Google Classroom. This result do not support Sibuea (2018)'s finding that suggested students did not like Google Classroom compared to other learning platforms.

Next, the disadvantages of Google Classroom found include; (1) students are not active when learning through Google Classroom, (2) students didn't participate more in discussion when learning through Google Classroom, (3) Google Classroom cannot improve students' speaking skill, (4) students rarely interacted with the teacher and other students, (5) Google Classroom does not help students to apply what they learn, (6) students rarely do homework with friends, they mostly do it by themselves, (7) sometimes the students play games or open social media while learning in Google Classroom.

The first result found to be in contrary with the theory proposed by Sari et al., (2020) who discovered that students were more active when learning through Google Classroom. This means that Google Classroom do not engage the students to become active in learning process. The finding also showed that students didn't participate more in discussion when learning through Google Classroom. This also do not support Novalia (2022) claim who found that the students become more involved in discussion by learning through Google Classroom. It also showed that Google Classroom cannot improve students' speaking skill. This supported the theory brought out by Winarti et al. (2020) who found that Google Classroom is not effective for improving speaking skill. It also found that students rarely interacted with the teacher and other students. This also reinforced the claim proposed by

Winarti et al. (2020) who stated that the activity conducted in Google Classroom would be lack of communication and interaction.

Next the data showed that Google Classroom does not help students to apply what they learn. This in line with the theory proposed by Novalia (2022) who stated that students were not helped to apply what they learned by the activities conducted in Google Classroom. Further this research exposed that student rarely do homework with friends, they mostly do it by themselves. This parallel with the theory by Susanti et al. (2021) who stated that Google Classroom made the students' character unintentionally more into individualism. Last, this research showed that sometimes the students play games or open social media while learning in Google Classroom. This supported the claim proposed by Harjanto and Sumarni (2019) who stated there's tendency that the students played games and open social media during the learning process via Google Classroom.

Conclusion

Due to Covid-19 pandemic, Indonesian ministry of education and culture command that learning process in all level should be conducted online. Online learning usually conducted through various platforms, mostly the learning process was conducted through Google Classroom. SMP N 8 Singaraja is one of the junior high schools that implement Google Classroom in English teaching and learning process, especially for the third-grade students, although face to face or conventional teaching have been conducted. This due to SMP N 8 prepared their students for the national exam, the students required more time to study, therefore online learning through Google Classroom is implemented.

This research aimed to discover the student's perceptions on the use of Google Classroom in English online learning during COVID-19 pandemic and to find out the advantages and disadvantages on the use of Google Classroom based on students' perception in English online learning during COVID-19 pandemic. By doing this research, the researcher hoped that the product of this research was expected to improve the knowledge about perception, mainly in the

perception of using Google Classroom in online learning and the outcome of this research will be functional for more authors who want to do the next study dealing with the study of perception.

The result showed that students perceived that Google Classroom affect their cognition to positive direction. Most of the answers given tend to support that Google Classroom improve students' cognition aspect. However, it also showed that this learning platform cannot improve students' speaking skill. This is happened due to the fact that Google Classroom does not provide the feature. Further, Google Classroom brings positive emotional state; This is because the students mostly feel enjoyed, satisfied, excited, and comfortable learning through Google Classroom. This leads the students like to learn by using this learning platform. The students are negatively affected in terms of psychomotor. A lot of factors caused this to happen, for instance teachers cannot monitor and control the students' attitude or behavior during the learning process that conducted in this learning management system. Google Classroom gives both advantages and disadvantages for the learners. However, the several findings seemed to support and in contrast the theories of advantages and disadvantages of Google Classroom.

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