

STUDENTS' PERCEPTION ON USING GOOGLE CLASSROOM IN ONLINE LEARNING AT SMK NEGERI 1 JEMBER

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Abstract

Online learning is learning that takes place through an internet materials, applications, or the web. *Google Classroom* helps facilitate it nowadays because of this media teachers become easy to organize classes and deliver materials. Teachers might reach out to new students from all over the world. Moreover, students still have some problem while using *Google Classroom*. Therefore, it is important to know the students' perception while using this. Nurhayati (2019) said, using *Google Classroom* is simple and engaging for students. Sunadi (2018) stated that mobile phone and computer is a technology tools that support the e-learning process so students are familiar with devices and their applications.

The problem is "what are students' perception in english learning media through *Google Classroom*?" and "what are the obstacle faced by the students in learning English using it?". This to find out students perceptions and also want to know the obstacles in English learning media through *Google Classroom*. The design of this research is descriptive qualitative. The subject is eleventh grade students at SMK Negeri 1 Jember in 2021/2022 academic year consisting of 16 students. The data are collected using interview. The interview is to know the students perception and to know their obstacle while using it.

The result is using *Google Classroom* has proven to be very useful and beneficial. It is easy to use, helps them in online learning. Moreover *Google Classroom* is less effective because of lack material explanation from the teacher. Other views, the most crucial problem is internet access.

Key Word: Students' perception, google classroom, online learning.

Learning that takes place via a web browser on the internet, intranet, or extranet is referred to as online learning (Chiu & Chang 2007). It means that students can learn via internet material, applications, or the web through online learning. Online learning can be done anywhere and at any time as long as the learning environment is conducive. With the use of technology, it is now possible for institutions and teachers to reach new students from afar, boost convenience, and extend educational options. Technology is a component of students' lives, and when asked about the most important things in their lives, the majority of students said that technological advancements thrill them.

Technology has been shown to improve students' active involvement and learning results, according to Kuh et al. (2001) in Sumarni (2019, p.172). In contrast to the traditional method, which requires students to become passive learners, students become more involved to participate in the learning activity. The Web Based Education Commission in the United States completed a thorough evaluation of the influence of online learning on education in 2000, according to Smith (2010, p. 26). It emphasized the strategic importance of information technology and online learning as a significant mode of instruction that provided valuable transferrable skills for the knowledge economy.

The technology changed their learning make them easily accessible any visual image or provide it in printing material. According to Kuh (2001) technology has been proven to enhance students' active participation and learning outcomes. Distance learning makes students experience changes in learning process, but with some learning materials or tools that exist at this time make learning resources easy to access for students to plan and implement distance learning

Online learning between face to face with distance through the use of certain media precisely takes place more meaningfully because the learning material provided is designed in such a way that students understand it more easily. For example, when students conduct distance learning Google classroom is very helpful for the delivery of materials from teachers to students. It is supported by Hameed Albashtawi (2020) Google Classroom application has been accepted by the educational community to promote the e-learning process. It integrates technology into traditional classrooms.

Traditional learning applied in learning and teaching activities of students to this day still exists. However, if there is an outbreak that makes people having to stay at home or online learning that is exposed in every school. There is no denying that every time there is a problem

there be a solution brought by the community. For example, the application of distance learning used by schools is with smartphone or computer media. With the online learning media itself, it makes it easier for students to take lessons with the help of applications on smartphones.

There are various platforms available that can facilitate online learning activities and are simple to use. Google classroom, e-learning, Google form, Google meet, and zoom are some of the online learning apps that have been introduced so far. Due to the assistance of technology, communication barriers in this pandemic outbreak have been overcome.

There is a previous research done by Almio Harjanto (2019) entitled Teachers' experience on the use of google classroom. The method of the research is qualitative descriptive and in the study researchers take data from the teacher's perspective on the use of google classroom while teaching. The result of the research is teachers perceived the use of Google Classroom was very helpful to conduct their virtual. However, teachers stated that they needed to maximize other features of Google Classroom as they hadn't explored all which would certainly bring benefits for their professional development. The use of Google Classroom can implement to blended learning and teaching

activities. This can implement while the meeting is done by face to face, but the task, homework and the assignment use Google Classroom. It is really helps both teachers and students to do the task.

The difference between previous researches is the research describes the use of google classroom from the student's perception then what difficulties students face when learning using google classroom. Therefore, the researcher conduct a reserach entitled Students' Perception on the Use of Google Classroom in Online Learning of Eleventh Grade Students at SMK Negeri 1 Jember in 2021/2022 Academic Year

The problem is "What are students' perception in English Learning Media through Google Classroom?" and "What are the obstacle faced by the students in learning English through Google Classroom?"

This research aims to provide some significance practical significance is the teachers can take advantages from the information about the obstacles faced by students in learning english through google classroom. Moreover theoretical significance is the findings of this study may be useful to other researchers who are interested in doing similar studies. The findings of this study can be use as a guideline to develop new research design and methodology.

Method

The researchers employ qualitative research as a guide for reviewing data, taking into account the research's objective and the nature of the problem. According to Sutopo (2002, p.35), qualitative research data is collected in the form of meaningful words, sentences, or pictures rather than figures or frequencies. All of the information in this study be presented in the form of words, sentences, and images. This design allowed for a deeper understanding of students' experiences in the use of Google Classroom in the perception of the students.

In this research, the data is the form of student perception be collected qualitatively. The data of this research be in from a list of responses of interviews which is taken by the subject. The list consisted 5 statements about Students' Perception on the use of Google Classroom in Online Learning of Eleventh Grade Students at SMK Negeri 1 Jember in 2021/2022 Academic Year. The participant is 16 students as the sample.

In the collecting the data, the researcher use interview. In the interview process there are 16 students to be interviewed. The researcher not using questionnaire because want to avoid the misunderstanding about the questions. While using interview, the researchers can directly ask to the participant. According to Estenburg referenced Sugiyono (2006, p. 223), researchers have created study instruments in the form of questions and

alternative replies, and each of the 16 respondents asked the same question, which be noted by the researcher. Question regarding knowledge, as defined by Mlleong and quoted by Sugiyono, is used to indicate the informant's knowledge of a case or occurrence that may be known.

Researchers used structured interview in this study to conduct interviews, and produced research instruments in the form of questions. Google Meet use to conduct the interview. This is done with the goal of preventing covid19, which needs the avoidance of offline activities. Students are provided a Link to click to undergo an interview one by one. The interview should take roughly 10 to 15 minutes for each participant. The question relates to students' perspectives on English Learning Media via Google Classroom, as well as the challenges they confront in learning English using Google Classroom.

Moreover, to analyzing data, there are four steps: data collections, data reduction, data presentation, and verification or conclusion. In qualitative data analysis, these three elements must be present. In this interactive analysis, data was collected while performing a procedure in the field, and this activity continue until the desired conclusion is reached; however, if the data gathered is insufficient, the data retrieval process be repeated to obtain accurate data.

Result and Discussion

The researcher used students perception as data in this study. The data was collected on Monday and Tuesday, September 6th and 7th, 2021. The total of 20 participants. After being contacted further, there were 4 students who did not want to follow this research for certain reasons. The interview was place outside of the learning process, using *Google Meet*. The link was shared via *WhatsApp* personal chat by the researcher. The researcher collected data in a methodological and accurate manner in order to achieve the research's objectives. The data was described in a descriptive manner in order to provide a relevant interpretation and draw inferences about the evaluation's subject. The researcher reported the data findings based on the research problems, which are: what are the students' perceptions in English learning media through *Google Classroom* and what are the obstacles faced by the students in learning English through *Google Classroom*.

The students perception data is from indicators number 1,2,3,7,8,9,10 in interview. Students perceptions is that, *Google Classroom* is easy to use (the menu and icon). On the other hand, students state that it is make them less of understanding because the teachers only give task without explanation. The other students were unfamiliar with the application and found it to be confusing. The rest, seem to like using this application.

For example from indicators 1, 5 students who answer had similar

opinion, they said the application is easy to access and use (the menu and the icon), but in understanding the material they can directly go to google. Briefly, the other 11 students were dislike. Most of them who answered it also had the same opinion. The most students actually dislike online learning using *Google Classroom* because of lack explanation.

Moreover, to know the obstacle faced by students the researcher use the number 4,5,6 to found their obstacle during learning process using *Google Classroom*.

The data find that the use of *Google Classroom* while learning English sometimes not effective. Students complain about the internet access. Moreover, the internet quota is also crucial while using *Google Classroom*.

The researcher aimed to present the students of SMK Negeri 1 Jember in the 2021/2022 Academic Year. Students' perceptions in English learning media through google classroom were obtained from the results of interviews with 16 students. The interview response regarding their perceptions and problems or obstacle in English learning media using *Google Classroom* during the pandemic outbreak. Before starting the interviews, the researcher explained to the students how the researcher use the students' responses in the structured interview questions to obtain detailed information. Because the pandemic outbreak prevented the researcher and students from meeting face to face, the researcher conveyed it over *Google*

Meet.

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Based on the responses of students in the interviews, it can be determined that using *Google Classroom* for online learning is effective and beneficial. The researcher employed primary data in this study, which is data gathered directly from the sources of information or the study's topic. It is empirical evidence that elements such as students' interview answers have a favorable affect. "The program is straightforward to use, accessible to open *Google* directly," several students said. It means that from the perspective of students, using *Google Classroom* as a tool to assist online learning is simple. It's also backed up by recent research. According to Nurhayati (2019), using *Google Classroom* is simple and engaging for students. Meanwhile, several students have expressed their dissatisfaction with *Google Classroom*, claiming that it makes them feel confused, difficult, and inefficient. This happend because of the lack o explanation from the teachers. "*Learning English using Google Classroom is ineffective because if the teacher provides content, I feel less understood because there is no direct*

conversation from the teacher."

"*The first is smartphone, internet, and stationery,*" students said in response to the second question in the interview. It means that the smartphone is the most important aspect of studying with *Google Classroom*, followed by internet access and study tools such as pens and books. *Google Classroom* is a social network that connects teachers and students for the purpose of teaching and learning. It also enables the teacher to use an online medium when teachers and students are unable to conduct a direct teaching and learning process due to a variety of circumstances. It supported by Sunadi (2018) Mobile phone and computer is a technology tools that support the E-learning process, so students are very familiar with mobile devices and their applications. Another study conducted by Segal (1995) in Smith (2007, p. 8) has written on how a number of major technology difficulties were overcome over a three-year period from 1991 to 1994, which transformed the way people used computers and thought about the communication possibilities they afforded. This study also find out the obstacle about the internet access. The findings also similiar with the result of this study.

The students also faced some trouble dealing with internet access, and devices. Meanwhile, according to Smith (2010, p. 26) emphasized the strategic importance of information technology and online learning as a significant mode of instruction that provided valuable transferrable skills for the knowledge economy. To solve the

problem the teacher should provide good strategy, monitoring the students availability in following the online learning.

According to Pappas (2005) there are certain limits to Google Classroom. Google Classroom has a restricted integration option, too many googlies, no automated updating, and tough student sharing and editing challenges. Also because the assignment is not linked to a calendar, it be difficult for students to manage learning materials and establish a deadline. Because there is no auto-update mechanism, students must periodically reload the page to see the latest announcement. In online learning students or teacher needed tools such as laptops, smartphones, and internet connection so that the learning process can run well. With these tools, the online learning process can be achieved. The devices is also one of the students problem.

Conclusion

From the findings and discussions that have been presented, it can be answered from this study. That the use of *Google Classroom* to learn English during this pandemic has proven to be very useful and beneficial.

The majority of their perceptions of *Google Classroom* are; easy to use because easy to login, the menu and icon, helps them in online learning in the pandemic era moreover *Google Classroom* is less effective because of lack explanation from the teacher.

It is seems that the use of *Google Classroom* very benefical to use in

online learning activity, but teacher still lack of explanation. This problem affect the students understanding about the materials delivered.

On the other views, students still experience problems when using Google Classroom, including; internet access, furthermore their devices sometimes had a problem including their network connection, etc. Again, the absence of an explanation from the teacher is also the most common obstacle for students. The students difficult to understand the material because of lack explanation. The last problems is there is no video call icon or menu, so students don't really understand the teacher's explanation. So the school or goverment can facilitate them for better experience while using *Google Classroom*.

Teachers must add and more often use other types of online learning platforms that support student learning activities, so that all factors supporting student understanding can be achieved. The teacher should also explain and givestudents more discussion time.

The other researcher may conduct the same research that students perception in their learning English using Google Classroom. It can become a base for other researchers to conduct experiment in same area. This finding also can be implement to normal students to with the face to face meetings or blended learning. Wich adopt online and offline learning. This study only had 16 participants; it would be great if other researchers conducted similar studies with a larger samples to prove the phenomenon. Furthermore,

other researchers can complete the research so that readers can acquire more detailed information.

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