

THE USE OF GOOGLE CLASSROOM IN LEARNING ENGLISH SMKN 1 AMPEK ANGKEK

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ABSTRACT

The purposes of this study were to find out what were students' difficulties in using Google classroom and how the teacher describe usage Google Classroom in learning English. In this research, the researcher used a qualitative approach, in the form of descriptive qualitative. The informants of this study were students from grade 11th TB 1. The data was got by online observation and interview. The results of the study showed that students' difficulties in using Google Classroom that were the students had difficulty in uploading videos through Google Classroom, it was caused by the students confused when uploading video through Google Classroom. Then, the students were incorrect in sending assignments in Google classroom, because the students are difficult to upload assignments correctly. Furthermore, the teacher only usage Feature about the assignment in Google Classroom such as giving assignment, material, direction, and deadline. Meanwhile, the teacher didn't use many features in Google classroom based on their function such as Announcement, Google Calendar, Question, Quizzes, discussion, and grading assessment. Thus, the teacher only used feature related assignments and material, while there were many features in Google Classroom which the teacher did not use based on their function.

Keywords: English Language Learning, Google Classroom, Online Learning

INTRODUCTION

Nowadays, the world is shocked by the spread of a disease called the Corona Virus or by the term COVID-19. This virus originated from the Hubei province in Wuhan, China, which it spread to almost the entire world. There is a higher risk of infection if you are in an area where the virus is spreading, or if you have been in close contact with someone who is infected with the new Corona Virus. According to Abidah, the impact of the Corona Virus disease 2019 (Covid-19) pandemic is now beginning to spread to the world of education. This is done as an effort to prevent the spread of covid 19 transmissions. (Abidah et al., 2020) As a result of the rapid spread of the government, the government has taken action to stay at home to maintain social distance, whatever activities outside the home are now carried out at home, one of which is school. Moreover, now the students cannot

go to school as usual; students go to school from home with an online learning system.

One of the ways that learning can continue in the pandemic can be called E-learning. According to William E-Learning is useful information and computer technology to create learning experiences (Horton, 2006). In addition, E-learning can be defined as a learning process that is mediated by the use of online technology (Hermawan, 2021). Pacansky-Brock stated E-learning can help students to learn from home amid the current pandemic conditions. and There are several positive effects of online learning, such as teachers being more creative for teaching material, there is a lot of application for learning online, and students does not need transportation fee. Pusvyta Sari (2015) stated that online learning is an alternative that can be applied in the era of technology and communication that is overgrowing now.(Wargadinata et al., 2020)

Because of the rapid development of the pandemic, on March 17, 2020, the Minister of Education issued a circular number 36962/MPK.A/ HK/2020 concerning online Learning and Working from Home to Prevent the Spread of Covid-19. The letter is addressed to all heads of elementary, secondary, and tertiary education offices. it conveyed an appeal to follow the Covid-19 prevention protocol issued by the Presidential Staff Office above. Therefore, learning is carried out online through several applications.

There are many media used in learning online. One of there for is Google Classroom. It is a free web service is developed by Google a school that aims to simplify creating, distributing, and grading assignments. Google classroom is useful way for teachers to convince students to ask questions online, discuss any topic with the teacher and send homework. According to Janzen in Shampa Ifthikar Jurnal, Google Classroom is easy to use because Google Classroom design simplifies the interface and instructional options used to convey accepting assignments. Communication with the entire course or individuals is also simplified via announcements, email, and push notifications. (Iftakhar, 2016) In addition, Matt Phoenix state is Google classroom is Google's continuing advance for academic organizations to provide a blended learning platform to simplify the creation, distribution, and classification (Phoniex, 2020) Thus, Google classroom is a media that can be used through online learning and can be used with the teacher and student to achieve learning.

In normal condition, the procedure in teaching English start from introduction, observation, content, evaluation, and closing. Meanwhile, in Google classroom, the procedures in teaching English consist of opening, content, and submit a task and evaluation. Therefore, in the pandemic condition, the teacher uses Google Classroom in teaching English. In Google Classroom, teachers freely hand out a scientific assessment and provide an independent assessment for students (Wijaya, 2016). Teachers can provide materials on the subject being taught.

In online learning, there are many online media to help the learning process, E-learning can be found from various existing learning media, starting from language apps, video conferencing tools, virtual tutoring, online learning software, Moodle, and many more (Li & Lalani, 2020) and one of Google Classroom. Google Classroom is one of the instructional media online content with standard classroom technology. According to Mike Google Classroom is a free web service developed by Google for schools that aims to simplify creating, distributing, and grading assignments. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. (Okmawati, 2020) Thus Nicholson state Google Classroom help teacher and students to communicate and can be used to organize and manage assignments to go paperless for collaboration between students and between teacher (Nicholton, 2020)

There are many features offered by Google classroom so that it can help students and teachers to learn online properly. In addition, the teachers can work better by using Google Classroom as they can easily manage the class, especially in giving assignments and scores just by using their smart phone. Furthermore, by using this application from their own smartphones, the students also get benefits as they can easily do the assignment, check on their score, and keep on track although they are absent. Therefore, both teacher and student get benefit by using Google Classroom in teaching English.

Based on preliminary research the researcher did on September 9th 2020 at SMKN 1 AMPEK ANGKEK. In learning online, the students had some problems knowing what the student's problem related to using Google Classroom, the researcher did interview with four students and an English teacher, the researcher found some conditions. The researcher did an online interview with four students, and chat the teacher the first and then interview directly with the teacher.

First, the researcher did interview some students, they were less proficient used Google classroom, so that some students still uploaded assignments incorrectly, moreover the students did not upload assignments in the assignment column provided, but the students still upload assignments in the column provided, but the students uploaded assignment in the comments column. The students didn't submit the assignment based on Topic. It was supported by the student's statement "masih suka bingung menggunakan Google Classroom," in addition other students said that "karena terlalu banyak pilihan sehingga kurang mengerti menggunakan yang mana, jadi salah kirim tugas jadinya". The other statement from another student and then the students said "kurang mengerti fungsi fungsi dari Google Classroom tersebut."

Second, based on an interview with the teacher, the teacher said one of problems in using Google classroom is some students are late collected assignments. When the teacher give assignments for the students, the teacher

always gives deadline for collect the assignments, but the students are late to collect assignments. it was supported by the teacher, the teacher said that “*salah satu masalah yang ibu hadapi, siswa jarang mengumpulkan waktu sacara ontime, siswa sering terlambat mengumpulkan tugas melalui google classroom, bahkan ada yang tidak mengumpulkan tugas*” the teacher said always gives a deadline for collected the assignments, but the students still late for collected the assignments. It was supported by the teacher “*saya selalu memberikan batas waktu untuk mengumpulkan tugas, tapi tetap saja siswa sering terlambat mengumpulkan tugas.*” The researcher also interview with students, the students said that they are forget to collected the assignment and the students can’t use Google classroom, it make the students late to collected assignments. it was supported by the students, the students said “*lupa kami untuk kumpul tugas hari itu kak, soalnya tugas ni dak Cuma satu*” and the students said that “*karna kurang pandai make classroom tu kak, makanya kadang terlambat kumpulin tugas*” this was one problem by the teacher and students in using Google Classroom.

Third, the teacher did not use Google Classroom maximally, based on the opinion of the students, the teacher only sent assignments via Google Classroom, and there were no activities were carried out. The teacher didn’t use Google Classroom for learning or discuss the material through Google Classroom, the teacher only sent material and assignments for students. The students said “*ibuk hanya mengirimkan materi dan tugas melalui Google Classroom.*” The teacher was not maximal in using Google Classroom, with results was many students being confused or did not understand how to use Google Classroom based on the function, this statement was supported by the student’s statement which said “*saat pertama menggunakan Classroom guru hanya memberikan link atau kode untuk bergabung kedalam classroom*” in addition another students said “*guru hanya menjelaskan diawal awal bagaimana penggunaan Google Classroom, padahal diantara kami ada yang lama mengerti atau susah mengerti*” This was one of the problems found based on interviews with students.

Besides interview with students, the researcher did interview with the teacher to know students problem in using Google Classroom at learning English, the teacher said that student’s still upload assignment incorrectly, because the students did not submit assignment in column assignment, the students upload in column commend and the teacher said, the teacher can’t give a grade in students assignment if the students submit the task incorrectly. It was supported by the teacher statement “*siswa sering mengirimkan tugas tidak pada kolom tugas, oleh karena itu saya tidak bisa memeriksa jika tugas dikumpulkan ditempat yang salah*”. And the teacher said the students submit the assignments are late and didn’t submit the task. The teacher said “*kebanyakan dari siswa mengumpulkan tugas terlambat bahkan tidak mengumpulkan tugas*” in addition the students had problem in connection internet and limit the quota, because not all students had good connection network and had quota internet a lot because had good internet

is important is learning online. It was supported by the teacher “*tidak semua anak memiliki sinyal yang bagus, atau kuota internet yang banyak, banyak juga di antara mereka yang sulit belajar dikarenakan internet dan kuota tadi*”

METHOD

Research Design

The design of this research used descriptive a qualitative. Sugiyono stated had qualitative research method that is based on the philosophy of post positivism, it is applied to research natural objects. In qualitative research, the data are collected to understand the phenomenon; data collection is largely determined by the nature of the problem (Sugiyono, 2013). Furthermore, Gay defines qualitative research as will to gain insights into a particular phenomenon by collecting, analyzing, and interpreting the comprehensive narrative and visual data (Gay et al., 2012). The researcher described the phenomena of the obtain data naturally and objectively. Therefore, by using descriptive research, the researcher knows what students difficulties in using Google Classroom and how teacher describe use of Google Classroom in learning English.

Subject of the Research

The Informant of the person was who gives and explained some information about the situation of the research. The informants in this research were 15 students of XI TB 1 and English teacher. There was the information has taken from the teacher who teaches at XI TB 1. The researcher asked the students to give information about students' difficulties. The students were key informant of this research. The data was also completed by did interview the teacher used how the teacher describe usage Google Classroom in learning English.

Instrument of the Research

The instruments were used in this research were online observation and interviews. The researcher used documentation from the students' writing. Online observation and interview the teacher to answer the research question about how the teacher describes usage Google Classroom in learning English.

Technique of collecting Data

The researcher did observation online. External or participant observation of online dialogues, behaviors, interactions, events, or activities conducted for the purposes of data collection. According to Janet participant of an outside observer of public/ private live or recorded online events or discussions. Data: field notes, copied text, picture. (Salmons, 2015)The use of Google Classroom, the researcher joined the Google Classroom to know how to learn English using Google Classroom. The researcher did checklist to collect the data through observation sheet. The researcher gave checklist to each item which during the observation.

The researcher interviewed the English teacher to know how to using Google Classroom in learning English. In this research, the researcher used semi structure interviews. It means the researcher prepared the question interview before doing the interview to the informant of the research. The researcher interviewed with 15 students directly and interview online that is via Call phone and interview the teacher is directly. Thus, Interview was used to find students' difficulties in using Google Classroom and about how the teacher describes usage Google Classroom.

Technique Data Analysis

In this technique, the data were analyzed by several steps: Sugiyono (2009) explained that there were several steps to know the data of observation and interview state that activity in qualitative data analysis done interactively and continuously carry through to completion so that the data is valid. It would be explained as follows:

- a. Data collection: the researcher collects the data through observation and interview.
- b. Data Reduction: the researcher resumes the data and focus on the research aspects and unnecessary aspects were reduced by researcher.
- c. Display the data: The researchers make the result of the research that consists of the use of Google Classroom in learning English
- d. Conclusion: the researcher concludes the finding based on the use of Google Classroom in learning English.

RESULTS

Online Observation

To know how the teacher used Google Classroom, the researcher made observations online by joining the Google Classroom. The researcher saw the activities and activities carried out by the teacher in the Google classroom.

At the first meeting, the teacher sent material and assignments about asking and giving, the teacher started learning without opening, the teacher provided the material and assignments with descriptions, and the teacher did not make assignments collection deadlines. Then, the teacher sent absences to students, the teacher made absences by Google form. There was no discussion here and there were no students asked questions here, and the teacher took to students send assignment by WhatsApp.

At the second meeting, the teacher did not opening before starting the class and did not give absences to students, the teacher gave assignments in the Google form and the teacher gave directions about student assignments. the teacher also gave deadline to students, there was no discussion or student asking questions in Google classroom.

At the third meeting, the teacher sent the assignment in document form, and then the teacher gave assignments and deadlines to students. Here the teacher gave less direction about the assignment. At students' comments column, no one asked questions and there was no discussion.

At fourth meeting, the teacher did not open before teaching, the teacher did not given absences, and the teacher gave daily examinations. The teacher gave directions, the teacher gave questions via Google form, the teacher gave a time limit for submit

At the five meeting, the teacher provided materials and assignments with directions, the teacher provided materials and assignments in the form of documents, audio, and video, videos can be opened via Youtube. The teacher gave the title of assignments based the topic. The teacher reminded students to submit assignments through Google Classroom, not via WhatsApp

At the sixth meeting, the teacher made opening before starting the class, the teacher says assalammuaikum and great the students. The teacher also gave absences, and the teacher gave same material from last week, still about taking simple. The teacher provided material in Google form; the teacher gave game link. The teacher gave announcement with the students, but the teacher did not give announcement at column of announcemnet, but the teacher gave announcement in column comment

At the seventh meeting, the teacher didn't do the opening, the teacher gave absences based the students' collect assignments, and the material about invitation. The teacher provided directions about the assignment, and the teacher did not provide material, but the teacher gave examples.

At the eight meeting, the teacher did not review past material, which can be done in the discussion column. The teacher did not use the discussion column to discuss the past material with students, because the material was still related to the previous material. Through this acitivity the student and the teacher can do discussions. But the teacher didn't.

At the ninth meeting, the teacher did not open before teaching, the teacher did not give absences. The teacher provided material by sending documents and videos to students. The teacher provided a time limit. There was no discussion via Google Classroom at this meeting.

At the tenth meeting, the teacher only provided material and the topics "procedure texts" with clear directions and also provided a deadline for submitting assignments. The teacher sent the material in form picture.

Interview

This interview aimed to know what students difficulties using Google classroom and to know to wether the teacher using Google classroom maximally. There are some indicators that involve the research question.

The first was content material (document). Related to features in google classroom, the material content is one of the indicators in the Google classroom feature. To download the material or assignments can be in the form of documents one of them. The students can submitted assignment in the form documents, some students still have difficulty submit assignments through documents.

The second was content material (media). Beside content material in form document, media is also part of the material content. media is used by teachers to provide material in the form of photos, videos, power points etc. based on observation the researcher saw the teacher give assignment. One of the tasks given by the teacher to take skill scores, the teacher asked students to make video about procedure text. The researcher wanted to know, has the students experience difficulties to make this video.

The third was assignment. One of the problems got by students was that some students were not proficient in using Google classrooms, until now there were still students who were wrong in uploading assignments. The teacher told how to upload assignments via Google classroom and the teacher asked the students to send the assignment back.

The fourth was deadline. When conducted the interview with students, the researcher asked why students were late in submit assignments, most of them said they had, when asked the reasons why they were late in submitting assignments There were many reasons they conveyed, some students said that they did not understand about the material so that, the students were late in submitting assignments, some say internet network problems that make him late in submitting assignments.

The fifth quiz, because it can be seen from the results of the students' quizzes. Some students did not complete the quizzes on time because of the time limit provided, and the results of the students' quiz scores were below the average.

Sixth was grading assessment, the students were confused to find where it. The students only know that the assignment has been sent, the students do not know that the student's assignment can be returned by the teacher, if it has been given a grade.

Seventh was discuss, the students lazy to ask questions. Because if student want to ask the teacher, the teacher must be online first to reply the student questions and this was what causes students to be lazy to discuss through Google classroom.

Besides conducted the interviews with students, the researchers also conducted interviews with the teachers to find out how the teacher describe usage Google Classroom.

The first was Content material, the researcher wanted to know what prepare before starting the class. Because one of the duties of the teacher to prepare

materials or teaching materials before they are given to students, even though online learning or offline learning, the teacher continues to do his job as a teacher.

The second was assignments, the teacher has been told how to upload assignments via Google classroom and the teacher asked students to sent the assignment back. The teacher said *“jika siswa mengalami kesalahan dalam mengumpulkan tugas, saya selalu mengingatkan untuk mengirimkan dikolom yang sudah di sediakan, tapi jika siswa masih salah siswa mengirimkn lewat wa saja”*

The third was deadline, the teacher said that she always reminded students of assignments; the teacher said *“saya selalu memberikan batas waktu pengumpulan tugas kepada siswa”*

The fourth was quiz, Not only giving assignments and materials, the teacher also gave quizzes in Google classroom. The teacher gave quizzes made using Google form, when the teacher made quizzes the teacher also provided a time limit for students to do it.

The fifth was Grade assignments, the teacher said *“saya selalu memberikan nilai dan review terhadap tugas siswa lalu saya mengirimkan kembali tugas itu melalui Google Classroom”* but the teacher didn't return students assignment; the teacher only gave grade in students assignment.

The sixth was discussion, the students can asked the teacher questions, the teacher could answer and other students could add other answers, here can be for discussion. But the teacher did not use this feature to do it all. The teacher can use it but the teacher did not use it.

DISCUSSION

Google Classroom helps you to communicate more effectively. Probably it is more easier and efficient to used Google Classroom. The communication tools are also very effective. Google classroom can help to scarry out this online learning well. Matt Phoenix (2020) state is Google classroom is Google's continuing advance for academic organizations to provide a blended learning platform to simplify the creation, distribution and classification of paper assignment When conducting research, from interview with the students, the researcher found several difficulties for students in using Google Classroom. There are 7 indicators that can be used by the students in using Google Classroom.

There are students difficulties in using Google classroom; content material (document); content material (media); provide deadlines; submit assignment; return grade based on teacher; and gave comment. Of the seventh indicators some of the students found difficulties. The first, when uploading assignments, the students often made mistakes in uploading assignments, the students also confused in using Google classroom. Secondly, Students are confused about submitting videos through Google Classroom.

Based on the 10th meeting saw by the researcher, the teacher used Google Classroom only sent assignments and materials, in teaching there was the

introduction, material and evaluation. When using Google Classroom, the teacher only focused on sent materials and assignments. There were many features that have not been used by the teacher. The teacher had notified the deadline for submitting assignments, but there were still many students who do not collect assignments. Therefore, it is useful to have a calendar feature for reminding student assignments which is useful for students to remember when the deadline for submitting assignments. Notifications are from a calendar that will remind the deadlines for assignments that were set by the teacher. The teacher did not discussions in the Google classroom, in the Google classroom, the teacher can cause interactions between students and teachers. And if there were other students who want to help to answer the others students' questions, they can also answer if discussion activities are carried out in Google Classroom. The teacher does not return student assignments via Google Classroom, causing students not to know the assignments that have been returned by the teacher.

The researcher also conducted interviews with the teacher to support the data above, which one the researcher got that about the students' difficulty using Google classroom as, there are still many students who are late in collecting assignments, most of them are late in collecting assignments. One of reasons is that there were no reminders for the schedule to collecting assignments for students, because when learning online there were many lessons that are given the assignment can cause students to forget their assignments. If the teacher used features such as a calendar feature, this can be very helpful for students to be able to collect assignments on time. when students have errors in uploading assignments, the teacher should give directions to students on how to submit the correct assignments, because not all students' abilities are the same. One of the difficulties of students is that students did not understand how to see assignments that have been returned by the teacher. On the other hand, the teacher never returned the student assignments and make the students didn't know to saw students assignment.

Based on same students were interviewed, these students did not understand the usefulness of this feature, Furthermore, there is a feature that is useful for students and teachers but that has not been used by the teacher is the comment column. In this feature the teacher can carry out discussions or interactions with the students. Thus, the learning process is more effective. If one of the students does not understand the teacher can have discussions with other students and if there are other students who can help answer the learning it will be effective. Google classroom help the teachers and students to do learning well because Korman also said that "Teachers can: Simplify the way they handle classes with Google Classroom. (Korman, 2020) The platform is integrated with other tools such as File, Drive, and Calendar from Google, and there are many built-in "shortcuts" for classroom management tasks. Google Classroom can help teachers and students to facilitate learning based on Caterine Korman said that,

Google classroom is considered teaching without important papers to help teachers and students collaborate (Guide et al., 2020).

In addition, Nicholson state Google Classroom help teacher and students to communicate and can be used to organize and manage assignments to go paperless for collaboration between students and between teacher.(Nicholton, 2020)

CONCLUSION

Based on the finding and discussion, the students' have difficulties in using Google Classroom, that were difficulties in sending the videos and uploading through Google Classroom. And then how the teacher describes usage of Google Classroom in learning English. the researcher saw how the teachers using Google classroom in learning English. There are many features available in Google Classroom. The teachers didn't used all the features based on their function. The teacher only used a few features, namely features that were related to assignments.

ACKNOWLEDGMENT

As a result, the writer wants to highly express her sincere gratitude and appreciation to the following person for their valuable contributions.

1. Syahrul, S.S, M.Pd as her Advisor was highly appreciated for the care, time, attention, guidance, valuable advices, and patience in accomplishing this thesis.
2. All the lecturers of IAIN Bukittinggi who have given their knowledge, ideas and helps.
3. Her beloved parents, Jhon Asri and Afriyeni (Alm), her brother Abil Putra , Novri Anggik, Rizal Ramdhanu , and her sister Switri wulandari for their supports, love, pray and everything.
4. The researcher also shows thanks to my beloved partner Willi Arfan and dearest friends Indah Paramitha, Mutia Rahmi Arnelia, Afifah Mardyah, Cici Wahyuni, Nur aisyah merlin, Nofia Gadisma Chandra, Dezy Saifatul, Familia Putri. and then Vigi devana S.Pd , Yogi Seperjuangan . thanks for their support, motivate, and give suggestion to finish their study.

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