



### Students' Perception of Using Google Classroom for EFL Learning

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**Abstract:** *One of the most used E-Learning platforms is Google Classroom. Google develops Google Classroom for academic purposes that support an online learning platform. This research was conducted to investigate students' perception of using google classroom for EFL learning in STKIP PGRI Bandar Lampung during the COVID-19 pandemic. This study used a questionnaire as a research instrument to collect the data. The researcher conducted the reliability and validity test before using this questionnaire. The students answered the questionnaire through the online method. The questionnaire was responded to by 30 undergraduate students in STKIP PGRI Bandar Lampung who learned English courses using Google Classroom during the covid-19 pandemic. The questionnaire was analyzed used by the researchers using SPSS version 25. This study showed that Google Classroom could be used in e-learning, especially during the COVID-19 pandemic. Google Classroom is suitable for conducting learning activities, especially for teaching EFL learners. Google Classroom can improve students' communication and enrich learning activities' content and material. Google Classroom can fit with the necessity of EFL students in STKIP PGRI Bandar Lampung. Therefore, the students feel that Google Classroom can make their job easier as students, improve the student's self-learning, and enhance the communication between the students and the teachers.*

**Keywords:** *Google Classroom, E-Learning, Students' Perception*

### INTRODUCTION

According to Taman et al. (2021), the results of environmental learning can improve knowledge, skills, and attitudes to change behavior that manifests in learning outcomes. Teaching and learning activities are more flexible in this modern era. Therefore, teachers and students can meet not only in a traditional classroom but also in online media. The teacher can give materials using an application, and students can answer or ask the teacher in that application. In the web 4.0 era, the students also can do collaborative writing with their friends. Many benefits can be employed with applications in the web 4.0 era.

Furthermore, teachers and students can get a new teaching and learning experience in the web 4.0 era (Mulyah et al., 2020). The students and the teachers can get many information and knowledge from anywhere because of the rapid development of technology. The material and information can be accessed all the time. The students and the teacher only need an internet connection to access the material and information required. IT skills are also needed in 2022 to prevent technological shuttering and data from being left behind.

Higher education students very need new technology. They can connect with the latest technology for study and reading purposes. However, new technology constantly changes students' lifestyles (Lintangsari et al., 2022). Students and teachers must follow technology in school or at university. If they do not follow the technology of web 4.0, they will be distressed to pursue current development. Nowadays, e-learning is the most favorite learning system that many scholars can use (Mulyani et al., 2021). The pandemic era does not allow people to study, work, or leave home. Therefore, the students can still learn but stay at home.

Fikri et al. (2022) stated that e-learning could increase the effectiveness and efficiency of learning because it gives students a higher potential to communicate more with lecturers and colleagues and access more learning material. As a result, e-learning applications can be used as a device that can save students time. The students can organize a time to use other valuable things. E-learning can increase students' social skills. The students can maintain their relationships inside and outside of the college. The students can add many new friends and relationships because of their learning through online courses. The students also can teach self-discovery and self-learning. Moreover, the students can complete the task, exercise, or exam by themselves, therefore, making them more productive and more able to understand the material effectively. Online learning makes the students stay up-to-date with the new trends.

One of the most used E-Learning platforms is Google Classroom. Google develops Google Classroom for academic purposes that support a blended learning platform (Abid & Iqbal, 2018). Google Classroom is very helpful and practical and presents newer challenges in continuing education in different ways for teachers and learners (Iftakhar, 2016). The Classroom is a Google Drive management system that supports a blended learning environment to assign and collect digital work by integrating other Google products, Google Docs, Google Drive, YouTube, Google Forms, and Google Calendar; in one place. This integration allows class teachers and students to send and share office docs or multimedia files, do collaborative projects, have online discussions, and have an online assessment (Heggart & Yoo, 2018). In Google Classroom, users can create virtual classes after the course is designed. The user sends a class code to the students or participants to join the class. The function can be as conventional class but save our time, space, and fund. After that, teachers can share materials or assignments, and with Google Classroom, students have the opportunity to share resources among themselves, submit

assignments and witness their progress (Harjanto & Sumarni, 2019). Besides, google classroom can offer tasks or duties. It can also share material and make collaboration projects or tasks with our friends that one group with us or that is an individual task and also can make a discussion in there. Therefore, Google Classroom can improve the effectiveness of the school activity, although the students and teacher can not meet or be in one room like before the pandemic.

As the world is surrounded by technology and the internet, youths today are part of a digital generation using mobile phones, computers, tablets, and e-readers daily (Hastomo, 2019). Teachers use more E-learning applications to give materials or assignments to students because they can not meet in face-to-face class and google Classroom is easily accessible. The students can access it from laptops, pc, and mobiles. This application provides a set of advanced features that make it the ideal tool for use with students. This application helps teachers save time, keep classes organized, and improve student communication. This application is available for everyone with google apps for education and a series of free productivity tools, including Gmail, drive, and document, because all activity is now in the digital era. Many teachings material or lessons material can be accessed on the internet. Many people can find the source material easily on education sites, e-books, or the internet. All the materials can be accessed using a payment method or for free. Therefore, many benefits can be acquired by scholars in the 4.0 era.

The existing literature mentioned above reflects that utilizing Google Classroom has been widely spread in many educational institutions worldwide (Islam, 2019). Google Classroom is very easy to use and help teacher and students in their teaching and learning activity. Few educators saw the traditional method of learning and teaching as better than the online method of learning and teaching. Understanding students' perception is critical because teachers or lecturers evaluate after knowing the results of student perceptions (Abd. Syakur et al., 2020). The teacher can also check their students' tasks or assignments because google classroom is connected with other google apps., such as Google Form, Google Spreadsheet, and Google Drive. Therefore, it can be automatically marked in google classroom when the teacher wants to mark the tasks and assignments of their students. As a traditional method, the teacher does not need to check one by one. All of these can be done if the teachers want to learn more and follow the technological development because they will feel the ease of this technology. Therefore, the researchers decided to investigate students' perception of using google classroom for EFL learning.

## **METHOD**

This study used a questionnaire as a research instrument to collect the data. The researchers adapted the questionnaire from Hastomo et al. (2022) research instrument. Moreover, the researcher conducted the reliability and validity test before using this questionnaire. The students answered the questionnaire through

the online method. The questionnaire was responded to by 30 undergraduate students in STKIP PGRI Bandar Lampung who learned English courses using Google Classroom for at least one term during the covid-19 pandemic. The participants consisted of 30 undergraduate students (7 males and 23 females) who were EFL learners. The undergraduate students completed the questionnaire.

Google Forms was used to make a questionnaire after the questionnaire was constructed. Moreover, the questionnaire was shared with the students, and they could use a link that accessed the Google Form site. The students must answer thirteen questions. The questionnaire was analyzed used by the researchers using SPSS version 25. The Cronbach Alpha calculation was conducted to test the accuracy of the questionnaire. Some observations are used to explain descriptive statistics to give the readers an understanding of the fundamental characteristics of the data.

## **RESULTS AND DISCUSSION**

This part contains the results of data collection through questionnaires from 30 undergraduate students. It describes the results and discussions outlined in the form of paragraphs.

### **Results**

The results show that the participants had used Google Classroom as media to learn during the COVID-19 pandemic. The result also shows the participants understood using the Google Classroom component and the participant agreed that e-learning using Google Classroom could be used during a pandemic. The demographic of the participants is shown in Table 1.

**Table 1. The Participants Demography**

Factor	Total of Participants	Total of Participants
<i>Gender</i>		
Male	7	23,4%
Female	23	76,7%
<i>Semester</i>		
Second Semester	8	27,7%
Fourth Semester	7	23,4%
Sixth Semester	15	50%

Based on the table above, seven males and 23 females answered the questions. Of all participants, only 27,7% derive from the second semester, 23,4% from the fourth semester, and a half from the sixth semester.

The questionnaires consist of the question about students' perception of using the elements of Google Classroom in the teaching process, shown in table 2.

**Table 2. The Students' Perception of The Use of Google Classroom**

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Google classroom can provide additional material.	10%	23.33%	50%	10%	6.67%
2. Google classroom can improve learning quality by improving	3.33%	13.33%	66.67%	13.33%	3.33%

teachers' and students' communication.					
3. Learning to use Google Classroom is a fun activity.	13.33%	23.33%	43.33%	10%	10%
4. Google Classroom fits perfectly with today's education levels.	50%	33.33%	10%	3.33%	3.33%
5. Google Classroom can replace face-to-face learning in schools.	3.33%	6.67%	16.67%	3.33%	70%
6. The Google Classroom application can be used in all subjects.	33.33%	33.33%	16.67%	6.67%	10%
7. The quantity and quality of the material obtained do not match the time spent studying using Google Classroom.	23.33%	20%	43.33%	6.67%	6.67%
8. Google Classroom can provide round-the-clock access to study materials and assignments.	40%	13.33%	33.33%	10%	3.33%
9. Google Classroom can be used today and in the future and will become an integral part of the educational process.	23.33%	33.33%	10%	16.67%	16.67%
10. Google Classroom is suitable for the field of study being studied.	23.33%	63.33%	6.67%	3.33%	3.33%
11. Google Classroom allows organizing the learning process more effectively.	26.67%	33.33%	23.33%	10%	6.67%
12. Google Classroom enables more modern use of teaching resources.	20%	33.33%	33.33%	10%	3.33%
13. Using the Google Classroom platform is very unpleasant and tiring.	83.33%	6.67%	3.33%	3.33%	3.33%

From the table's result above, half of the students, or 50%, choose neutral, for google classroom can provide additional material. The rest all decide to agree (23.33%), strongly agree and disagree (10%), and strongly disagree (6.67%). In this research, 66.67% of the students choose neutral for Classroom can improve the quality of communication between teachers and students. Using Google Classroom is a fun activity, and the students have a wide variety of answers, such as 43.33% for neutral, 23.33% for agreeing, 13.33% for strongly agree, and 10% for disagreeing and strongly disagreeing. Furthermore, 50% of students strongly agree that Google classroom fits perfectly with today's education levels, and almost 70% strongly disagree that Google Classroom can replace face-to-face learning. Many students strongly agree and agree (33.33%) that the Google Classroom application can be used in all subjects.

The result also shows that 43.33% of students choose neutral when using Google Classroom the quantity and quality of the material obtained do not match the time spent studying. Furthermore, 40% of students strongly agree that Google Classroom can provide flexible time access to study materials and assignments. After that, Google Classroom can be used today and, in the future, and will become an integral part of the educational process, 33.33% of the students choose to agree.

Moreover, 63.33% of students agree that Google Classroom is suitable for the study field. Also, 33.33% of students agree that Google Classroom allows for more effectively organizing of the learning process. Google Classroom enables more modern use of teaching resources. Many students agree and are neutral (33.33%). And the last question, using the Google Classroom platform all the time is very unpleasant and tiring. Almost all students strongly agree (83.33%) and agree (6.67%), and neutral, disagree, and strongly disagree 3.33%.

### **Discussion**

Based on the result above, the researcher found that Google Classroom can provide additional material, and this learning media can use modern teaching resources. Google Classroom can be used now and in the future. It will become an integral part of the educational process because Google Classroom can be used for teaching many subjects and fits perfectly with today's education levels. Using Google Classroom can improve the quality of learning. E-Learning using Google Classroom all the time is very unpleasant and tiring, and the quantity and quality of the material obtained does not match the time spent studying. Learning using Google Classroom is a fun activity that can more effectively organize learning. Google Classroom can replace face-to-face learning in school because the material can access all of the time. This statement is supported by Hastomo et al. (2021) who stated that Google Classroom is educational media that can support teaching-learning activities for EFL learners.

Students very commonly use Google Classroom. Many students agree with the benefit of Google Classroom. Mansur & Asmawati (2021) stated many benefits of using Google Classroom for teaching English, such as the practicality, features, and simplicity that can support the e-learning environment. The students feel that Google Classroom fits with today's learning and is also effective for studying or collecting tasks or assignments without spending much time. They also find Google Classroom can replace face-to-face learning because it saves time, energy, and fund. But it must be mixed with the face-to-face meeting. To decrease the bored of the students because they are too often learning in Google Classroom.

Moreover, the students could also comment on many posts, brainstorm the discussion, and interact with their classmates because Google Classroom offered them a responsive and safe learning platform. If the students were running out of time, Google Classroom could provide the learner to practice and discuss the material outside the Classroom. This statement was supported by Sukmawati & Nensia (2019), who stated that teaching-learning activities could be conducted effectively using appropriate educational technology.

Furthermore, the student's perception was influenced by the flexible access to Google Classroom material (Albashtawi & al Bataineh, 2020). They can access all the content of study without coming to the Classroom. The students also stated that they could answer the assignment and quiz effectively because they

immediately received feedback, such as comments and suggestions from the instructors. Moreover, they also could submit their assignment after editing their work frequently. Therefore, Google Classroom became favorite educational technology because of the flexible access to the material.

## CONCLUSIONS

The results of this study from the questionnaire showed that Google Classroom could be used in e-learning, especially during the COVID-19 pandemic. Google Classroom is suitable for conducting learning activities, especially for teaching EFL learners. Moreover, Google Classroom can improve students' communication and enrich learning activities' content and material. Furthermore, Google Classroom can fit with the necessity of EFL students in STKIP PGRI Bandar Lampung. Many students think that Google Classroom is very flexible and practical for online learning. They can learn beyond the place and time. Google Classroom can be suitable with modern resources because it connects with all apps in web 4.0. Therefore, the students feel that Google Classroom can make their job easier, improve their self-learning, and enhance the communication between the students and the teachers.

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