



Google Classroom as Online Media in English Teaching and Learning

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Abstract

Nowadays, the learners are interested in finding way to learn English easily. They are able to have home resources such as technological tools at home and opportunities to use it in their learning process. Google Classroom is a part of the online Google Apps for Education suite of productivity applications for teachers and students in online learning. This study aimed to find out the effectiveness of Google Classroom in enhancing students' English. The design of this study is a quasi-experimental design (Non design) by one group pre-test and post test design. The population of this study was all of the first semester students of Universitas Musi Rawas. The sample was Karyawan Class students of the first semester of Universitas Musi Rawas. The total of students was as many as 50 students of Karyawan Class. The research sample was selected based on purposive sampling technique. The instruments used in this study were observation and test. The result of this study shows that the significance level smaller than significance (0.05) which indicates that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means that Using Google Classroom influences teaching learning process positively.

Keywords: English; Google Classroom

Introduction

Nowaday, All of government of different countries and culture, both developing and modern countries are aware of the value of using ICT (Information and Communication Technologies). The government of Indonesia has included ICT as a part of curriculum in Indonesia both at school and university. The development of technology influence educational field in general and the English language teaching and learning in particular (Gunuc and Babacan, 2017). The education field is required to keep up with technological developments that are developing rapidly and utilize information and communication technology to facilitate the learning process (Yustanti & Novita, 2019). Dawley (2007) defined e-learning as an innovative web-system based on digital tchnologies and other forms of educational materials whose primary goal is to provide students with a personalized, learner-centered, open, enjoyable and interactive learning enviroment supporting and

enhancing the learning processes. Learning could take place anywhere in the world as long as the equipment and tools needed are present (Rubens et al., 2012). Singh and Thurman (2019) state that students will be able to learn and interact with their teachers and other students anywhere in the online learning environment. Thus, This situation are relevant with Indonesia in which an archipelagic country. The use of communication technology is applied to facilitate the Indonesian people who are constrained by access to the learning process organized by the relevant educational institution. Distance education is very helpful in overcoming the problems of education in Indonesia, considering that Indonesia is an archipelagic country and the implementation of distance education already has applicable laws. Distance education is also supported by facilities and infrastructure that guarantee the quality of graduates. Future planning is expected to distance management more developed by all educational institutions in Indonesia in accordance with the National Education Standards.

Based on Law No 20 of 2003 article 31 paragraphs 1 to paragraph 4 concerning 'distance education' which states:

- a. Distance education can be held on all paths, types of education and all levels.
- b. The function of distance education is providing education services for people who cannot take education regularly or face to face.
- c. Implementation of distance education with learning services, an assessment system that ensures the quality of graduates in accordance with national education standards with various forms of coverage supported by facilities, infrastructure and modes.
- d. Regulation on the implementation of distance education as referred to in paragraph 1, to paragraph 3 with government regulation.

In accordance with this regulation information and communication technology (ICT) has been more widely used in language teaching and learning. ICT refers to computer-based and internet-based technologies that are used to create, store, view and share information. ICT offers a system for knowledge processing, display, distribution and exchange as well as a context for human-human and human-machine communication. The characteristics of ICT should be informative, interactive and dynamics as opposed to statics provides opportunities to learners of English to broaden their horizon by visiting some English language learning websites

and other sources of information easily. The learners of English learn materials independently.

In English language teaching and learning, ICT may provide opportunities for English language learners to communicate with native speakers through ICT resources such as email, social networking, and video-based communication such as zoom, Google meet, Skype, Google classroom, etc. Google Classroom is utilized not only for online learning but also for supporting media to aid teachers in delivering assignments or tasks (Sholah, 2020). Google classroom is an online application promoted by Google for schools intended to facilitate teachers in assorting, creating and valuing the task in a paperless way (Negara, 2018). Here, teachers and students can upload the file. Then, the files are organized well. All submitted files are online and organized in Google Classroom safely. Then, teachers can give feedback on the students' work. It is extremely advantageous to both teachers and students due to its ease of usage. Google Classroom was used to facilitate the interaction of a professor or teacher with a student or students in the virtual world (Liu & Chuang, 2016). In Google Classroom, teachers freely hand out a scientific assessment and provide an independent assessment for students (Wijaya, 2016) Google Classroom also minimizes the costs incurred due to the use of more affordable stationery and other materials and can minimize time-released energy (Inoue & Pengnate, 2018)

According to I Ketut Sudarsana et. al (2019) the implementation of distance education using the Google Classroom in Indonesia as a Learning Management System (LMS) has some benefits; a) improving teacher's quality. The use of google classroom application will have an impact on improving the teachers' quality in Indonesia in keeping up with technological and scientific developments, b). Students uses internet wisely. Google classroom is very useful for students in Indoneisa in utilizing technology wisely. As the rapid development of technology, nowadays children do not only use technology to play games, they even easily access negative things. Thus the children must be led to use the internet or positive technology by using education-based applications, namely google classroom, c). Time-Saving, The google classroom has a potency to save most of the time for both students and teachers because the process of setting up Google Classroom is very fast and convenient to use. Time will not be wasted to distribute physical documents

because the tasks that students have given by their lecturer can be completed on time online. d) Eco-Friendly. The implementation of e-learning based learning through the google classroom will be useful in a healthy environment. Lecturer and participants do not need to go to campus or school to attend the learning process. Pollution caused by vehicle smoke will begin to decrease E). Facing the distance of the residence, Indonesia's geographical condition with its many scattered islands and often unfriendly earth surface contours is usually proposed to utilize the development and application of ICT for education that relies on distance learning abilities as soon as possible in Indonesia, F). Improving cooperation and communication without time limit, The advantages of the google classroom also help students to communicate indefinitely. The students can discuss with their friends and want to communicate with the teacher in the morning, afternoon, evening and night according to the learning schedule given, G). Document Storage, all documents are stored in the LMS (Learning Management System) for free. Thus this study focuses on the effectiveness of google classroom in English Teaching and Learning of Karyawan Class Universitas Musi Rawas Kota Lubuklinggau.

Research Methodology,

The research refers to a quantitative research approach by using quasi-experimental. According to Nana S. Sukmadinata (2010), quantitative research is based on the philosophy of positivism which emphasizes objective phenomena that are studied quantitatively or carried out using numbers, statistical processing, structure and controlled experiments. While the type of study Sugiyono (2021) defines that experimental research is research that is used to find the effect of certain treatments on others under controlled conditions. The design of this study was a pre-experimental design (Non design) by one group pre-test and post test design. The population of this study was the students of the first semester in Universitas Musi Rawas who took English lecture. The sample was Karyawan Class students. The total of students was as many as 50 students of Karyawan Class. The research sample was selected based on purposive sampling technique.

The instruments used in this study were observation and test. the researcher did observation online. External or participant observation of online dialogue, behaviors, interactions, events, or activities conducted for the purposes of data collection.

Janet talked that participant of an outside observer of public/private live or recorded online events or discussions. Data: field notes, copied text, picture (Salmon,2015). The reseacher joined the Google classroom to know how to learn English using Google Classroom. The researcher saw the activities and the activities carried out by the teacher in the 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 checklist based on the feature: content material(documents), Content Material (Media), provide deadline, submit assignment, return graded based on the teacher and comment (discussion) to know the difficulties of using google classroom both lecturers and students. Meanwhile, The test was used to know the enhancement of students English. At the test researcher used instrument for recording the students' mastery in English(Grammar). The test designed based on the curriculum used in Universitas Musi Rawas. There were two kinds of test used in this research, such as pre-test (test1) and post test (test 2) after the treatment for the final test. The data was analized through SPSS to know the effectiveness of Google Classroom in teaching English for Karyawan Class. Before the testing of hypothesis using the T-test, the result of the data about the effectiveness of Google Classroom in teaching English the test data normality as a T-test requirement. If the data was distributed normally, the researcher used T-test and if the data wasnot normal, the researcher used wilcoxon test.

Findings and Discussion,

Findings

The first test is used normality of the data by using the Kolmogorov-Smirnov where sig of pretest (0.273) > α (0.05) distributed with normal but sig in post test (0.01) < α (0.05) not distributed normally, that is why the researcher used Wilcoxon test not T-Test.

Table 1. Paired Sampel Statistic and Correlation

Experiment	Mean	N	Std. Deviation	Sig.
PreTest	82.1	50	3.217	.273
PostTest	85.2	50	2.356	.011

Table 2. Wilcoxon Signed Ranks Test

Post Test-Pretest	
Z	-3.25

Asymp.Sig. (2tailed)**.000**

Based on the table of Wilcoxon Signed Ranks Test Statistics showed that the significance level was 0.000. As a hypothesis requirement, when the significance level smaller than significance (0.05) which indicates that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. On the other hand, the mean pretest and posttest scores differ significantly or Using Google Classroom influences teaching learning process positively.

Meanwhile, based on the observation the researcher found that there are students difficulties in using Google Classroom; 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, they uploaded photo; content material (media), the students experience difficulties to make video; provide deadlines, the students were late in submitting assignments coveyed many reasons, some say internet network problems and others didn't understand the test or quiz; submit assignment, some students upload their answer in the coloumn comment; return grade based on teacher, the students only know that the assignment has been sent, the students do not know that the students' assignment can be returned by the lecturer, if it has been given a grade; and gave comment, the students lazy to ask questions. Because if students want to ask the lecturer, the lecturer must be online first to reply the students questions and this was what causes students to be lazy to discuss through Google Classroom.

Discussion

Google Classroom is a part of the online Google Apps for Education (GAFE), suite of packed productivity applicaion for lecuter and students in learning and online collaboration. We can download this application freely but it must be placed at the level of educational institutions. Google classroom is a Learning Management System (LMS) offered by google for teachers. This application provides a central location to communicate with students, ask questions and make assignment. In the first time you access google classroom, the application will ask whether you assign

as the teacher or student role to your account. You have to choose it correctly. If you do not act as a teacher/lecturer, the account will be designated as a student. You will not be able to create or manage classes unless our role is as a teacher in Google Classroom. If our account is designated as a student account, it must contact the IT department that they can change the role of Google classroom into a teacher.

The lecturer in teaching and learning process by using Google Classroom chooses the topic based on the outlining that relevance to the Curriculum. The lecturer in Google Classroom can post material in form of power point, send video and also discussion in comment coloumn. In other to know the understanding of the students, lecturer also can send assignment to the all students and they can submit it on the scheduled time by the lecturer. The feedback of the assignment also can be seen by the students after the lecturer scored directly. Some features can carry out discussions or interaction between lecturer and students. Thus, the learning process can be more interested. Korman (2020) also stated that teachers can simplify the way in handle classes with google classroom. 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 task.

In the same line Nicholson (2020) stated 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 teachers. Negara (in Nurlaili, 2020) that Google Classroom is an online medium generated to help teachers or lecturers create a task, share teaching material, collect paperless assignments, assess student duty and be attributed by automatic document storage. It can be stated as awesome media that completely available in teaching learning process because so many items paperless we can share at that platform. In addition, according to Jansen in Shampa Iftthikar (2016) 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.

Teaching by using Google classroom in English teaching and learning invited the lecturer to concert in controlling students activity, for example some students uploud their assignment in comment coloumn that the lecturer can teach the students to uploud it in the assignment space that has been sent by the lecturer. In some cases, the students are invited to return their assignment scheduled but they still obey it, the lecturer can sent comment on their task and return it or change to the new one. It is really interested in teaching via google classroom but we need some advance attention on the students activities.

In this research, the researcher focused on the Karyawan Class with the material talked about part of speech, sentence pattern and sentence form, Present and past tense, Progressive and perfect, Future tense, Passive voice, Reading comprehension, Adjective clause, Noun clause, Gerund and infinitive, Quoted and direct speeches. This material is taken based on the relevance curriculum for basic English to Non English Major. This material is designed by power point, video, etc. They discussed the material on the comment coloumn. The lecturer also sent quiz and test. On some cases, the students are sent their quiz in comment coloumn and the lecturer guided him/her to answer it in the quiz coloumn. For check their attendance list the lecturer sent them a file but some of them only write it on the comment coloumn and the lecturer remaind them.

To know how the lecturer used Google Classroom, the researcher observed onlinely by joining the Google Classroom. In the first and second meeting, the lecturer sent material and assignment about part of speech, sentence pattern and sentence form. The lecturer began learning with opening the lecturer provided the material and assignment with descriptions and the lecturer made assignment collection deadlines as attendance list. In the third meeting, the lecturer did not opening before starting the classroom, the lecturer sent present and past tense material in form of video and powerpoint. At the end of the power point, there were questions that should be answered by the students and sent their answers in coloumn comment as their attendance list. They discussed the material in coloumn comment. At the fourth and fifth meeting, the lecturer sent the material about progressive and perfect tense in form of power point and video. At the end of the video, the students are requested to respon some question about the material on the coloumn comment. The discussion was taken as attendance of the students. At the sixth

meeting, the lecturer took quiz by deadline and also shared the material about future tense that discussed in the seventh meeting. It is found that some students upload their assignment in column comment and some others sent it lately. The eighth meeting was middle term test in which the students did deadlinely, the lecturer reminded students to submit the answers of the test through Google Classroom, they will not be responded via whatsapp or if they sent in lately. At the ninth meeting the lecturer provided material and assignments with direction, the material and assignment were designed in form of docements, audio and video. The students were requested to upload their assignment. In this meeting, it is found that some students upload their assignment in column comment. At the tenth meeting, the lecturer upload the material in document form and the students were requested to discuss that material in column comment. It was talked about reading comprehension and some questions on it. At the eleventh and twelfth meeting, the lecturer upload material about adjective clause and noun clause in form of video by youtube and power point. At the end of the power point, the students should gave the example of adjective clause in column comment. At the thirteenth meeting, the students were requested to answer quiz based on the materials given. The lecturer reminded the students to upload their answers on the Google Classroom, they may not sent Via whatsapp or column comment. If they did it, their answers did not scored. At the fifteenth meeting, the lecturer uploaded the material in document form and video. The lecturer opened dicussion on the column comment otherwise none responded it. The lecturer resquested the students to upload video that content about gerund infinitive that the students had made. The lecturer wanted to know, has the students experience difficulties to make this video.

Conclusion and Suggestion

The use of Google classroom in English teaching and learning can be a tool in e-learning. There was a significant enhancement of students learning English through Google Classroom. In the same line, Shaharane, Jamil, and Rodzi (2016) and Ventayen et al. (2017) state that Google Classroom is better in interaction, easy to be used, overall satisfaction of the students, communication, and usefulness. Some features in Google classroom can be used by the lecturer in delivering the material to the students and the students also can be controlled in submit the assignment

from the lecturer even the students still have difficulties in sending the videos and uploading their assignment. In this study, the material talked about part of speech, sentence pattern and sentence form, Present and past tense, Progressive and perfect, Future tense, Passive voice, Reading comprehension, Adjective clause, Noun clause, Gerund and infinitive, Quoted and direct speeches relevances with the curriculum used. In this study, the researcher focused on the effectiveness of using Google Classroom in teaching that material for Karyawan class in Universitas Musi Rawas.

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