

THE IMPLEMENTATION OF GOOGLE CLASSROOM AS LISTENING E-ASSESSMENT ON EFL STUDENTS' CRITICAL LISTENING SUBJECT

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Abstract

The objective of this study was to know the impact and the students' responses of the implementation of Google Classroom as listening e-Assessment. The use of Google Classroom was one of the impact of Covid-19 that all of the learning activity implementing the online class. This research used qualitative descriptive method which focus on case study approach. The subject of this study were 38 students on critical listening class 2018-A of STKIP PGRI Jombang. The students' score and adapted from Shahraneet al (2016) questionnaire as the instrument to collect the data. The result shown that all the factors are significantly effective in terms of both the behavioral intention and the actual usage of Google classrooms. The emphasis is placed on the familiarity in usefulness and ease of use as crucial features of Google classroom. accordingly, Google Classroom can be used as a learning tool to enhance learners' listening skill. Hence the positive impacts of using Google Classroom for the learners prove its worth. Finally, further research is required to collect data from other class / subject in order to increase the generalizability of the results.

Keywords: Google Classroom, Learning media, e-Assessment,

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui dampak dan tanggapan siswa terhadap penerapan Google Classroom sebagai tugas elektronik pembelajaran mendengarkan. Penggunaan Google Classroom adalah salah satu dampak dari Covid-19 bahwa semua kegiatan pembelajaran menerapkan kelas online. Penelitian ini menggunakan metode deskriptif kualitatif yang fokus pada analisis isi. Subjek penelitian ini adalah 38 siswa pada mata kuliah Critical Listening 2018-A dari STKIP PGRI Jombang. Skor siswa dan mengadaptasi dari kuesioner Shahraneet al (2016) sebagai instrumen untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa semua faktor secara signifikan efektif dalam hal niat perilaku dan penggunaan Google Classroom yang sebenarnya. Penekanan ditempatkan pada keakraban dalam kegunaan dan kemudahan penggunaan sebagai fitur penting dari Google Classroom. Karenanya, Google Classroom dapat digunakan sebagai alat pembelajaran untuk meningkatkan keterampilan mendengarkan peserta didik. Karenanya dampak positif dari penggunaan Google Classroom untuk para

pembelajar membuktikan manfaatnya. Akhirnya, penelitian lebih lanjut diperlukan untuk mengumpulkan data dari kelas / mata pelajaran lain untuk meningkatkan generalisasi hasil.

Kata kunci: *Google Classroom, Learning media, e-Assessment,*

INTRODUCTION

According to brown (2004) reported that critical listening skill was a skill involved interpretative, introspective, responsive, and productive listening, and evaluative events. Further, Tarigan (1986) asserted that critical listening was listening activities to look for not only error and mistake but also good utterances from the speakers with strong result accepted by the listener. Therefore, critical listening learning development revered to some indicators based on critical thinking and critical listening.

Teaching english have to be improved to keep pace with the times in this era of globalization. One of the information technologies to support learning process in schools was a technology based on the internet or digital (e-learning). E-learning is an online and digital application, which includes the administration of learning, learning materials and direct interaction between student and teacher.

Google classroom is a platform virtual classroom, introduced by Google as a feature of g suite for education. Being paperless is a crucial factor in developing learning strategies. Therefore, students can keep their files more organized and need less stored paperless in a single program. Google classroom can be design with the other platform as like Google form, Google docs, etc. Those are can be called e-assessment. For the purpose of this guide, we considered e-assessments to be any means of evaluating student achievement, providing feedback, or moving the students forward in their learning process in fully online credit courses.

Based on this phenomenon, educational tools should provide innovative methods for practice and assessment of high level cognitive skills. Assessment is the best way of identifying the support needed by learners. Also, appropriate e-assessment tools can be used to offer lecture with the facilities to track student learning process and achievements throughout the duration of the course which in turns can be used to improve the course and the overall teaching and learning process.

In this case, since 2012 the lecture have implemented Google classroom as e-learning. However, it has been used effectively for uploading assignments, classroom management, and communication with the students; however, the overall use is limited to only these features; whereas, Google classroom has a lot to offer apart from just these basic features. Google form is an alternative media for providing test that did not always use printed media. From those reason, the researcher would use Google classroom through Google form as the listening e-assessment.

As we known that at the end February 2020, as alarm bells began to sound on the growing spread of the covid-19 virus. Accordingly, student has to learning at home. All of the learning activities were implemented online class as the impact of covid-19. From those background above, the research question was how the

impact and students' response of the implementation of Google classroom as listening e-assessment on EFL critical listening subject at STKIP PGRI JOMBANG ?

RESEARCH METHOD

This study employed the qualitative research method with case study approach. It has a purpose to investigate a case in depth. Ary et. al., (2010) stated that qualitative research is a research that investigates the quality of relationships, activities, situations, and materials. The subject of this study were students English Departement of STKIP PGRI Jombang. Especially, students' of Critical Listening 2018-A class. That has 37 students. The researcher used questionnaire to answer the research questions. The questionnaire was Closed-Ended question which was adopted from Shaharane et.al (2016), with the internet self-efficacy scale that was developed by Eastin & LaRose as reference. The researcher enquires the expert to validate the data. In this research the researcher enquires teaching with techlonogy expert lecture as the validator to validate the data.

FINDINGS AND DISCUSSION

This study aimed to answer the research question on the implementation of Google Classroom as listening e-Assessment on EFL students' critical listening subject. To know the impacts of Google Classroom as listening e-Assessment, the researcher was combined the average of pre-score and final score. The result displayed on table 1 below. The average of pre-score 84,3, the final score 90. From those it can be concluded that the final score was better than the average score. Therefore, Google Classroom can be used as alternative for e-Assessment especially for listening skill. In line with the previous study from Mir Md. Fazle Rabbi, under the title "*Teaching Listening Skill through Google Classroom: A Study at Tertiary Level in Bangladesh*". It shown that Google Classroom can be used as a learning tool to enhance learners' listening skill. Hence thepositive impacts of using Google Classroom for the leaners prove its worth.

Table 1 The Average of student score

Category	Average	Index
Students' Score using Conventional Class	84.3	A-
Students' Score using Google Classroom	90	A

Then, to know the students' responses , the researcher used questionnaire. There were 20 questions related to students' responses on the used of Google Classroom. There were 5 section and each section have 4 questions. Validation was done by teaching with technology lectures' expert, this aims to determine the feasibility of a questionnaire based on a scientific approach in before being tested to participant. The following are the results of validations carried out by lecture experts. From those category, the average was 4/5, means that all of the questionnaire items was valid, with 80%-100% validity result on Table 2.

Table 2 Result of Lectures' expert validation

Aspect	Σ Q Items	Average	Score
Ease of Access	4	4	80% valid
Percieved Usefulness	4	5	100% valid
Communication and Interaction	4	4	80% valid
Percieved Instruction Delivery	4	5	100% valid
Students' Satisfaction	4	4	80% valid

The result of this study indicated that the students have a positive perception toward the implementation of Google Classroom as listening e-Assessment. The positive perception was a valuable present that prepares the self-confidence and power to catch the world, to endure crises, and to focus outside oneself. It increases the construction of relationship and giving to others (Catherine, 2009). There were several reasons why the students have positive responses toward the implementation of Google Classroom as listening e-Assessment. The first, they enjoy using the e-assessment because the Google Classroom was very easy to use because most students who were familiar with the features of Google Classroom. They also have knowledge about technology before using the Google Classroom. As Adams and Hamm (2013) said that students would work more effectively if they were familiar with technology and have a comprehending of the material. Therefore, the understanding of online technology was important to aid students' in doing Google Classroom as listening e-assessment.

Table 3 Result value for each component of Ease of Access

Qn	Statement	Ss' Responses				
		SD	D	N	A	SA
1.	I can access the Google classroom quickly and easily	0	1	8	28	4
2.	I use the Google Classroom frequently	0	2	12	25	3
3.	I can use Google Classroom as listening e-assessment without written instruction	1	4	18	16	2
4.	I don't notice any difficulties as I use Google classroom as listening e-assessment	0	5	18	16	2

Based on the results of questionnaire answered by the respondents, table 3 shown that the result of section 1 were 93% students Agree and 7% students disagree. It can conclude that, student agree about the Ease of Access of Google classroom as listening e-Assessment. Most students do not find any difficulties in operating Google Classroom and Google Classroom is easy to use as a learning tool. This result is similar with Iftakhar (2016), that among students' participants of his research, 18 agree that Google Classroom is effective and easy to use.

Table 4 Result value for each component of Perceived Usefulness

Qn	Statement	Ss' Responses				
		SD	D	N	A	SA
5.	The quality of learning Google classroom as listening e-assessment was excellent	0	2	26	10	4
6.	Google classroom help me to submit assignment on time	0	1	9	27	4
7.	Google classroom as listening e-assessment saves my time	0	0	20	16	5
8.	Google classroom as listening e-assessment enhances my learning productivity	0	3	23	12	3

Based on table 4 the result was shown that 96% students agree and 4% student disagree. It can conclude that, student agree about the Perceived Usefulness of Google classroom as listening e-assessment. This result is similar with Wijaya (2016), that they are already feeling the benefits provided by the e-learning itself. It also means that students benefit when using Google Classroom. Respondents also said that Google Classroom can also increase the effectiveness in completing the tasks assigned by the Faculty.

Table 5 Result value for each component of Communication and Interaction

Qn	Statement	Ss' Responses				
		SD	D	N	A	SA
9.	Lecture helped to keep the student participants engaged and participating in productive discussion	0	4	19	16	2
10.	I felt comfortable interacting with other students through Google classroom as listening e-assessment	0	6	18	15	2
11.	Lecture is enthusiastic in explaining through Google classroom as listening e-assessment	0	1	28	11	1
12.	Lecture is friendly, approachable and could be easily contacted	1	3	22	12	3

Based on the table 5 above, the result shown that 91% student agree and 9% students Disagree. It can conclude that, student agree about the communication and Interaction of Google classroom as listening e-Assessment. Most of students feel communication and interaction can be easier. Most of students feel satisfy with Google Classroom as a learning tool. This result was similiar with Iftakhar (2016), the respondents said that They got so many uploaded files at a time. As they have been given Gmail id from the DIU (Daffodil International University), they can join the class by using class code from anywhere and anytime

Table 6 Result value for each component of Percieved Instruction Delivery

Qn	Statement	Ss' Responses				
		SD	D	N	A	SA
13.	Lecture provided clear instruction on how to prticipate through Google classroom as listening e e-assessment	0	1	17	21	2
14.	Lecture clearly communicated important due dates / time frames for doing Google classroom as listening e e-assessment	0	0	16	22	3
15.	Lecture provides feedback that allowed me to better understand the learning of Google classroom as listening e e-assessment	0	5	21	14	1
16.	I can easily discussion with my friends while doing Listening e-assessment	0	7	19	14	1

Based on table 6 above the result shown that 92% students agree and 8% students disagree. It can conclude that, student agree about Percieved Instruction Delivery of Google classroom as listening e-assessment. This result was similar with Iftakhar (2016) showed that teachers and students found Classroom very effective in supporting blended learning and collaborative work. With Classroom, teacher could share course syllabus and learning materials to their students and students could accessed those anytime and anywhere. Another study by Pradana and Harimurti (2017) also found Classroom beneficial in improving the result of students' learning process.

Table 7 Result value for each component of Students' Satisfaction

Qn	Statement	Ss' Responses				
		SD	D	N	A	SA
17.	I prefere doing Google classroom as listening e-assessment then conventional class	0	9	14	17	1
18.	Google classroom as listening e-assessment makes it easier to avoid future academic difficulties	0	4	18	18	1
19.	I'm interested to use the Google classroom more frequently in the future	0	5	19	16	1
20.	I like the Google classroom as listening e-assessment for initiative and motivation booster	0	1	23	18	0

There were various answers from respondents about the impression when using online assessment. Among them said that using online assessment in schoology is happy, interesting, and practical but also some of them said

that using online assessment in schoology was too complicated, nervous and others. Based on table 7, the result was shown it means that not only google classroom for initiative and motivation booster, there are many platform that can help it. Most of students feel satisfied with google classroom as a learning tool. This result was similiar with shaharane et.al (2016) that many students feel satisfied with google classroom because of its effectiveness and efficiency.

Even though classroom has been present for almost four years, a few research have beendone to evaluate its effectiveness in supporting blended learning. Furthermore, many studies stated that students perceived classroom as a positive it tool in supporting teaching and learning process in both inside and outside classroom. In addition, clark and avrith (2017) recommended classroom because it blends google tools in one place that anyone with a google account can use. Teachers are able to distribute lesson materials or assignments directly to each student or the whole class. on the other side, students can submit assignments or post questions directly to class teacher and get feedback without the necessity of meeting face-to-face. Grading students' works and giving feedbacks were easy because teachers can do those works via internet.

In sum, the results was known that the implementation of google classroom as listening e-assessment is quite effective to complete the implementation of the learning approach. In the google classroom application also provided a comment column that aims to open discussion space between teachers and students. So, students can easily ask questions about material that is considered difficult. These learning activities are quite effective, because the lecture can be share the material for learning to the google classroom application, so students can learn easily. Overall, after the implementation of google classroom as listening e-assessment, students' can easily accessing learning material and improve their learning outcomes.

CONCLUSION AND SUGGESTION

CONCLUSION

The outcomes reveal that all the factors are significantly effective in terms of both the behavioral intention and the actual usage of Google classrooms. The emphasis is placed on the familiarity in usefulness and ease of use as crucial features of Google classroom. These two features affect significantly the chosen sample of undergraduates' intention as Google classroom works as a facilitator to develop their learning activities.

One of the outstanding results that can be of great importance to any decision makers in academic institutions is the fact that the students who rely on Google classroom technology would be able to use it as a new gadget for leveraging their educational system. This conclusion is supported by students' of STKIP PGRI Jombang high reliance on this technology due to the previously mentioned factors which are the ease of use and usefulness. Accordingly, the decision makers of the higher educational institutions should acknowledge the features of Google classrooms and build their infrastructure based on the result achieved in this study.

SUGGESTION

Based on the conclusion above the researcher would like to give suggestion for the further researcher. The data was collected from Critical listening subject 2018-A only, Thus, the results could not be generalized to all the higher educational institutions in STKIP PGRI Jombang. Therefore, further research is required to collect data from other class / subject in order to increase the generalizability of the results.

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