STUDENTS PERCEPTION OF USING GOOGLE CLASSROOM AS ENGLISH TEACHING MEDIA DURING CORONA VIRUS 2019 AT SMA NEGERI 4 PEMATANGSIANTAR

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Abstract

Since March 2020, teaching and learning at schools have come to a new reality that both teachers and students should be able utilize any model of online learning due to the outbreak of Corona Virus Disease (Covid-19). Google Classroom is a online learning platform has been considered the possible approach to continue the teaching and learning process during this pandemic. Referring to this case, this research was intended to find out students perception of using Google Classroom as English teaching media during Corona Virus 2019. The implementation was observed engaging 34 students of 11-PMIA-2. Survey research was used to find out students perception of using Google Classroom in online English class. Questionnaire was used to collect the data about students' perception. The results showed students have positive perception toward Google Classroom. It was online teaching media which able to support students English learning activities and made students engaging in learning English,useful and helpful for the students in order to achieved English learning goal by using the system distributed ,managing-grading task,teacher intervention on feedback and evaluation task of students which helped students learnt and understand English during Corona Virus 2019.

Keywords: Students Perception, Google Classroom, Teaching Media

Abstrak

Penelitian ini dilakukan untuk menemukan kontribusi penggunaan grafik pada peningkatan siswa dalam menulis paragraf sebab akibat terhadap siswa manajemen semester ketiga di Universitas Prima Indonesia, Medan, 2019/2020. Penelitian ini menggunakan desain quasi eksperimen. Ada 56 siswa diambil secara acak dari dua kelas, kemudian dibagi menjadi dua grup; grup eksperimen dan grup kontrol. Grup eksperimen diajarkan dengan menggunakan grafik, sedangkan grup kontrol diajarkan dengan metode konvensional; tanpa menggunakan grafik. Data yang terkumpul dianalisa menggunakan rumus t-test. Reliabilitas grup eksperimen adalah 0,42, dan reliabilitas grup kontrol adalah 0,74. Analisa menunjukkan bahwa skor siswa yang menggunakan grafik berbeda secara signifikan dengan skor siswa yang tidak menggunakan grafik. Hasil dari kalkulasi menunjukkan bahwa t-observasi adalah 9,8 dan t-observasi lebih besar dari t-table (9.8> 1.671 : p = 0.05). Ini berarti bahwa penggunaan grafik secara signifikan berkontribusi pada peningkatan siswa dalam menulis paragraf sebab akibat. Dengan kata lain, "bahwa ada kontribusi penggunaan grafik pada peningkatan siswa dalam menulis paragraf sebab akibat" diterima.

Kata kunci: kontribusiontri, grafik, peningkatan siswa, menulis paragraf sebab akibat.

Introduction

Pangaribuan (2018:1) stated that "Teaching is an art. It is an art of helping learners learn and learn better in classroom to attain competencies. Pangaribuan means what and how the teachers do to help students achieve the learning objective in the process of understanding something new in classroom. Teaching English has developed dramatically in the recent years because globalization impact and everyone should understand English as their International language.

Foreign language is a language acquired and spoken by a person after the first and second language. It has been taught for students when they were in elementary school until senior high school. There are four skills that should be mastered by students in learning English. In teaching the skills there are some main and supporting factors of conducting the teaching process. The factors include: teachers, curriculum, learning facility, and teaching-learning media. They play an important role to reach the succeed in the process of teaching and

learning English. The used of media in teaching English are vital aspect for encouraging and facilitating students in learning process. Susilana and Riyana (2007) in Aini (2018:12) stated media is a part of the communication process. It plays the role a sender of the message is not only the teacher but also from other relevant sources of message senders to make various and active learning. There are some kinds of teaching media. Hamdani (2011:248-249) in Silalahi and Sihombing (2017:176) mentioned teaching media can be classified into three categories. They are: visual media, audio media and audio visual media. Since March 2020, teaching and learning at schools have come to a new reality that both teachers and students should be able utilize any model of online learning due to the outbreak of Corona Virus Disease (Covid-19). This situation has hardly pushed the government to established rules related to stay at home, work from home, and study from home. This policy is expected to reduce the spread of Covid-19.

Electronic learning (e-learning) has been considered the best possible approach to continue the teaching and learning process during the pandemic. So all Education activities is done using E-learning flatform to facilitate teaching learning process. One of popular flatform is used Google Classroom. Aiboy (2015) in Aini (2018:13) describes Google Classrooms as an application in which it enables virtual classroom. In detail, it becomes a distribution media for the task, submitting task, marking task. It has access for the teacher to manage given tasks to students in which both can be collaborated, edited, and see the task. Which this media helps the teacher to monitor the learning development. In addition, with this flatform can be monitored the process of class discussion so that learning is more effective and also students able to repeat the material that has been posted to get better understanding. The statement from Aiboy is emphasized then by Iftakhar (2016) stated that Google Classroom is meant to help teachers manage the creation and collection of student assignments in a paperless environment, basically leveraging the framework of Google Docs, Drive and other apps. Google classroom allows teachers to spend more time with their students and less time on the paperwork; which is now even better". It supports English learning by using information and communication technology.

Google classroom has provided several facilities in making the teaching-learning process more simple.Meanwhile, there are several benefits based on

Jansen (2014) in Iftihar et al. (2016) there are three benefits: 1.**Easy to Use,** Google Classroom's design purposefully simplifies the instructional interface and options used for delivering and tracking assignments; **2. Save Time,** It integrates and automates the use of other Google apps, including docs, slides, and spreadsheets, the process of administering document distribution, grading, formative assessment, and feedback is simplified and streamlined. **3.Mobile-friendly,** It is easy to use on any mobile device.

The impact of Corona Virus also feels by teachers and students in SMA Negeri 4 PematangSiantar. During this pandemic, some of the teacher used electronic media to support learning activities, Google Classroom and WhatsApp Group are frequently used as their teaching-learning media include in English class of eleventh grade students, Google Classroom is a newest media ever used by teachers-and students to facilitate their learning process, it has been introduced how to used Google classroom before teachers and students used it. Thus, it need to know students perception about the using Google Classroom as English teaching media during Covid 19, which based on the Oxford dictionary (2010:1087) describe Perception is an idea, a believe or an image you have as a result how you see or understand about something. Then, supported by Rakhmat (2000) in Agung, et al. (2020:227) Perception is the experience of object, event, and relationship acquired by resuming information and interpreting message. It gives a meaning toward stimulus-response in resuming information and predicting message which involves attention, hope, motivation and memory. Based on those theories above, researcher conclud that perception is an individual view as the result of how someone receive, filter and interpret something or information that caught by human sense involving many factors in then processing by human brain to rise certain impressions and assumptions.

The perceptions are getting in two type of processing. firstly,The Bottom-up Theory**.** it can be processed in the human daily activities. The data will be connected to build complex informations of the tree as an identified object. It called data–driven processing perception. (Demuth, 2013:24) in (Jannah, 2019:9-10) and The information could be the object form, size, texture, color, taste, etc. And The Top-down Theory, the top-down theory influence the perception through the knowledge, expectations, or thoughts. This perception might be

going through the mental representations, calculation or reality. Gregory (1990:219) in Demuth (2013:33) believed that perception is an act of approaching hypothesis formation and testing. For Gregory in Jannah (2018:10-11) perception is a hypothesis, which is based on prior knowledge.

In this Pandemic, researchers interested to investigate students perception of using Google Classroom as English teaching media during Corona Virus 2019 in English class of eleventh grade students at SMA Negeri 4 Pematangsiantar. since most classes already taught use Google Classroom in learning process during the Corona Virus 2019. As explained aboved This research aims to find student's perception of using Google Classroom as English Teaching Media in science eleventh grade students during Corona Virus 2019.

Research Method

This research was conducted by using survey research. Lucidol et.al. (2006) in Soko (2017:53) explained that survey research was conducted to gather opinion, belief or perceptions about the current issue for large group of people. This research used to explain students' perception as well as the activitiies applied in English online classroom. So the survey research was the best choice to be used based on the aims and needs of this. It was applied to find students' perception on the use of Google Classroom. In this study, the researcher chose population and sample was the students who was attended online English class in XI-PMIA-2 at SMA Negeri 4 Pematangsiantar., each consist of 34 students at academic year 2020/2021. XI-PMIA-2 students consisted of 9 males and 25 females students. The selection of sample by consideration that students have studied using Google Classroom as their teaching media especially in English subject since Corona Virus occurred. The instrument used in this research used questionnaire have adopted from Shaharanee et al. (2016). Here, students' responses would be measured by Likert Scale to find the result of the research. It was closed questionnaire and made by using Google Form. then the questionnaires' link was shared on students Whatssapp group. The contents of questionnaire were Ease of Access (6 questions), Perceived Usefulness (7 questions), Communication and Interaction (6 questions),instruction delivery (5) and Students' Satisfaction (4 questions). Questionnaire question were added 2 items questions in Communication and Interaction component by researchers.

The answers to each item were measured by Likert scale. Each item of the questionnaire had level from very positive to very negative. The questionnaire employed was reliable with value above 0.90. In order to determine, Cronbach's Alpha Coefficient was employed to test it.

Data Analysis

The collected data were analyzed depend on the indicators of online and It based on students experiences of using Google Classroom. Questionnaire which was achieved by XI-IPA-2 students in English class at SMA Negeri 4 Pematangsiantar. The questionnaire was filled based on the likert scale. Then, researchers read all of the answers of students' questionnaires and made the classification of the same answer for each indicators statement. After all of the answers were classified, the answers were calculated into the percentage using formula from Sari, 2016:45. Then, the results were put on the table and the results were discussed based on the categories in the questionnaire indicators.

$$\frac{\sum x}{\sum n} \; x\; 100\%$$

∑x   : Total respondents who choose the same degree of agreement

∑n   : Total all of the respondents

Result and Discussion

      The following section presents the research result and discussion. For research findings some tables of students' perception in using Google Classroom as English teaching media will be presented as below. Students perception of using Google Classroom as English teaching media during Corona Virus 2019 at SMA Negeri 4 Pematangsiantar

Table 1. Students perception about ease access of using Google Classroom

No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

1	Ease access Signing on to the Google Classroom	17 (50 %)	10 (29,41117%)	7 (20,5882 %)	0 (0%)	0 (0%)
2	Easein Accessing course materials	5 (14,7058 %)	16 (47,0588%)	12 (35,29 41%)	1 (2,9411%)	0 (0%)
3.	Ease in Sending and receiving assignment	1 (2,9411%)	18 (52,941 %)	14 (41,176%)	1 (2,9411%)	0 (0%)
4.	Ease in Submitting assignment	2(5,8823%)	20 (58,823 5%)	11 (32,352%)	1 (2,9411%)	0 (0%)
5.	Ease in Navigating the system	12 (35,2941 %)	9 (26,470 588%)	11 (32,3529 %)	2 (5,8823%)	0 (0%)
6.	Easy to understand the system	10 (29,4117 %)	12 (35,294 1%)	12 (35,2941 %)	0 (0%)	0 (0%)

Based on description table 1. Can be seen that students perception were Google Classroom was application which have ease access when operated that able to help students learning English during this Corona Virus 2019, especially this media mostly help students ease on signing, submitting assignment, sending and receiving assignment and the system on Google Classroom was ease to

understand also make students felt comfortable in running English teaching-learning process. Overall students have positive perception about accessing of Google Classroom as English Teaching media. signing on Google Classroom on high percentage (50%) from all item questionnaire for indicator one then supported ease in submitting assignment agree (58,8235%) , ease in navigating the system strongly agree (35,2941).

Table 2. students perception of perceived usefulness of using Google Classroom

No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strogly Disagree
7	The quality of learning activity was excellent	0 (0%)	4 (11,7647%)	23 (67,6470%)	5 (14,7058%)	2 (5,8823%)
8	Google classroom is an excellent medium for social interaction (teachervs students and students vs student) as demonstrated by this activity	3 (14,7058%)	13 (38,2352%)	14 (41,1764%)	2 (5,8823%)	2 (5,8823%)
9.	Google	6	17	10	3	1

	classroom help me to submit assignment on time	(17,64 70%)	(50%)	(29,41 17%)	(8,8235 %)	(2,941 1%)
10.	The course activities helped me to examine issues,to evaluatene w ideas, and to apply what I have learned	2 (5,882 3%)	15 (44,11 76%)	13 (38,23 52%)	4 (11,764 7%)	0 (0%)
11.	The feedback provided by the teacher is useful	3 (8,823 5%)	18 (52 ,9411 %)	14 41,176 4%)	1 (2,9411 %)	2 5,8823 %)
12.	The grading system in Google classroom help in monitoring my performanc e and understandi ng the current topic discussed	3 (8,823 5%)	19 (55,88 23%)	9 (26,47 05%)	1 (2,9411 %)	2 5,8823 %)

13	The subject objective, assessment and content were consistent with the aid of Google Classroom	1 (2,9411%)	11 (32,3529%)	14 (41,1764%)	2 (5,8823%)	2 (5,8823%)

From table 2.can be inferred that all students perceived usefulness of Google classroom which dominantly on grading and evaluation task during this pandemic (55,8823%) also the feedback provided by teacher was useful (52,9411%) to help students became more understand about English learning material have already learnt after teacher grading and giving evaluation about students task, by those evaluation students knew in evaluating difficulties in material have learnt also able to achieve English learning goal. And students perceived usefulness the process of submitting assignment with notification deadline of task submission on Google Classroom that made students able to organized their task.

Table 3. students perception on communication and interaction

No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
14	Ifelt comfortable conversing through this medium for this activity	0 (0%)	10 (29,4117 %)	16 (47,0588%)	5 (14,7058%)	3 (8,8235%)

15	Teacher helped to keep course participants engaged and participating in productive discussion	1 (2,9411 %)	16 (47,0 588 %)	11 (32,352 9%)	6 (17,647 0%)	0 (0%)
16	Ifelt comfortable interacting with other participants in this activity	1 (2,9411 %)	11 (32,3 529 %)	18 (52,941 %)	4 (11,764 7%)	0 (0%)
17.	My point of view was acknowledged by other participants during this activity.	0 (0%)	9 (26,4 705 %)	22 (64,705 8%)	1 (2,9411 %)	2 (5,882 3%)
18.	Teacher is enthusiastic in teaching	2 (5,8823 %)	15 (44,1 176 %)	9 (26,470 5%)	6 (17,647 0%)	2 (5,882 3%)

	and explaining via the Google Classroom.					
19.	Teachers are friendly, and could be easily contacted.	1 (2,9411%)	16 (47,0588%)	11 (32,3529%)	6 (17,6470%)	0 (0%)
20	Teacher gave fast responses (gradingand evaluated task) on my task has submitted	0 (0%)	19 (55,8823%)	10 (29,41117%)	4 (11,7647%)	1 (2,94111%)
21	I understood on evaluation have given to me	2 (5,8823%)	17 (50%)	9 (26,47055%)	3 (8,8235%)	3 (8,8235%)

From table 3. Students perception that communication and interaction using Google Classroom was good between teacher and students, mostly dominant on process between teacher and students, it showed when teacher gave fast

responses on students task has submitted by students especially in grading and task evaluation (55,8823 %) and the evaluation from teacher ease to understand (50%), students felt they were comfortable interacting with teacher because teacher was friendly and easily to contacted but interaction and communication between students can not decide good or positive. because the percentage students chose neutral (64,7058%) students cannot decide whether their point of view was acknowledge by other students during using this media.

Table 4. students perception of understanding of teachers' instruction

No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
22	Teacher gave clear instruction how to participated in English teaching-learning process	4 (11,7647 %)	15 (44,11 76%)	13 (38,235 2 %)	0 (0%)	2 (5,882 3%)
23	Teacher clearly conveyed the timeline during teaching-learning process	6 (17,6470 %)	15 (44,11 76%)	13 (38,235 2 %)	0 (%)	0 (0%)
24	Teacher	4	15	12	3	0

	clearly conveyed important learning topics	(11,7647 %)	(44,11 76%)	(35,294 11%)	(8,823 5%)	(0%)
25.	Teacher helped control students' Task	4 (11,7647 %)	18 (52,94 11%)	9 (26,470 5%)	2 (5,882 3%)	1 (2,941 1%)
26.	Teacher gave feedback that allowed me to understand more English learning material	1 (2,9411%)	18 (52,94 11%)	11 (32,352 9%)	4 (11,76 47%)	0

Based on the result questionnaire on table 4, students view about instruction teacher delivery, students understood on instruction that teacher conveyed. It dominantly understood on feedback has teacher gave that helped students to understand English material (52,9411%) also understood teacher instruction when control students task (52,9411%). Can be inferred students more understand teacher instruction delivery on manage and given task than teacher instruction on conveying English material process.

Table 5. Students perception about students satisfaction

No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
27	The English subject met my personal goal through the medium introduced .	0 (0%)	24 (70,5882%)	7 (20,5882%)	3 (8,8235%)	0 (0%)
28	I would recommend this method of learning tobe applied to other appropriate subject.	3 (8,8235%)	14 (41,1764%)	12 (35,2941 %)	3 (8,8235%)	2 (5,8823%)
29	Google classroom is my first choice in active learning compare to other method	3 (8,8235%)	14 (41,1764%)	12 (35,2941%)	2 (5,8823%)	3 (8,8235%)
30.	I like the Google Classroom as a learning	1 (2,9411%)	16 (47,0588)	14 (41,1764%)	14 (41,1764%)	2 (5,8823%)

initiative and motivation booster.

From table 5. students perception, there were learning satisfaction have gotten by students when used Google Classroom during this pandemic. Students met their personal goal through Google Classroom (70,5882) and students satisfied Google Classroom able used as learning initiative and motivation booster (47,0588%) when students applied it on different learning model. Then students would recommend that method of learning tobe applied to other appropriate subject and agreed Google Classroom was their active learning compare to other method about (41,1764%). The result show that Google Classroom was application which have ease access when operated that able to help students learning English during this Corona Virus 2019.

Discussion

Based table table 1-5 students perception on dimension view can be seen that students judged Google Classroom was application which have ease access when operated that able to help students learning English during this Corona Virus 2019, especially this media mostly help students ease in submitting assignment, sending and receiving assignment and the system on Google Classroom was ease to understand also make students felt comfortable in running English teaching-learning process. All students perceived usefulness of Google classroom which dominantly on grading and evaluation also students and perceived usefulness in processing of submitting assignment with notification deadline of task submission on Google Classroom that made students able to organized their task. The result this study on first indicators are supported by Jansen (2014) in Iftihar et al. (2016) mentioned the benefits of Google Classroom. It is very easy to use. Google Classroom's design purposefully simplifies the instructional interface and options used for delivering and tracking assignments; communication with the entire course or individuals is also simplified through announcements, email, and push notifications''. Which students perception on first indicators showed they felt the ease accessing when used Google Classroom as English teaching media. Then, indicators two is in line with (Shaharanee, et.al.,2016) the feedback provided by the teacher is useful for students in understanding material just

have learnt. And the quality of learning activities was excellent got the low respond from students. It believed the feedback from teacher when studied using Google Classroom played important role for students learning activities. For the third indicators on statement number 14 the students felt comfortable communicating using this media by this activities were got the lowest perception from students.

The result of questionnaire on students' perception . It was supported the study of Shaharanee, et.al. , 2016) that showed students disagreed that it is comfortable to interact with other participants in virtual world compared to other variables, Therefore, lecturer should put more concern on making interactive platform of online learning in order to have an active online learning. And for the last indicator regarding with students satisfaction about the use of Google Classroom,a study conducted by Shaharee et.al. (2016) found mostly students would recommend this method of learning to be applied to other appropriate subject. The result of that study was in line with result questionnaire about students satisfaction in this study which the second dominantly some of students agreed they would recommend this method of learning to other appropriate subject. Even though it has been presented that students have positive perception toward Google Classroom,this findings show the activities of presenting material still need some improving by teacher to make students more understand, attractive and enjoyable in learning English using Google Classroom. This result found students get more understanding about the material have learnt after they got some feedback and evaluation from teacher. Certainly, that condition will make students can be independently in learning new material.

Conclusion

Referring to research findings about students perception of using Google Classroom as English teaching media. Google Classroom was an online application which has ease in accessing system for teaching-learning English, most of students acknowledge to feel ease in sign in and students agree felt ease in submitting assignment. Students perceived dominant usefulness on grading system which helped monitor students performance and understanding the current topic have discusses, feedback provided by teacher were useful as students evaluation and references about material have learnt. For Communicating and interacting process in Google Classroom, mostly occurred between teacher and students, it showed mostly students chose agree when teacher gave fast responses on grading and evaluated students

task and teacher are friendly and ease to contacted. This also supported to facilitate students' English learning process which those responses would help students able more understand about material. Meanwhile, for perceived instruction teacher delivery students more understood when teacher helped to control students' task and the feedback have provided by teacher allowed students to understand English more. It was showed that students able more understand what students have learnt by teachers delivery instruction when evaluated students task. The finding show students felt the satisfaction of using this media during teaching-learning activities in this pandemic, researchers found students students met their personal goal in English subject through this media and students like Google Classroom as an a learning initiative and motivation booster not as main English teaching-learning activities. The result of this research shows that Google Classroom was supported students English learning activities as teaching media and useful also helpful for the students in order to achieved English learning goal by using the system distributed ,manage grading and teacher intervention on feedback and evaluation task which helped students learnt and understand English during Corona Virus 2019.

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