

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In order to collect the data, the researcher did an observation, interview and documentation which help the researcher to found the result and answer the research question. The observation held only once to the students' class where the researcher joined the class activity in order to know how the student learned, the lecturer taught, and how they discussed about the task that they do in class and Google Classroom. From the observation the researcher found that the lecturer applied a blended-learning which the lecturer and student not only entering the class for face to face learning but also outside the class by online learning. The researcher also found that before the class, the teacher always posting the material that will be deliver in the class meeting via Google Classroom. The student will get notification and downloading the material so at the class meeting they just needed to check their phone's documentation and they already have the material for the class. The class run as usual, there's an explanation, doing some task, answering question, play a game for a task.

In this section, the researcher will explain the result of interview, the researcher conducted the interview to students of English education department of Antasari state Islamic university and collected the interview

data on 26th of September until 3rd of October for about fourteen students that were chosen from class A,B,C,D.

1. The use of Google Classroom to support student English learning

In teaching learning activities, the lecturer tend to use the Google Classroom application to help and support her as learning media in Paragraph Writing class. Beside of that, the students were obligated to join the Google Classroom group, every one of them will join utilize as their class media where they can get the material, task and so on through it. This subchapter discusses the data finding from interview, the data were collected through WhatsApp chat and face to face. Here the finding to answer the first question of research question in chapter one:

From the interview, the researcher found that one of student have learned by using Google Classroom as their supporting media before, but almost of all (thirteen) the interviewees said that they have learned using the application before but not a Google Classroom. They told that they have use a Canva and Whatsapp application before, and it happened in the first and second semester because now they sit on the third semester and for the Whatsapp, they still using it, then they just know and use the Google Classroom in this semester, but they gave a very positive response when the researcher asked about the use of Google Classroom. All interviewees answered that they needed the application (Google

Classroom) as their supporting media. Some of them often open the Google Classroom every got Google Classroom notification which one to three times a week, and actually the lecturer sent even material or task one to three time a week to their class group. Example, the lecturer posted about “comparison and contras, paragraph unity and so on”. Some of them only open the Google Classroom only when they do a task or when the teacher ask them to open it. From those answer the researcher found that every students will check their Google Classroom every week.

Next is the researcher asked about the student opinion about the use of Google Classroom, the researcher found that most of the answer is the use of Google Classroom is very easy and helpful. Some of them commented that in the future when they have graduated and become teaching staff, they want to implement the Google Classroom learning method because this learning media has given a new color and made progress education in Indonesia. Applying Google Classroom is certainly not an easy thing for lecturers who do not have the ability in the technology that is why they felt so blessed and lucky to learn using the technology by using Google Classroom.

Here actually how applying Google Classroom that can be learned by paying attention to the steps will explain below:

Open the Google page through the Mozilla Firefox or Google Chrome page, then open the Google Classroom link. Make sure students and lecturers have a Google Apps for Education account. Because if you do not have an account, students and lecturers cannot apply Google Classroom. If so, visit the site classroom.google.com and sign in. The lecturer needs to click on the lecturer's writing to create a class and if a student needs click on the student's writing then join the class created by the lecturer using the code given by the lecturer. Lecturers can add students directly or share codes with their classes so students can join. For this reason, the lecturers in the "real" class have already told students that the lecturer will implement Google Classroom on learning to give students the conditions to activate university e-mail by looking at AIS (Application and Information System). The e-mail to be used must use a full name and may not use a nickname.

Lecturers provide group and individual independent assignments or throw information about the discussion through the assignment page or discussion page available in Google Classroom. Tasks or independently submitted have been saved into google drive folder. In addition to giving individual or group independent assignments, the Lecturer can also convey usage or information related to the subjects that are taught by students in the real class on the Google Classroom page. Students can ask

the lecturer or their classmate related to the information that is not understood by the students.

The expectation of the use of Google Classroom shows that the effort expectancy for the intention to use Google Classroom shows good results because the acceptance of using Google Classroom depends on the level of students comfort and ability to use a mobile phone. In this case, the researcher found that Google Classroom successfully can facilitate both the process of learning English and increasing the student interest. The convenience is related to clarity and understanding in using the application or website from Google Classroom. Based on these results, it can be seen that the use of Google Classroom is very good in supporting English learning.

2. The students' interest in using Google Classroom.

This subchapter discusses the data finding from interview, the data took and collected from fourteen students through WhatsApp chat and face to face, this finding is to answer the second question of research question in chapter one. The researcher found that all the interviewees agree that they felt more interested and motivated when they use the Google Classroom in teaching learning than they do not, all of them said that there were a big differences when they learn with the supporting

media than without. It is because the advantages given by Google Classroom itself that the students felt, here the advantages based on interview:

First, Google Classroom has a quick setup process. The process rearrangement in Google Classroom is very fast and convenient compared to if student have to install another learning system supporting application, or if student have to register with the learning system support provider. By using this application, the lecturer only needs to access the application and can start to share assignments and teaching materials. Google Classroom is simpler and easier to use, making it ideal for lecturers even with a diverse and minimal level of e-learning experience

Second, Google Classroom make save time and space. Assignments from lecturers that have been accepted by students can be directly carried out anytime and anywhere on condition that they do not exceed the expiration time. In addition, the application of this application also makes it easy for lecturers to give grades directly and leave messages relating to student assignments that are private. So the lecturers and students concerned know without having to meet and meet face to face. We know that both lecturers and students have their own preoccupations, with this application it can represent a meeting or direct contact which is basically the same when delivered verbally or delivered through Google

Classroom. With this, we are able to minimize the possibility of wasting time.

Third, Google Classroom improve student discipline. Student will be required to appreciate the time even if only one second. Delayed in collecting the task is a risk because Google Classroom provides the information that the collecting the task has a limit. the lecturer can also see how discipline their students.

Fourth, Google Classroom improve cooperative and class communication. When using this application, it is possible to collaborate online. The researcher found that the lecturer can send notices to students to start a simple discussion online or notify students about certain online learning activities. Students have the opportunity to get feedback by posting directly to the discussion flow of this application. Thus, if they need help when they have difficulty understanding the assignment or want to learn more about a subject or subject, they can get input and discuss at the Google Classroom. So that communication will continue even if they do not meet each other

Fifth, Google Classroom make centralized data storage. With Google Classroom all data both documents and assignments are stored in one central location. Students can save all their assignments in a specific folder and the teacher can save teaching materials and grade data can be seen in the application. These documents are not scattered, students and

lecturers do not need to worry about assignment or assessment documents that will be lost, because everything is stored in Google Classroom.

Sixth, affordable, safe, and comfortable. Affordable, because students and lecturers can have this application free of charge. Safe, because no one can access this account other than the owner, unless the account password is known by someone else. Comfortable, all students who are registered in Google Classroom will feel nice and easier in using the Google Classroom.

Based on the interview results, the researcher found some advantages from the use of Google Classroom as learning support for teaching learning activities. The results for the lecturer is improving the teaching qualities and for the students, beside help them in the activities, it also make them having more interest and motivation to learn to have a class.

3. The students learning outcomes in English learning using Google Classroom application.

This subchapter discusses the data finding from interview, the data took and collected from fourteen students through WhatsApp chat and face to face. Here the finding to answer the third question of research question in chapter one:

a. Student I, IV, V, VI, VII, VIII, IX, XI, XII

When researcher conducting the interview to those students (nine students), the researcher found that they agreed to the statement that Google Classroom improve their ability and skill. They shared a positive answer that they got a good outcomes when their learning activities is supporting by Google Classroom. Some of them commented that because every week they need to post a writing task based on the topic given by the lecturer, and of course the written posted to Google Classroom. The written can be read by all the members of group and everyone can give a comment to their written. This is what makes they felt that their ability and skill improved after learning by this Google Classroom. This is what actually researcher felt too, because the researcher have passed this thing too.

b. Student II, III, X, XIII, XIV

When the researcher conducting the interview to those students (five students), the researcher found that they did not agree to the statement and question that the use of Google Classroom improving their ability and skill, this is because they felt that Google Classroom only help them as supporting media in teaching learning activities such downloading the material or posting some assignment or assessment from the lecturer. Beside that, they felt that most of learning still doing in the class meeting and they were still writing on a piece of paper.

Even there were a different answer about the student outcomes, the researcher still finding that most of them felt that Google Classroom improve even their ability or skill in writing. The researcher found the student learning outcomes also increased from previous results because the percentage of student completeness increased. Most of them also agreed that learning done helps them improve their grades. So far the implementation of learning found no significant obstacles or shortcomings in the implementation of learning by using products that were developed. In a series of learning activities that accommodate discovery activities more to be further encouraged and trained in the independence and thinking abilities of students. There are still some typos found in the learning media so they must be fixed again. Besides the lack of use of technology during learning activities is a slow internet connection.

B. Discussion

In findings of research, the researcher has collected the data from the interview, then process and show in findings. In this section, the researcher tries to describe and explain to relate the findings and the theories for the use of Google Classroom to support student learning, the students' interest and learning outcomes using Google Classroom.

Blended learning is a new concept in learning where the delivery of material can be done in class and online (Husamah, 2014) . This statement has

similarity from what researcher found when the researcher conducted the observation. The researcher found, beside entering the class to have a meeting, the lecturer also provides online group class in order to make outside class interaction. This concept is a kind of blended learning where not only in class but outside the class when we are in a distance we still can learn.

Google Classroom is actually designed to facilitate the interaction of lecturers or teachers with students or students in cyberspace. This application provides an opportunity for lecturers or teachers to explore the scientific ideas they have to students or students. Lecturers have the time to share scientific studies and provide independent assignments to students. In addition, lecturers can also open discussion rooms for students or students online. However, there is an absolute requirement to apply Google Classroom, which requires qualified internet access (Rozak & Albantani, 2018, p. 85). The statement above has a similarities to the finding that we showed before where Google Classroom app or web is a good alternative media for supporting learning process both for lecturers and students.

The use of information technology based learning media becomes necessity and demands but its implementation is not an easy thing (Muhson, 2010, p. 10). This statement is different to what researcher found in the field that many students gave a positive response about the use of technology as the learning support media and especially for Google Classroom, it is very easy and has a quick setup to utilize. Then the researcher found that when the

education demand on the technology is common in this era that is why many lecturer tried some new method for their teaching style.

Google Classroom is a feature that is owned by Google. This application offers teaching and learning activities like in the classroom. This application can enrich us against other applications found on electronic devices (Rozak & Albantani, 2018). It is undeniable that in today's generation of all-sophisticated, very few individuals do not understand about technology because it has become a "needs" in this generation. This makes students feel both interested and proud of using the application, because not all classes or courses at UIN Antasari Banjarmasin apply Google Classroom as a learning media support. The statement above is in line to the researcher field, because the students' perspective in facing the technology era is to learn and utilize the technology itself. And now they practice it in order to prepare their future life because some of them have a willing to be a teaching staff.

According to Herman (2014), Google Classroom application/ web uses classes available to anyone who has Google Apps for Education, a set of free productivity tools including g-mail, documents and drives Class design that applies Google Classroom is actually environmentally friendly. Then the classes are designed to help lecturers create and collect paperless assignments, including time-saving features such as the ability to automatically make copies of Google Documents for each student. Classes can also create a drive folder for each assignment and for each student, so that everything stays

organized. Thus explanation above is in line to the finding that the Google Classroom gave many advantages, from the interview the researcher found outside benefit:

First, the use of Google Classroom is easy. This happened because every student already have a smartphone or electronic device and the most common requirement for utilize the Google Classroom is to have the electronic device. Second is paperless. This what the student really happy, they do not need to copy even material, task, assignment and other. What they need only texting through their phone or computer. Third, can do anytime and anywhere they want. They did not have to meet each other, even in the distance they still can do the task or assignment and also everyone can see and comment their work.

Using learning media can affect students learning interest and motivation. Learning media can improve and direct students' intention so that it can lead motivation to learn and allow students to learn independently according to their abilities and interest (Azhar, 2016). This is supported by the result of the finding where most student interested to using Google Classroom as their learning media. However, based on the interview that has been done, the researcher found that using the application is a good way for doing teaching learning activities.

The learning outcomes will be optimal if there is a motivation in learning. The more appropriate the motivation in learning, the more successful

learning will be (Sadirman, 2014). This is in line with the researcher result obtained where most of interviewees agreed that their skill and ability increased while learning using Google Classroom where they have to post a written task every week. Sadirman (2014) also states that the use of learning media is one of the factors that support the success of learning. The flexibility of Google Classroom also being the support for students learning outcomes. This theory is in line to the finding that researcher obtained while interview.