

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Students' Perception about the Use of Google Classroom for English Online Learning

This study used interview to investigate students' perception about the use of Google Classroom for English online learning. Five students of class VIII at MTs Al-Irsyad Gunung Makmur were involved in the interview, namely Student S, Student D, Student R, Student N, and Student E (the initials). Also, the English teacher, Ms. E, was involved in the interview to confirm students' responses.

In general, all respondents' perception about the use of Google Classroom for English online learning was very positive. For example, Student E said that during this pandemic, the use of Google Classroom is very effective for online learning at school, especially English learning. Similar response was stated by Student R that the use of Google Classroom is very helpful in the learning process during pandemic for both students and teachers, and Google Classroom itself is easy to use. This was also observed from the teaching and learning process of English subject in class VIII at MTs Al-Irsyad Gunung Makmur. Google Classroom was found easy to use because it has several functions and features to facilitate English online learning. About the functions, both students and teacher can use Google Classroom to submit and collect the assignments of certain part of materials in the form of files, so it helps the

teacher manage the collection of assignments. Besides, the use of Google Classroom is connected with the other Google apps such as G-drive as a file storage and synchronization service for the learning materials and assignments and G-mail as a free email service for the announcement of learning agendas.

Student E and Student R agree that the use of Google Classroom for English online learning was very helpful and effective during the COVID-19 pandemic. In addition, students stated the reason they can learn English better through online learning by using Google Classroom. Student R said that the learning process is very simple. To be more specific, Student N also stated her own reason that she can use the features provided such as being able to watch English videos.

Those answers were confirmed to be true by the teacher. Ms. E said in the interview that Google Classroom is designed as a learning tool. There are many Google Classroom features that make it easier for teachers and students to carry out online learning. First, Google Classroom provides the feature of attachment for learning materials and other necessary files with the description of the files in the form of announcement. Second, the students can download all the class materials and assignments attached in Google Classroom. Then, the teacher can upload the assignments for the students within due time to submit, so the system will automatically close the submission feature after the due time. Last, Google Classroom provides the feature of discussion for students and teacher to have question and answer session about the learning materials. However, the last feature was not found to be used by the students

and teacher during the observation, so Google Classroom was just used for the attachment of class materials and the submission of assignments.

After several times using Google Classroom for English online learning, some students agree and some others disagree with the use of Google Classroom for future learning. Student D said that although the use of Goggle Classroom is very helpful, face-to-face learning is still the best. He also suggested that, in the future, the use of Goggle Classroom can be collaborated with the learning process to make it more interesting. However, Student N has slightly different answer. She stated that even though the use of Google Classroom is very helpful, face-to-face learning is more flexible in socializing with fellow students.

The response from Student N does not emphasize the use of Google Classroom for future learning because she really preferred face-to-face learning that can make the socialization and learning process more flexible. This was found during the observation that students' participation in the online learning process was not really effective because the teacher could not encourage students' critical thinking by giving some complicated discussion to make them think and get involved in that discussion. On the other side, however, the learning interaction between the students and the teacher was quite good because the teacher often asked some questions to the students and they answered the questions, and vice versa.

After all, almost all students hope that they can have face-to-face learning as quick as possible because online learning has so many limitations

besides all the technological innovations. To be more specific about the online learning process using Google Classroom, Student D stated that the thing that must be improved in using Google Classroom is that the provision of material should not be too focused on theory alone, but it would be better if the teacher gave a lot of learning innovations, especially for English subjects. Therefore, none of all the statements from the students lead to negative perception related to the use of Google Classroom for English online learning.

2. Advantages and Disadvantages of Using Google Classroom for English Online Learning

From the interview with the students and the teacher, there are some advantages and disadvantages of using Google Classroom for English online learning as briefly presented in the table below.

Table 4.1.

Advantages and Disadvantages of Using Google Classroom for English Online Learning

No. Advantages	No. Disadvantages
1. The familiarity of using technology for learning	1. Internet connection
2. Easy access	2. Internet cost
3. Time efficiency	
4. The files of material, assignments, and others can be categorized based on the topics.	
5. The assignment submission feature is very helpful.	
6. The delivery of material is easier.	

About the disadvantages, all respondents from the students have the same answer that the use of Google Classroom is difficult because of the bad signal in their areas and because the price of internet quota is quite expensive. Student S said that she felt difficult to use Google Classroom because the internet network is unstable. Student N added that she and her friends must also be charged with the cost of purchasing a quota package which is quite expensive.

Similar with students' responses, Ms. E expressed that the disadvantage or difficulty of using Google Classroom for English online learning is mostly related to the bad signal. She said that Google Classroom is difficult to use if the internet network is weak or unstable because many of her students are rarely active in Google Classroom. She sometimes has to wait for a long 'loading' before being able to open files in Google Classroom. She also stated that there is no preview for files that are submitted to Google Classroom, so she has to open the files one by one to find out whether the files have contents or not, because sometimes her students make the wrong assignments or submit word/pdf files with empty contents.

About the advantages of using Google Classroom for English online learning, students have various answers according to their opinions and experiences when using it. For example, Student D said that with Google Classroom, students are more familiar with the existence of educational technology that really helps the learning process. Student R added that the advantages of Google Classroom itself are time efficiency and application

access that is not too complicated, and the existence of Google Classroom can help teachers and students because of its easy use.

Ms. E gave detailed description about the advantages of using Google Classroom for English online learning. She stated that the advantages of using Google Classroom are in the features provided. For example, she can categorize the files of material, assignments, and others based on the topics she creates, so the materials and assignments are arranged in an archive section, and it makes it easier for students and teachers to reopen the previous files. The assignment submission feature is also very helpful because teachers can immediately find out how many students have or have not submitted the assignments, teachers can also see which students are late in submitting the assignments, and teachers can directly provide grades and comments in the student assignment column. In addition, the delivery of material is also easier because the teacher can write and attach files, links, or videos that students can comment on directly.

B. Discussion

This part emphasizes the significance of research findings by discussing its correlation with the previous studies and theoretical review to answer the research questions. Therefore, this part elaborates students' perception about the use of Google Classroom for English online learning and the advantages and disadvantages of English online learning through Google Classroom encountered by the students and the teacher.

The research findings showed that the students have a positive perception toward the use of Google Classroom for English online learning as an effective way of learning. In addition, it was easy to use and did not need efforts to learn how to operate it. This finding is similar with the results of study found by Oktaria and Rahmayadevi (2021) that Google Classroom is an effective tool for learning because it can help students improve their learning skills through active participation in online discussions and assignments, and students like to use it because of its simplicity in supporting their learning. The students also thought that they can learn English better through online learning by using Google Classroom because of the features provided. Similar to this finding, Rahmah et al. (2021) found that everything will become easy with so many features of Google Classroom, and these features will make various things happen for learning.

The above perception emerged following the three steps of how perception is generated by Robbin (2003), namely acceptance, understanding, and evaluation. First, the students accepted the stimulus from seeing and observing the teacher uses Google Classroom to teach English through online learning. Then, they understand about the use of Google Classroom from its functions and features to facilitate the English online learning. The last, they can evaluate the effectiveness of using Google Classroom for English online learning based on their personal perception.

One interesting finding related to students' perception about the use of Google Classroom for English online learning was the possibility of using

Google Classroom for future learning. The development of covid cases in Indonesia has been quite under control for some time, and the achievement of the vaccination program for the community, especially teachers, is also quite high, so the government decided that this semester's learning was carried out 100% face-to-face. One respondent, Student D, stated that the use of Google Classroom can be collaborated in the future to make the learning at school more interesting. Therefore, even though the learning is carried out 100% face-to-face, he suggested that the use of online application technology such as Google Classroom can still be considered.

Student D's perception about the possibility of using Google Classroom in the future learning can be categorized as positive perception following the definition stated by Irwanto (2002). It is defined as perception that describes all knowledge (knowing it or not) and responses that are continued with efforts to use it, so Student D realized that Google Classroom can be used continuously even though the online learning is no longer conducted because it can be integrated with the normal offline learning. On the other hand, some other students' perception about the use of Google Classroom for future learning can be categorized as negative perception because they do not have specific intention and effort to use it continuously.

Related to the advantages and disadvantages of using Google Classroom for English online learning, comparison with some previous studies is needed to confirm the truth of some advantages and disadvantages of using Google Classroom for English online learning found in this study. The

respondents, both the students and the teacher, claimed that the disadvantages are mostly related to the bad signal in their areas and the price of internet quota that is quite expensive. This claim is similar to the results of study found by Rahmah et al. (2021) that a proper internet connection is required to submit assignments and upload data. Susanti, Junining, and Hamamah (2021) also stated that internet costs are also one of the inhibiting factors in joining Google Classroom. Therefore, it can be concluded that internet connection and internet cost are the disadvantages of using Google Classroom for English online learning.

About the advantages of using Google Classroom for English online learning, the students claimed that they become more familiar with the existence of educational technology that really helps the learning process. This situation happens because the applications of technology in learning may attract many people including students to take its benefits for creating attractive and meaningful learning progression (Yunus & Syafi'i, 2020). They also claimed that the use of Google Classroom for English online learning provides an easy access and time efficiency. This finding is in line with the results of study by Oktaria and Rahmayadevi (2021) that accessing Google Classroom is very simple and it can save time and effort while doing and submitting the assignment electronically. Therefore, the advantages of using Google Classroom for English online learning in the view of students are the familiarity of using technology for learning, easy access, and time efficiency.

In the view of teacher, the advantages of using Google Classroom for English online learning are that the files of material, assignments, and others can be categorized based on the topics, the assignment submission feature is very helpful, and the delivery of material is easier because the teacher can write and attach files, links, or videos that students can comment on directly. All these advantages are similar to the results of study by Yunus and Syafi'i (2020) that the teacher can set up or categorize all the files for learning, manage the assignments submitted by the students, and attach some necessary files of materials and assignments to be downloaded by the students.