

STUDENTS' PERSPECTIVE ON E-LEARNING THROUGH GOOGLE CLASSROOM FOR TEACHING ENGLISH AT SMK NEGERI 1 PAREPARE

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ABSTRACT

The learning program in schools has not been implemented for a long time. This was done to minimize physical contact or interaction between the teachers and students, to break the chain of transmission of Covid-19. Further, to fill teaching and learning activities that should be completed, the government adopted a policy through distance learning with online media. As for one of online media that is being used in learning, especially at SMKN 1 Parepare, that is by using the Google Classroom application. Therefore, this study was conducted to obtain students' perspective on E-Learning through Google Classroom for teaching English. The researcher used qualitative design with case study method and used purposive sampling. To obtain the data, the researcher used three instruments, namely observation, interview, and documentation. After analyzing the data, the research result indicated students' perspectives on using Google Classroom for teaching English were not optimal during the Covid-19 pandemic.

Keywords: Perspectives, E-Learning, Google Classroom, Teaching English.

RINGKASAN

Program pembelajaran di sekolah sudah lama tidak dilaksanakan. Hal itu dilakukan untuk meminimalisir kontak fisik atau interaksi antara guru dan siswa, untuk memutus mata rantai penularan Covid-19. Selanjutnya untuk mengisi kegiatan belajar mengajar yang harus diselesaikan, pemerintah mengambil kebijakan melalui pembelajaran jarak jauh dengan media online. Adapun salah satu media online yang digunakan dalam pembelajaran khususnya di SMKN 1 Parepare yaitu dengan menggunakan aplikasi Google Classroom. Oleh karena itu, penelitian ini dilakukan untuk mengetahui perspektif siswa tentang E-Learning melalui Google Classroom untuk pembelajaran bahasa Inggris. Peneliti menggunakan desain kualitatif dengan metode studi kasus dan menggunakan

purposive sampling. Untuk memperoleh data, peneliti menggunakan dua instrumen yaitu observasi dan wawancara. Setelah menganalisis data, hasil penelitian menunjukkan bahwa perspektif siswa dalam menggunakan Google Classroom untuk pengajaran bahasa Inggris kurang optimal selama pandemi Covid-19.

Kata Kunci: *Perspektif, E-Learning, Google Celassroom, Pengajaran Bahasa Inggris.*

Introduction

One of the most conventional forms of teaching is face to face learning method, where teachers and students meet in one place. This is because the COVID 19 pandemic has spread globally throughout the world including Indonesia. This means that all schools and colleges need to carry out learning activities at home. So with the learning activities at home, it certainly causes a change in learning strategies or methods in the classroom, especially at the high school level. Teachers are required to present learning online or commonly mentioned as learning using technology and the internet. Nowadays, the growth of innovations such as the Internet is growing drastically. Soni, et.al (2018) found a result that the advancement of information technology and the internet is already so fast and easy for everyone to access. Moreover, he also added that the development of information technology not only affects electronic products but also in the world of education, especially in the teaching and learning process. Therefore, the usage of technology and the internet in the learning process called E-learning.

Furthermore, Hanum (2013) defined E-learning as a form of electronic application in learning that is encouraged and assisted by the use of ICTs. With E-learning, students can prepare the learning process in their respective locations through computers or smartphones without having faced the teacher and students face to face. On the other hand, Ruang Guru, Google Classroom, Zenius, Moodle, Schoology, Sevima EdLink, Edmodo, and Quipper are some of the E-Learning applications that can be used in the online learning process. In this study, the media that the researcher wants to examine is the use of Google Classroom.

Conceptually, Google Classroom is an application that can be used for any device, including smartphones, particularly for online learning media. This is supported by Yates (2017) who revealed that this program can be used on smartphones where it can be freely accessed by both teachers or students and conveniently signed in. The teacher just needs to create a class and share the class code to the students to let them enter the class created. Besides that, students can easily submit their assignments via this application, revise their assignments, review their teacher-given scores and also identify each assignment without using paper anymore. Syakur (2019) stated that one of the most significant advantages of using Google Classroom is that online communication can be achieved easily. He also added that teachers can give their students updates and start online discussions or tell them about certain online learning activities. Furthermore, students have the ability to give their friends input by posting directly to the Google Classroom discussion flow. In addition, teachers can easily see who has not completed an assignment in electronic classes and provide direct feedback or grades. Therefore, Hakim (2016) indicated that the use of Google Classroom makes it easy for teachers to be able to accurately learn and communicate information to students.

Based on the previous explanation, the researcher realizes that the way of teaching has a good or bad impact on students in SMK Negeri 1 Parepare, especially for accounting classes. This can be seen from the learning process of those who initially used conventional methods and suddenly the learning methods were replaced using technology. But educators believe that learning using the Google Classroom application can improve student learning outcomes. This was confirmed by the teacher at SMK Negeri 1 Parepare that with Google Classroom, teachers and learners can connect and communicate like face-to-face learning. However, the researcher still curious the way of applying Google Classroom that affect the students learning. Accordingly on this occasion, the researcher wants to try to explore the perspective of students after learning through Google

Classroom. It aims to get students' perspectives on the teaching methods that teachers offer to them, which is Google Classroom as a teaching medium

Method

In this research, the researcher applied qualitative method with a case study design. Patton (2002) described that qualitative research uses a natural approach to find out and understand a phenomenon in a specific context setting. It indicates the qualitative research focuses on the word fact and phenomena which cannot be changed by the researcher. Moreover, the participants involved were 10 students from accounting class of SMK Negeri 1 Parepare in the academic year 2020/2021 with used a purposive sampling technique. Next, to complete data, the researcher used three steps data collection such as observation , interview, and documentation. However, in analyzing data, the researcher used data reduction, data display and Conclusion and verification.

Results and Discussion

Results

In this research, the researcher presented the findings of the research. The data were taken from observation and interview. In the observation section, there were ten accounting students at SMK Negeri 1 Parepare who were observed by feeling out the observation checklist that was distributing to them. After that, to answer the research questions, then the researcher conducted semi-structured interview with the ten accounting students in SMK Negeri 1 Parepare. In this section, the researcher has determined several questions related to the research. Additionally, the process of the interview shown varying answers from the participant. The researcher collected the data by recording the interview process.

A. Data from observation

In the observation, there are 5 statements that felt out by students regarding the background of their statements on using Google Classroom. As for the 5 statements that felt out by students namely:

1. Students' understanding of tutorials using Google Classroom. All students responded that already know much about the tutorial using Google Classroom.
2. Technological devices used by students. All students answered that the devices they used when doing the learning were their own. Although there are some of them who just had new technology such as smartphones when they enter senior high school.
3. Students can submit assignments faster using Google Classroom. The most of students reacted that they were very quick to send assignments to Google Classroom.
4. Students communicate or discuss with teachers through Google Classroom. All students replied that they rarely interacted, such as discussing through Google Classroom.
5. Students are motivated when learning using Google Classroom. The majority of the students responded that they were not motivated to learn to use google classroom.

B. Data from interview section

In this section, the researcher try to find out the students' perspectives on Google Classroom for teaching English at SMK Negeri 1 Parepare. All students can describe Google Classroom in their own way. Two of ten students defined that Google Classroom is a learning application that has many functions. Additionally, In this part, the researcher also surveyed the problems faced by students when using Google Classroom. This question reached them regarding the difficulties they faced when they first used Google Classroom. Therefore, the majority of students directed that this learning was not effective or less optimal. This is influenced by several problems expressed by students such as Inadequate understanding of the material, unable to submit assignments, unstable connection, slow teacher responses and students are inactive in learning when using Google Classroom. As seen in the interview transcription below.

“Google Classroom merupakan aplikasi yang digunakan oleh sekolah yang bertujuan untuk memudahkan kita dalam belajar online ”

“Google Classroom is an application used by schools that aims to make it easier for us to learn online ”
(EA, October 31st , 2020)

Besides that, two of ten students voted the function of Google Classroom, namely to provide assignments, send assignments, provide learning materials to students, provide daily tests, even deliver attendance checks in this media.

“Media Google Classroom merupakan salah satu media dimana guru dibantu untuk memberikan materi pembelajaran kepada siswa, memberikan tugas, ulangan harian, bahkan juga disediakan cek absensi melalui media ini ”

“Google Classroom media is one of the media where teachers are assisted to provide learning materials to students, give assignments, daily tests, and even attendance checks are also provided through this media ”
(AF, September 24th , 2020)

Furthermore, the majority students clarified that learning using Google Classroom is not effective. This is due to the students' lack understanding of the material

Menurut saya pembelajaran dengan menggunakan media Google Classroom masih kurang optimal. Hal ini dikarenakan guru lebih banyak memberikan tugas tapi minim penjelasan. Meskipun saya membaca dan saya juga mengerti apa yang diberikan, tetapi jika saya tetap mengerjakannya seperti menyalin dan mengerjakan tugas tanpa praktek langsung saya bisa lupa bahwa materi tersebut tidak berguna untuk saya baca. Selain itu, teman-teman saya yang lain juga hampir setuju dengan saya. Mereka tidak mengerti materi yang diberikan, sehingga mereka datang ke rumah tetapi hanya menyontek. Jika guru menjelaskan materi melalui Google Classroom dengan video call, ini bisa lebih bagus ”

“In my opinion, learning using Google Classroom media is still not optimal. This is because teachers gave more assignments but minimal explanations and material. Even though I read and I also understand what is given, but if I keep working on it like copying and doing assignments without direct practice I can forget that the material is useless for me to read. Besides that, my other friends also almost agree with me. They did not understand the materials given, so they came to the house but only cheated. If only the teacher explained the material via Google Classroom with a video call, this could be great ”

(EF, October 31st , 2020)

Moreover, there are some students who have experience using applications such as Ruang Guru and Quipper. Then they compare the optimization or effectiveness of using Google Classroom with the application. As seen in the interview transcription below.

“Saya pernah bergabung dalam aplikasi Ruang Guru, saat kelas 9 SMP melalui Ujian Nasional dan jika ingin membandingkan efektifitas aplikasi Ruang Guru dengan Google Classroom menurut saya lebih efektif di Ruang Guru karena pendidik langsung jelaskan materinya. Berbeda dengan Google Classroom, pengajar hanya mengirimkan materi untuk tugas”

“I have joined in the Ruang Guru application, during the 9th grade junior high school through the National Examination and if I want to compare the effectiveness of the Ruang Guru application with Google Classroom, I think it is more effective in the Ruang Guru because educators directly explain the material. Different from google Classroom the teacher only sends the material for the assignment”

(EF, October 31st , 2020)

The more specific problems were clarified by other interviews. The several students detailed that the problem they faced when using Google Classroom was they were unable to submit assignments.

Hambatan yang saya alami saat belajar menggunakan Google Classroom adalah masalah mengunduh materi dan mengirimkan tugas. Biasanya materi tidak bisa terbuka dan terkadang tugas saya tidak bisa dikirim padahal jaringan saya cukup bagus ”

“The problem I experienced while learning to use Google Classroom was a problem downloading materials and submitting assignments. Usually the materials don't open and sometimes my assignments can't be sent even though my network is pretty good”

(AS, October 31st , 2020)

In line with the result of the interview above, it revealed that the students have other obstacles. Several students explained that the access to the internet throughout the learning process, five of ten students definite the obstacles are often faced is a network connection. Besides network connection, there was other obstacles such as slow teacher response

“Karena saya pakai kartu Smartfren dirumah jadi masalahnya ada pada jaringan yang sering tidak stabil dan itu menyebabkan sulit untuk mengumpulkan tugas.

“Because I use an Smartfren card at home so the problem is my network often unstable and it makes it difficult to collect tasks”
(RU, October 31st, 2020)”

In addition, inactivity in learning is also included in the problems faced by students. The majority of students said that they were not very active in learning when using Google Classroom.

“Saya tidak terlalu aktif ketika melakukan pembelajaran lewat Google Classroom karena tidak berhadapan langsung dengan guru. Saya lebih suka kalau belajar tatap muka saja karena bisa bertanya atau berdiskusi langsung dengan guru”

"I am not very active when learning through Google Classroom because I do not face the teacher directly. I prefer it face-to-face because I can ask questions or discuss directly with the teacher"
(DM, September 29th, 2020)

However, not all students felt the same thing as stated above. There are three students mentioned that Google Classroom has positive effect. As seen in the interview transcription below.

“Menurut saya media Google Classroom cukup bagus karena saya bisa mengumpulkan tugas tepat waktu dan lebih tahu nilai tiap tugas yang sudah dikirimkan”

“In my view, Google Classroom media is quite good because I can collect assignments on time and better know the value of each assignment that has been submitted “
(NI, September 26th , 2020)

In spite of the positive things they feel when using Google Classroom, the majority of students also provided suggestion for better learning using Google Classroom in the future. As seen in the interview transcription below.

“Pendapat saya tentang Google Classroom sebenarnya bagus, banyak fitur yang bisa digunakan salah satunya bisa video call. namun dalam pembelajaran jarak jauh dengan menggunakan Google Classroom ini pemanfaatan medianya yang kurang. Jadi saran saya, guru sebaiknya

mengembangkan lebih lanjut cara mengajar di Google Classroom atau bisa lebih kreatif lagi menggunakan media ini

“My opinion about Google Classroom actually it's good, many features that can be used, one of which can be video calls. but in distance learning using google classroom insufficient media utilization. So, Teachers should further develop how to teach in Google Classroom or be more creative using this media ”

(NH, November 1st , 2020)

It can be concluded here that students' perspective about Google Classroom are already at a high level. This is because the students already know about the definition of Google Classroom, the features of Google Classroom, and the know how to apply Google Classroom well. On the other hand, the researcher determined that using Google Classroom is still not optimal in the pandemic era. This can be seen from the assumptions of students who supposed that the general problems faced by students when using Google Classroom cover several items such as Inadequate understanding of the material, students could not submit their assignments, unstable connection, slow teacher responses, and inactivity student in learning when using Google Classroom. Moreover, the researcher also detailed that using Google Classroom is still not optimal as seen from the suggestions expressed by students above that in the future, teacher can be more creative using Google Classroom media and provide clearer lessons.

Discussion

In addition, the COVID-19 pandemic has an impact on students at SMK negeri 1 Parepare. They were experiencing major interruptions in the teaching their studies. Moreover, the results of the interview revealed various of students' perspective on learning using Google Classroom media. All the participants could define learning using Google Classroom according to their own opinion. Additionally, the responses regarding the students' problem when using Google Classroom. It showed that, the majority of participants considered that the lack of explanation of the material in Google Classroom caused students to lack understanding and difficulty doing assignments. This can be seen in the statements

of students who said that the teacher gave more assignments but least explanation and material.

Therefore, to maximize the material so that it is well received by students, the teacher should not only continuously give assignments to students. However, teachers should still provide teaching and understanding to students. Providing material can be done by making explanatory videos by educators, in order to make it easier for students to understand the material. Moreover, most of students have used pre-pandemic applications such as the Ruang Guru and the quipper. So educators do not need to worry about the ability of students to use learning media. It is related with the research of Gallagher et al., (2005) indicated that the performance of Google Classroom has a significant effect in supporting language learning because it allows teachers to quickly interact online with their classes. Furthermore, inactivity in learning is also a problem faced by students. The majority of students expressed that they were less active in learning when using Google Classroom. This is due to the lack of opportunities for students to discuss directly and freely with their teachers. It is related with the research of Fajardin (2020) designated that if all students are completely active in presentation sessions, collaborate with teachers online, and continue to work with the use of various media and learning resources, online learning can be considered successful.

Besides that, the internet connection that is often cut off during the learning process is one of the problems faced by students. This is because students use internet providers such as 3 cards, XL cards, and Smartfren cards. This is a relatively cheap type of data card and can access the internet 24 hours a day without restrictions but the network is unstable. Consequently, students are sometimes left with information due to inadequate signals. Besides that, slow teacher response is also problem faced by students. As for the reason why the teachers are slow respond to students in Google Classroom media is because teachers rarely monitor students through the media. The last problem faced by students when using Google Classroom is that student could not submit their assignments via Google Classroom. This is because the application is overload.

This overload occurs when many students send assignment at the same time, making it difficult for the server access them.

The finding is consistent with the finding of past studies by putra (2020) who believed that due to the Covid-19 pandemic, there will be less contact between distance learning students and teachers during the home learning period. In his study of 1,700 students, the interaction rate was just 20%. Next, the same discovery is found by Yuksinau (2019) that Google Classroom needs at least five components to function properly. Interesting learning content, hardware in the form of a laptop or smartphone, communication strategies that address how learners learn to perform tasks, and the availability of an internet network are among these components. Another research directed by widodo (2020), maximum online system learning can only be accomplished by teachers who have a strong vision of learning and can communicate with students by acting as motivators, facilitators, mediators, and communicators. Furthermore, research on Google Classroom was also carried out by Ernawati (2018), and Sulasmianti (2019) which defined that one of the faults of the Google Classroom is that if students are not critical and material errors occur, it will have an impact on their knowledge. These previous researchers found out similar problems in using Google Classroom, but there is difference with this study as sample, location, and objective of the research.

Conclusion

Based on the study result above, it can be concluded that the students' perspective on E-Learning through Google Classroom for teaching English reveal that it is not optimal during the Covid-19 pandemic. This can be seen from the many problems that arise from students. This study highlighted the problem of inadequate understanding of the material, unstable internet access, unable to submit assignments, slow teacher responses and student inactivity in learning when using Google Classroom. This problem should be a concern in preparing and implementing online learning. Moreover, the planning and preparation of materials also should be optimized in order online learning could be better

effective and optimal in the future because online learning takes more time than face-to-face class.

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