

# EFL STUDENTS' PERCEPTION ON THE USE OF GOOGLE CLASSROOM IN ENGLISH CLASS

**Muhalida Zia Ibhar**

Sekolah Tinggi Ilmu Administrasi Lancang Kuning Dumai, Indonesia  
mziaibhar@gmail.com

## **Abstract**

Recent years have seen an unprecedented impact of technological advancements on all facets of our humanity and society, including business operations procedures. A collection of online productivity tools for teachers and students engaged in online learning and collaboration, Google Classroom is a component of Google Apps for Education (GAFE). The study aims to investigate students' perceptions of using Google Classroom in English class, Public Administration at STIA Lancang Kuning Dumai, Indonesia. The participant of this research was 40 students enrolled in English class. The questionnaire used a Likert scale with two options that ranged from "agree" to "disagree." 7 questionnaire items were used to answer the research questions. The results of the study show that students are enthusiastic about using Google Classroom in essay writing classes. It implies that Google Classroom exercises improve students' writing.

**Keywords:** EFL Students; E-Learning, English Class; Google Classroom; ICT

## **INTRODUCTION**

English is an important language that students use in this day and age. Learning English is essential because English is an international language that students use to communicate with one another and even with their English teachers. Everybody who lives in this world uses the English language to talk and interact with people who live around them. Based on stated that humans are social creatures who cannot live alone (Putri et al., 2022). They communicate with one another through language. Language is very important in human life. People will have a difficult time communicating with one another if they do not speak the same language. They communicate with one another by using language to express their thoughts, ideas, and feelings. Writing can be defined as the forwarding of messages (communication) through the use of written language as a medium. Communication in written language consists of four components: the writer as the sender of the message, the writing content, the media in the form of an article, and the reader as the receiver of the message. Writing is one of the skills that students should master in their learning of a foreign language besides other skills such as listening, speaking, and reading. There are some instances where writing is necessary. To begin, writing is the primary method of recording speech. That is, it should be recognized as a secondary mode of communication. As a result, writing is an important medium of communication. Second, writing skills are required for jobs such as journalist, novelist, and others. Thirdly, writing can help people in their thinking processes. The last, writing is one of the characteristics of an educated student, even though the students' interest in writing is still low. Recent years have seen an unprecedented impact of technological advancements on all facets of our humanity and society, including business operations procedures. It is important to note that the previous three industrial revolutions played a crucial role in the development of modern technology and economic productivity (Oke & Fernandes, 2020). Students are expected to take advantage of the effects of globalization in the world of education, which make it very

possible for us to communicate wherever we can. In this Fourth Industrial Revolution era, it is critical to incorporate ICT into learning activities to improve the expected quality of learning (Amilia & Amsal, 2019). Google Classroom is a popular and easy-to-use online learning tool that is widely used today. A collection of online productivity tools for teachers and students engaged in online learning and collaboration, Google Classroom is a component of Google Apps for Education (GAPE) (Ketut Sudarsana et al., 2019). It costs nothing to use the app on a computer or smartphone. As a platform for blended learning in schools, Google Classroom will make it simpler to design assignments and grade students in a paperless setting (Ketut Sudarsana et al., 2019). The teacher can upload materials such as website links, YouTube videos, and word and excel files. Additionally, Google Classroom can assist teachers in communicating with students in the classroom, making announcements, posting assignments, and taking exams online. We discovered that students regard e-learning as an essential and enjoyable method of learning; they also prefer it to traditional education (Sukmawati & Nensia, 2019). E-learning as a tool for foreign language learning in higher education has progressed from an optional technique to an essential tool. In a traditional learning environment, this allows for more interaction and collaboration between instructors or teachers, and peers. Based on the above explanation, the researcher then carried out a study on how EFL students perceived using Google Classroom to enhance their writing abilities. Therefore, this study aims to investigate how EFL students feel about using Google Classroom to enhance their writing abilities.

## METHOD

The purpose of this study is to investigate students' perceptions of using Google Classroom in English class, Public Administration at STIA Lancang Kuning Dumai, Indonesia. It was designed as a "survey study" with this goal in mind. The study included 40 students enrolled in an English class. At the end of the course, they were asked to complete an online questionnaire via Google Forms to investigate their perceptions of the use of Google Classroom, particularly in learning writing skills. The questionnaire used a Likert scale with two options that ranged from "agree" to "disagree." 7 questionnaire items were used to answer the research questions, and they were based on (Ibhar et al., 2018) questionnaire items with some modifications. The questionnaire was completed by all 40 students.

### *The Method of Instruction*

In the class, which consisted of eight meetings held both inside and outside of the classroom, the flipped classroom model was used. To begin, the teacher should create a class in Google Classroom, which students can join using class codes. Second, the teacher made the information accessible in Google Classroom. To help students comprehend the standard, targeted linguistic forms and structures they needed to master in English class, particularly writing skills, some text models were given. Students discussed a novel subject in the third step, developing their background knowledge through pre-writing exercises. A video was also posted by the teacher. They were told to review the videos in writing. Students were required to write a rough draft as the final step. Students worked on their drafts both inside and outside of the classroom. The students continued writing outside of class because they did not have enough time during this stage to complete their rough draft. After finishing it, they uploaded their draft to Google Classroom. Giving the students feedback on their initial drafts was the fifth step. In Google Classroom, the teacher left feedback on each student's draft and requested that the students do the same for their classmates. Both inside and outside the classroom, this was done. After receiving comments from their teacher and classmates, students were instructed to revise their draft in the sixth step.

In response to the criticism they received at this point, the students revised their initial drafts. Students were also encouraged to talk with the teacher if they had questions about the feedback

they had received. Before posting their final essays in Google Classroom, students were allowed to revise their drafts and make them better. The teacher then gave them the assignment of reading their classmates' essays after they had submitted their final essays. This, it was hoped, would enable them to present their final essays to their peers. Additionally, they were urged to express their opinions about the essays they had read. During this phase, the instructor also gave general feedback on the assignments for the writing class as well as the essays that the students had written. In the final activity, the teacher also requested that the students respond to questionnaires regarding their usage of Google Classroom.

## RESULTS AND DISCUSSION

### Results

This study explored the perception of EFL students on the use of google classroom in writing skills. The findings were presented in the following table followed by the report of the results and discussion.

Table 1: The Perception of EFL students on the use of google classroom in writing skills.

No.	Items	Agree		Disagree	
		N	%	N	%
1.	I like to learn with the use of google classroom in English class.	40	100	0	0
2.	I think the writing exercises in the writing skill can help me in improving my English.	40	100	0	0
3.	I think using google classroom in English class can enhance my interest in learning writing.	40	100	0	0
4.	I think the writing exercises through the use of google classroom enhance my skill for English writing.	40	100	0	0
5.	I think learning English writing skills with the use of google classroom is suitable for me.	40	100	0	0
6.	I am looking forward to the future opportunity of using google classroom in English class.	40	100	0	0
7.	In general, I feel satisfied with the experience of learning writing through google classroom in English class.	40	100	0	0

Adopted from (Ibhar et al., 2018)

The findings from table 1 revealed that all the students (100%) agreed that they "like to learn with the use of google classroom in English class". Concerning the second item, "I believe the writing exercises in the writing skill can help me improve my English," it was discovered that 100% of the students agreed. All the students (100%) also agreed that "using google classroom in English class can enhance my interest in learning writing". The students (100%) further agreed that "the writing exercises through the use of google classroom enhance my skill for

English writing". "Learning English writing skills with Google Classroom is appropriate for me," all of the students agreed. As for "looking forward to the future opportunity of using Google Classroom in English class," all students (100%) agreed. All of the students (100%) agreed wholeheartedly with the statement, "In general, I am satisfied with the experience of learning writing through Google Classroom in English class."

## **Discussion**

Based on the results, the majority of respondents to the survey agreed with every statement, according to the findings. It can be concluded that because Google Classroom helps English students at STIA Lancang Kuning Dumai, Indonesia, improve their writing skills, they have positive attitudes toward it. After all, the instructor can effectively comment on the writing of the pupils. The teacher and pupils can also communicate online or share writing assignments using a computer or smartphone. For students to become better writers, they must receive feedback (Mora et al., 2020). The instructor can give students' written work online editing feedback using Google Classroom. Due to the requirement that students be committed to self-improvement, using e-learning also prepares students for autonomous learning (Bismala & Manurung, 2021). A type of teaching and learning process known as the "flipped classroom model" involves having students engage in both in-class activities and online self-learning. With the help of their teacher, peers from school, and Google Classroom, students can learn independently at home. Particularly in regular classes, writing assignments frequently go unnoticed. Everyone listens intently as their teacher explains the writing prompts. There is a pause while I write, then nothing for a while. Additionally, the flipped classroom model requires students to watch video lectures and study other materials outside of class before actively participating in class (Mandasari & Wahyudin, 2019). The results of this study are in line with earlier investigations into how students view the use of ICT in English Classes. The majority of students prefer e-learning over other forms of instruction because they think it facilitates and enhances effective learning communication and because they value the time it saves.

## **CONCLUSION**

The results of the study show that students are enthusiastic about using Google Classroom in essay writing classes. It implies that Google Classroom exercises improve students' writing. The use of Google Classroom is advantageous because it allows the teacher to efficiently give writing feedback to the students. The teacher and pupils can also communicate online or share writing assignments using a computer or smartphone. For students to become better writers, they need feedback. The flipped classroom model was used in this study with Google Classroom. Google Classroom is recommended to be used in a teaching-learning process after the perceptions of the student's use of it were discovered. The instructor ought to be able to produce interesting material that can be uploaded to Google Classroom. On the subject of the content of the textbooks used in Google Classroom, further study and development are anticipated.

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