

STUDENTS' PERCEPTION AND PROBLEMS IN LEARNING ENGLISH USING GOOGLE CLASSROOM DURING THE COVID-19 PANDEMIC

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DOI: 10.29300/ling.v7i1.4274

Received: March 11th 2021

Accepted: June 8th 2021

Published: July 14th 2021

Abstract

The Covid-19 pandemic has occurred across the world. This causes all segments of human life to be disturbed including the education sector. The teaching and learning process tends to run ineffectively and should be done online. Online learning offers a learning process that can be done not only in the classroom but anywhere and anytime. One of the applications that can be used is Google classroom. This study aims to determine students' perceptions and problems in learning English using Google Classroom during the Covid-19 Pandemic at SMAN 6 Kota Bengkulu. This research was a mixed-method research involving 443 students in the academic year of 2020/2021. The data were collected using a questionnaire in the form of a Google form consisting of 50 questions with 4 answer choices, namely strongly agree, agree, disagree, and strongly disagree, and semi-structured interviews. The data obtained were analyzed quantitatively and qualitatively. The results of this research indicate that the students have a positive perception in learning English using Google classrooms during the Covid-19 pandemic at SMAN 6 Kota Bengkulu with the average score obtained was 1160 and was in the positive category. Moreover, the data obtained from the interview showed that most of the students experienced problems in learning English skills using Google classroom caused by lack of vocabulary. In addition, the problems in using the Google classroom application were in the opening and uploading files or videos. These findings are expected that the teachers should change their teaching habits by offering students innovative opportunities to improve their self-confidence, to control their learning, and to practice their language skills. The students should be more creative to solve the problems during learning English by using Google classroom even in the online process or not.

Keywords: Perception, students' problems, Google classroom application

INTRODUCTION

The covid-19 pandemic has plagued most of the countries in the whole world. It has spread quickly through physical contact. Most of the human has passed away cause of it. The best way to break down the plague is physical distancing. This way makes all segments of human life on earth are disturbed, including education. The educational institution is required

How to cite this article: Diana, N., Yunita, W., & Harahap, A. (2021). Student' Perception and Problems in Learning English Using Google Classroom During the Covid-19 Pandemic. *Linguists : Journal Of Linguistics and Language Teaching*, 7(1), 10-22. doi:<http://dx.doi.org/10.29300/ling.v7i1.4274>

to innovate in doing the learning process. Learning online is the best method in this situation. The learning material must be made attractive and effective to support that situation (Afriani, 2021). Therefore, the minister of education and culture has made the curriculum simpler. This curriculum and integrated material will be easier to apply in online learning during the pandemic.

Online learning can be done from anywhere and anytime according to the agreement that has been determined between the teaching staff and students (Adijaya & Santosa, 2018; Lestari, Akbarjono, & Martina, 2021). There are many online learning platforms that can be used in teaching and learning activity during the pandemic. They are Ruang Guru, Quipper, Television, Telegram, Google Classroom, Whatsapp Group.

Google Classroom is considered one of the best platforms to improve teacher workflow. This application provides a set of advanced features that make it the ideal tool for use with students. This application helps teachers save time, keep classes organized, and improve communication with students. This application is available for everyone with Google Apps for Education, a series of free productivity tools including Gmail, drive, and document (Iftakhar, 2016).

There are some challenges faced by the students in learning English using google classroom. The most common challenge by students is the lack of proper technical knowledge about Google classroom. They were also some technological barriers. They faced namely a lack of private massaging options, cheating opportunities, and auto-update home page problems. (Islam, 2019).

A study was done by Ridho et. al., (2019) concluded that Google Classroom is an effective tool for learning because it can help the students to improve their learning through active participation in online discussion and task. The findings showed that most participants responded positively and accepted Google Classroom as a simple and meaningful learning platform which enable the students to learn anywhere and anytime without having a face to face interaction with teachers and other classmates.

The findings of the study suggest that according to the students, Google Applications help establish a collaborative learning environment since they support teacher-to-student and student-to-student interactions and the majority of the participants prefer using such applications for future courses given that they can benefit from the availability of teacher written feedback and the easy access to course materials.

In this research, the researcher focused on the students' perception and problems in learning English using Google classroom during the covid-19 pandemic at SMAN 6 Kota Bengkulu. The implementation was seen from four indicators namely; the students' perceptions in internal factors; the students' perception in external factors; the students'

problems in learning English skills; and the students' problems in using Google classroom. The result of this research are expected to the teachers be more creative in producing online material and potential obstacles that can be resolved.

Perception

Perception is a process of observing, selecting, organizing, and interpreting environmental stimuli. It occurs because every time the five senses (sense of hearing, taste, sight, smell, and touch) are exposed to so many environmental stimuli. Walgito (2004:87) Perception is a process that is preceded by a sensing process, which is the process of receiving a stimulus by an individual through the senses or also called a sensory process.

After the stimuli have been received, stimuli or data are selected. There were two factors determine the selection of the stimuli (Sobur, 2009). The first comes from internal factors consist psychological. It needs affect of the background, the experience, a personality, general attitude and belief, and accepting self. Some have shown that those who are more willing to accept their reality are more apt to absorb things than those who are less willing to accept their realities. The second stimuli come from external factors. They are considered important influences on stimulation selection. Those factors consist of intensity, size, contrast, movement, reputation, familiarity, and something new.

Problem in Learning English

The learning problem is a condition when students can not learn as usual as he or she can do. It obstructs the student's learning process. The problems affect students in learning English as a foreign language. Problems make students can not reach the purpose of learning English. They also make learning English becomes more difficult. (Syaiful & Sagala, 2012:27)

English foreign learner has problems over the four language skills. They felt their greatest problems were in writing and listening while speaking is less of a problem and reading is least of all. Bandivilai and Cullen (2018) described the problems; first, students are unsure of grammar structure. Students have less vocabulary. They do not know how to compose a sentence; second, students do not know how to catch the meaning of a sentence in time and differentiating the similar-sounding of words; third, students always think of their mother tongue before producing words orally. It is also caused by the students fear of making mistakes while speaking, lacking vocabulary, and being shy of making mispronunciations; and fourth, students are lack vocabulary and do not understand structure and grammar.

Google Classroom

Google Classroom is a kind of an E-learning platform. E-learning provides benefits for students and lecturers. For students, E-learning is an alternative to learn the process that does not need to take place outside the lecture hall, forming learning independence, helping to make learning lifelong learning, and encouraging students to interact with one another. Whereas the benefits for lecturers, E-Learning changes teaching styles that have an impact on work professionalism, provides opportunities to assess students and evaluate each student's learning and explore themselves efficiently (Singh et al, 2005). Based on the explanation, it can be said that e-learning has a positive impact on lecturers and students, as well as the renewal of teaching and learning.

There are some advantages of Google Classroom in use. First, it is easy to use. Its design is simple, so both teachers and students can understand it easily. The instructional interface and options are also very simple. Students can submit their assignments easily, revise their assignments, and check their scores given by the teacher also do their work without using paper anymore. Second, it saves time. It is designed to save time because it is integrated into Google apps. It has features to save teacher's and students' time. Third, It is cloud-based. It helps teachers and students to save a big number of files of teaching and learning materials. Fourth, it is flexible. It is easily accessible and useable to instructors and learners in both face-to-face learning environments and fully online environments. Fifth, it is free. Anyone can access this by signing up for their Google Account. At the last, it is mobile-friendly. It can be accessed anywhere and everywhere as long as there is an internet connection and from any devices, to communicate between teachers and students, to give feedback to students, and personalized learning.

The Importance of Google Classroom as a Part of ICT in Education during Covid-19 Pandemic

During the outbreak, the technology field has rapidly developed. Google Classroom is a part of ICT becomes more familiar in every aspect including education. It is in line with the statement of Semerci and Aydin (2018: 94) that ICT advancement changed many aspects of human daily lives including the education field. Further, technological literacy or the effective and efficient ICT use competencies is one of the skills needed in the workplace of the future (Tinio, 2003: 6). Thus, it makes ICT required to be integrated into the classroom instructions to be better preparing the current generation of students facing future challenges.

In the education field, many researchers highlighted the benefits of ICT for improving the quality and accessibility of education. (Ul-Amin, 2013: 4) stated that ICT helps the students to access the information easily. The students can brow the lesson explanation or

exercise more through ICT. Then, this also allows them to be autonomous learners. The students will be more independent to explore new knowledge, and their creativity will be not limited by a classroom in which ICT provides flexible time and place for learning.

Google Classroom Application in Learning Activity

There are some advantages of using Google Classroom. First, it is easy to use. Second, it saves time. Third, It is cloud-based. Fourth, it is flexible. Fifth, it is free. At the last, it is mobile-friendly. It can be accessed anywhere and everywhere as long as there is an internet connection and from any device. Communication between teachers and students becomes easy. This app can give students feedback, and personalized learning. It is the same explanation to Iftakhar (2016), He said that Google Classroom is very simple to create and use. Here all available features are integrated.

Problems in Learning English Using Google Classroom

Google Classroom is the newest media for students in learning English. Students had challenges using it. The most common challenge by students is the lack of proper technical knowledge about Google classroom. They were also some technological barriers. They faced namely a lack of private massaging options, cheating opportunities, and auto-update home page problems. (Islam, 2019).

Google Classroom also has some limitations. Some of them as mentioned by Pappas (2015) are limited integration options, too googlish, no automated updates, difficult learner sharing, and editing problems. There is no auto-update feature in Google Classroom; it makes learners miss an important announcement because they should refresh it regularly. Also, students can not share their documents with others without permission from the teacher. Learners can only edit assignment after they create and distribute to Google Classroom. They can keep and delete any part of the assignments.

METHOD

This research was a mixed-method approach research. It is aimed to know the students' perception and problems in learning English using Google classroom at SMAN 6 Kota Bengkulu in academic years 2020/2021. The population in this research was the students of the SMAN 6 Kota Bengkulu in academic years 2020/2021. The sample were 443 students of the SMAN 6 Kota Bengkulu in academic year of 2020/2021. There were in three grades consisted of 230 females and 213 males.

Data collection

The researcher collected the data by using a questionnaire and interview. The instruments used the Indonesian language to avoid misinterpretation of the statements or the questions. The questionnaire consisted of 50 items. It was created by Google form. A questionnaire was sent via a link to students. They were given time to answer for one week (from 7 to 18 December 2020). The questionnaire has been given to the all of students at SMAN 6 Kota Bengkulu in academic years 2020/2021. Then the students' answered was chosen about 50% from the whole students as a sample of the research.

The deepest information was conducted. A few of the students were interviewed. The interview was semi-structured. It focused on the causes of students' problems in learning English using Google classroom at SMAN 6 Kota Bengkulu in academic years 2020/2021. The interview was taken from 18 to 20 December 2020.

Data analysis

The data in this research was quantitative data which are analyzed quantitatively by first looking for the intervals of the lecturer perception category using the Humburg formula. The formulas, intervals and categories of student perceptions are determine based on the formula and range from strongly negative (443-775), negative (776-1108), positive (1109-1440), and strongly positive (1441-1772). Meanwhile, the qulitative data in sentences and paragraphs form was analyzed qualitatively using Gay and Airasian (2000). The steps were: data managing; reading and memoing; description; classification; and interpretation.

FINDINGS AND DISCUSSIONS

The results of this research show students' positive perception in learning English using Google classroom at SMAN 6 Kota Bengkulu. It can be shown by the results of filling out a questionnaire which obtained an average score of 1208 for 24 items from students' perception in learning English using Google classroom and 1111 for 26 items students' problem in learning English using Google classroom. The average score both of the perception and problems are in a positive category. The questionnaire items were measured with statistical-numerical results ranging from 4 – 1: 4 (strongly agree, 3 (agree), 2 (disagree), and 1 (strongly disagree).

The result of the research for each indicator are presented in the table below.

No	Items' Indicator	N	Number of items	Frequency score	SDA	D	A	SA	Total score	Average	Category
				Percentage							
1	Internal Factors	443	14	F	247	2016	3380	559	6202	443	Positive
				S	247	4032	10140	2236	16655	1190	
				(%)	4	33	54	9	100		
2	External Factors		12	F	217	1468	2919	712	5316	443	Positive
				S	217	2936	8757	2848	14758	1230	
				(%)	4	28	55	13	100		
3	English Skills		9	F	110	965	2460	452	3987	443	Negative
				S	440	2895	4920	452	8707	917	
				(%)	3	24	62	11	100		
4	Google classroom Application		15	F	188	1050	4339	1068	6645	443	Positive
				S	188	2100	13017	4272	19577	1305	
				(%)	3	16	65	16	100		
Total score		50	F	762	5499	13098	2791	22150	443	Positive	
		S	1092	11963	36834	9808	59697	1160			
		(%)	3	25	59	13	100				

The data above clearly showed the students' perception and problems on the five indicators mentioned previously. This research showed that most students show positive perceptions of learning English using Google classroom during the covid-19 pandemic at SMAN 6 Kota Bengkulu. Some students show negative perceptions of the problems in learning English skills using Google classroom. The others show positive perceptions on problems in using Google classroom application. To support the quantitative data from questionnaires, the researchers also strengthen the data by using the data obtained from the semi-structured interviews. Based on the results, the data on the causes of problems faced by the students in learning English using Google classroom during the covid-19 pandemic at SMAN 6 Kota Bengkulu were obtained. For a more detailed description on the students' perception and problems for each of these indicators, it will be described in the following sections.

Students' Perception in Learning English Using Google Classroom From the Internal Factors During the Covid-19 Pandemic at SMAN 6 Kota Bengkulu

Students' perceptions of the internal factors are in a positive category. In table 1 above, it can be seen that the total score for perception from the internal factors on the questionnaire filled out by 443 students show an average score of 1190 from the total score of 16655 and it is in a positive category. The internal factors consisted of 14 statements. Most of the students agreed about the perception statements. From the data analyzed, two statements showed in the negative category. In the ninth statement (I find it easier to understand the material in Google classroom), about 227 students or 454 in the total score had chosen to disagree about that statement. It meant that students didn't find it easier in understanding material from Google classroom. The fourteenth statement (I think that learning using Google

classroom makes students more active in interacting in learning English using Google classroom) with a score of 420 and 1078 for a total score. The score was in the negative category. It meant that students disagreed about that statement. The students did not make students more active in learning English using Google classroom.

Students' Perception in Learning English Using Google Classroom From the External Factors During the Covid-19 Pandemic at SMAN 6 Kota Bengkulu

Students' perceptions of the external factors are in a positive category. The questionnaire filled out by 443 students shows an average score of 1230 from the total score of 5316 and it is in a positive category. The external factors consisted of 12 statements. All of the students were agreed with the all of statements. It meant that the students showed a positive perception in learning English using Google classroom during the covid-19 pandemic from the external factors.

The results of this research indicated that most of students agreed that the learning English using Google classroom during the covid-19 pandemic at SMAN 6 Kota Bengkulu provided benefits for teaching and learning tool. This is supported by Ridho, et. Al (2019) which stated that learning through the Google classroom application obtains positive perceptions from the students. It can be used for teaching and learning in English as a foreign language (EFL) classroom and in other subjects.

Students' Problems in Learning English Skills Using Google Classroom During the Covid-19 Pandemic at SMAN 6 Kota Bengkulu

The factors consisted of nine statements. Most of the students show negative perception with the factors of students' problems in learning English skills using Google classroom during covid-19 pandemic. The total score was 8255 with the average score was 917. It can be stated that most of students had a problem in learning English skills by using Google classroom during the covid-19 pandemic. It was line with the result obtained through the interview which showed that most respondents gave negative responses as said by respondent R6-SF; "Because it is hard to be understood, ma'am. There are many vocabularies in English. There are many vocabularies that cannot be understood". Similar expressions were conveyed by another student as can be seen in the following expressions : "If a conversation, I am not really understand ma'am". (R4-HF).

This is the same as the results of research conducted by Bandivilai and Cullen (2018) which stated that there were four problems in learning English one of them is students are lack vocabulary and do not undrstand structure and grammar.

Students' Problems in Learning English Using Google Classroom Application During the Covid-19 Pandemic at SMAN 6 Kota Bengkulu

There were fifteen statements in this factor. Based on the data analyzed, most of students were agreed with the statements. The data got 19577 for total score with 1305 in the average. It was in positive category. There were three statements that showed in negative category. First, the problems that students showed from the statement that I find it difficult to get access to study using Google classroom. There were 200 students agree about that statement. The score was 1090. It is supported by the results collected by interviews with respondents R5-NB who said that the signal as the cause of the problem. "Sometimes, there is no signal in my home".

Second, about 228 students agreed with the statement that I feel frustrated using Google classroom because of the slow internet network. The score was 967. It was in negative category. It meant that most of the students had problem in using Google classroom. The same statement from R2-DR, "When I want to play the video, it did not run and needed time to be loaded".

Third, the statement that I am having trouble accessing Google classroom due to cost constraints was chosen by 182 students. They were agreed with that statement. For the total score was 1066 meant that in negative category. But in total score, stated the positive perception with the score of 1305. It proved that the score was in a positive category.

Those problems are related with Pappas (2015) stated that Google classroom also has some limitations. They are limited integration options, too googlish, no automated updates, difficult learner sharing, and editing problems.

The Causes of Problems Faced by the Students in Learning English Using Google Classroom During the Covid-19 Pandemic at SMAN 6 Kota Bengkulu

The interview data showed that students had problems understanding the material using Google classroom. First, the teachers did not directly explain the material. They used to send video text or PowerPoint to the students as the media in teaching and learning. Second, students were lack of vocabulary. Third, students could not understand the content of the video from the teacher. Fourth, students communicated neither unimpeded nor orally with their English teacher even though they had a problem in understanding the materials. This results are as same as Mualimin et al (2019) found that the students encountered pitfalls such as technical problems in their devices, internet network, and lack of instruction.

There were many causes of the problem in learning English by using Google classroom application faced by students. Those are caused by bad internet connection,

teacher's overload memory, the complicated process to upload a file, and the complicated process to download a file. This condition related to Islam (2019) found that there were some technological barriers such as lack of private messaging options, cheating opportunities, and auto-update home page problems.

CONCLUSION AND SUGGESTION

Based on the results of data analysis, it was found that students' perceptions and problems in learning English using Google Classroom had a positive response. Most of the students chose to agree with the statement of the questionnaires.

The problems are based on the learning English skill and Google classroom application. Some students got problems in learning English skills because the students had lack of vocabulary. They could not understand the content of the video from the teacher. Besides, the problem with learning English using the Google application was difficulty in opening and uploading a file or a video.

The causes of the problems learning English were divided into the English skills and Google classroom application. Some students said the problem occurred with the teacher who did not explain the material clearly. Students could communicate neither unimpeded nor orally with their English teacher even though when they have a problem in learning English materials. Those were caused by the teacher did not reply the question directly in the forum application.

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