

THE USE OF GOOGLE CLASSROOM ONLINE ENGLISH TEACHING FOR SMPIT STUDENTS

Nur Syifa Sarah Zulfa¹ Yunita Nurmaulida² Wendi Septiawan³

Suryakancana University

ABSTRACT

The education system from elementary to tertiary level has been running during the eradication of all corona virus diseases (COVID 19) not only in Indonesia but throughout the world. This study is a description of the online teaching and learning method used at SMP IT Raudhatul Muttaqin for the teaching and learning process, semester exams, and class promotion exams. This paper aims to discuss the importance of online learning in education amid the COVID 19 pandemic and how existing resources from educational institutions can effectively transform formal education into online education with the help of other important virtual and online classes. This paper uses a qualitative approach to teacher and student perceptions of online teaching-learning methods and the process of implementing teaching-learning models. This study is the effect of Google Classroom on learning English online in the midst of a pandemic (COVID-19) at Raudhatul Muttaqin Junior High School. Aim to see the effectiveness of learning during a pandemic. Data collection was carried out through interviews and document analysis. According to the results of this study, English in junior high schools is included in the Local Content material, but the learning is still effective as in main subjects in general and is given twice a week through the Google Classroom learning application starting from attendance, providing learning materials, assignments, and assignment submissions. So far, learning using the Google Classroom learning application is very useful and running well, but there are a few drawbacks, namely there are some students who do not have communication tools or cellphones to participate in learning activities and there are also some students who do not understand how to use Google Classroom. The way to solve the problem of students who do not have communication tools or cellphones is by holding a meeting once a week to be given learning materials, assignments, and assignments. Then to overcome students who do not understand how to use the Google Classroom learning and learning application, they will be given further directions on how to use the Google Classroom application to understand it.

Keyword : During learning, Pandemic Covid-19, Google Classroom

INTRODUSTION

Currently, all over the world are facing the same problem, namely the corona virus. On December 31, 2019, WHO was informed of a pneumonia case with no known cause in Wuhan City, China. The new corona virus was identified as the cause by the Chinese authorities on January 7, 2020 and has been temporarily renamed "2019-nCoV". According to WHO, Coronavirus (CoV) is a large family of viruses that cause illness ranging from the common cold to more severe illnesses. A novel Coronavirus is a new strain that has not previously been identified in humans. The new virus was later named "the COVID-19 virus".

On March 11, 2020, the Director General of WHO, Dr. Tedros Adhanom Ghebreyesus announced that the outbreak could be categorized as a pandemic due to the rapid increase in the number of cases outside China. A pandemic is defined as "an epidemic that occurs worldwide, or over a very large area, crosses international borders and usually affects many people" (Kelly, 2011). The classic definition does not include anything about population immunity, virology, or disease severity. By this definition, a pandemic can be said to occur annually in any temperate southern and northern hemisphere, given that seasonal epidemics cross international borders and affect large numbers of people (JM Last, 2001). At that time more than 82.1 million cases had been reported in 114 countries, and 1.79 million deaths had been recorded.

The COVID-19 pandemic was confirmed to have spread to Indonesia on March 2, 2020, after the dance instructor and his mother tested positive for the virus. Both were infected by a Japanese national. As of April 9, the pandemic had spread to all 34 provinces in the country and as of July 23, half had more than 1,000 cases. The biggest increase in new cases in one day occurred on July 9 and 2,657 cases were announced. At most 2,366 recoveries and 139 deaths were recorded in 24 hours. On July 13, recovery exceeded active cases for the first time. As of December 2020, Indonesia has reported 727,000 cases, in July Indonesia was the country with the highest Covid-19 cases in Southeast Asia, ahead of the Philippines and Singapore. In terms of mortality figures, Indonesia ranks fifth in Asia with 4,975. A review of the covid19.go.id data form, however, suggests that the number of deaths may be significantly higher than those reported as those who die with acute COVID-19 symptoms but have not been confirmed or tested are not counted in the official death toll. Instead of implementing a national lockdown, the government did so approved by large-scale social restrictions. The restrictions were applied by local governments with the approval of the Ministry of Health. This includes actions such as closing public places, restricting public transportation, and restricting travel to and from restricted areas and including school closures.

UNICEF and the Ministry of Education and Culture are calling on schools across the country to ensure that children and young people can learn in the best possible conditions wherever they are - whether they are learning from home or at school. Minister of Education and Culture Nadiem Anwar Makarim urged all parties to ensure that learning continues for students living in green zones, who can initiate face-to-face learning under strict health protocols, as well as those living in yellow, orange and red zones, which must continue to learn from home.

The home-based learning policy has been in place for several weeks since the Covid-19 outbreak emerged. This applies to all levels of education and informal institutions as well. Even though schools are now reopening after the March holidays with additional caution, we still need to think about the possibility of closing schools if the situation worsens, how to make education programs more effective.

During home learning, there are several methods of carrying out the learning process. Some can share information via WhatsApp, via Zoom video calls, or online learning platforms. There are so many digital classroom objectives for the teaching and learning process such as Rumah Belajar, Kahoot, Edmodo, and one of the popular learning platforms today is Google Classroom.

Google Classroom is a free web service developed by Google for schools that aims to simplify the creation, distribution and assessment of assignments. The main goal of Google Classroom is to simplify the process of sharing files between teachers and students. The Google Curriculum allows teachers to create online classrooms where they can manage all the documents their students need. Documents are stored on Google Drive and can be edited in the Drive app, such as Google Docs, Sheets, and so on. But what sets Google Classroom apart. out of the ordinary Google Drive experience is the teacher / student interface, designed by Goggle for the way teachers and students think and work. Google Classroom is a free collaboration tool for teachers and students. Teachers can create online classes, invite students to class, then create and distribute assignments. In Google Classroom, students and teachers can have conversations about assignments and teachers can track student progress (Vangie, 2020). In addition, Google Classroom is used to facilitate the interaction of a professor or teacher with students or students in cyberspace (Liu & Chuang, 2016).

In Google Classroom, teachers freely share scientific assessments and provide independent assessments for students (Wijaya, 2016). Teachers can provide material about the subjects being taught. Teachers can post some teaching material, assign assignments to students, and upload student grades so they can immediately see the scores that were earned in the course. Google Classroom also minimizes the costs incurred due to the use of more affordable stationery and other materials and can minimize the energy released by time (Inoue & Pengnate, 2018). In summary, Google Classroom users spend less time and energy than usual. This platform can be a solution for completing the teaching and learning process while schools still cannot be opened.

Google Classroom provides students to be independent, engaged and motivated as most young learners tend to use technology in their daily lives. It also makes the teaching and learning process successful in the digital era such as the industrial revolution 4.0 which is demanded by teachers of expertise, the ability to adapt to new technology and global challenges.

THEORETICAL FRAMEWORKS

Teachers often get frustrated by the pile of papers containing their students unmarked assignments or materials preparation for their class. Google Classroom offers a tool to help them doing their work paperless and efficient. It is a free application that can be operated using smartphone or computer. The steps to start using Google Classroom for the teacher or admin are as follows:

Step 1 : Installed the application Google Classroom can be installed from Play Store found in smartphone for free.

Step 2 : Create a class Find the plus (+) sign on the right top side. Click it and then choose 'create class'. Complete the information about the class such as the class name, the section, the room, and the subject. Then click 'create' on the right top of the screen.

Step 3 : Add the students The students can be added by either inform the code that is provided by the application or invite the students by email. On the other hand, the students should do the following steps to join in the class.

Step 1 : Install the application The student can find and install the Google Classroom application from Play Store without any charge.

Step 2 : Join the class Different from the steps for the educator, the students have to choose 'join class' then enter the class code and click 'join' on the right top of the screen. Once all done, the application is ready to use. Those steps show how easy it is to use Google Classroom in teaching and learning process. The other thing the teacher and the students need to have to be able to access Google Classroom is that they have to possess a Google account. The Google account will integrate with Google Classroom and also with other Google's product such as Google Drive, Google sheet, Google Doc and many others.

Google Classroom for Teaching Language

Google Classroom enables the users, both teachers and students, to share the materials, the assignments, questions for quiz, and even for connecting one to another. The teacher can easily manage the class from his/her smartphone. No more paper needed for assignments, notes or quizzes. Students can do the assignment and submit it in the folder provided by teacher in the application. Teacher can create announcement and assign an assignment for the class to be submitted in Google Classroom. The types of file that can be submitted in this application are also vary. Any types of file such as doc, pdf, ppt, xl, jpeg, mp3 or even mp4 are accepted. This service is very useful especially for language class. Language class includes spoken and written skills. Therefore, Google Classroom is perfect choice as it can accommodate the teachers in giving material and assignment especially audio and visual one.

It is also efficient in a way of time consuming. Unlike conventional class that required the teacher and the students to meet in a classroom at certain time, this application can be operated at anytime anywhere. No need to be in particular classroom to have a lesson. What the users need is just their smartphone with internet connection. This application has a calendar system that help the users to keep the class activity on track. Teacher can set the dateline schedule for submitting the assignment and get notification when the students submit on time, late, or miss the assignment. This such system is very handy for students to see what he or she needs to do to fulfill the class requirements.

The data shows that Google Classroom increases the number of students who successfully complete the class requirement. The students get more motivated to do their tasks

because they just need to open their smartphones, see what they need to do, work on it and then submit it and that is it, all done!

Teacher does not have to face paperwork anymore as he/she can check and score the students' work from the smartphone as well. He/she will get notification once the student submits the work. The teacher can give score or comment on the students' work then return it to them to be seen.

The Features

Google Classroom offers features that can be used by the users. Those features are mentioned below:

1. Assignment : This feature gives advantage for teachers to assign the students online. When the students are done with the assignment, they can submit it in this section as well as many various format.
2. Question : This feature enables the teachers to do assessment paperlessly. Students can do the assessment directly from their smartphone as soon as the teacher share it.
3. Material : Teachers can easily share their material just by uploading it here. The students can have it just by downloading it.
4. Topic : It lets the teachers to classify the lesson easily by giving topic here. Φ Reuse post : When the teachers have announcement to be reposted, they can easily do it by using this feature so they do not have to retype the announcement. Just click and share!
5. Stream : This section allows teacher to communicate interactively with all students in that class.
6. Comment : There are two kinds of comment that can be used in Google Classroom. One is class comment and the other one is private comment. Class comment is used if the teacher want to interact with the whole class. The private comment is found in individual account and can be used to comment of the students assignment privately.

METHOD

The method used in this research was library research and interview. Arikunto stated that literature studies in research are a method of collecting data by seeking information through books, newspapers, magazines and other literature that aims to form a theoretical foundation (Arikunto, 2006). Along with this opinion, a literature study is data collection techniques by conducting study studies of books, literature, records, and reports that have to do with problems solved (Nazir, 1988). Data and information can be obtained from scientific books, research reports, scientific essay, regulations, encyclopedias, thesis and dissertations, and other written and digital sources. Besides that, the data were collected by conducting similar studies related to the use of Google Classroom and education during the pandemic.

Participants and study context

This research was conducted at SMP IT Raudhatul Muttaqin in the academic year 2020-2021, including one of the English Teachers at the school, this study aims to see the effectiveness of online learning using an application platform (Google Classroom) in the midst of a pandemic, namely by using interview and analysis instruments. document.

FINDING AND DISCUSSION

We used interview and document analysis instruments to answer the three research questions of this study. Starting from how to use the Google Classroom Platform application, to its advantages and disadvantages.

Research Question 1 : How do student and teacher use Google Classroom in learning English?

The teacher provides material, assignments and assessments, to students using the Google Classroom platform application, the teacher can also provide comments or corrections to the work of their students. How to use it is fairly easy. In Google Classroom, there is a form to provide material, assignments, and assessments. The teacher can also determine the deadline for the assignment of the students according to what the teacher wants, not much different from face-to-face learning

Students use the Google Classroom platform application to fulfill the assignments given by the teacher, starting from understanding the material, doing assignments and seeing the grades that the teacher gives them for doing their respective tasks.

Form pemberian tugas.



Research Question 2 : What are the benefits of using Google Classroom ?

The advantage of using Google Classroom is that the access is very easy, the features found in Google Classroom are quite complete, and easy to use.

Research Question 3 : What are the weaknesses of using Google Classroom in online learning?

Weaknesses in Google Classroom are their respective students, for example, a student cannot understand how to use Google Classroom, and there are also some students who do not have smartphones. In the Google Classroom platform application itself, thank God, until now we have not encountered any problems.

DISCUSSION

To the best of our knowledge, this is the first experimental study to examine the effect of Google Classroom on online learning performance to investigate students' attitudes towards using Google Classroom in terms of its ease of use, usability, and accessibility. The results of the first and second research questions indicate that Google Classroom has a positive effect on online learning performance. Google Classroom is also effective in facilitating the teaching process at the Junior High School level of learning English. Google Classroom features are not complicated to understand and implement. However, to answer the third question, there are still students who

don't understand how to use Google Classroom, but not only 1 to 2 people. This finding is supported by Iftakhar (2016) and Janzen (2014). Finally, there has been a positive attitude among students in using Google Classroom in terms of ease of use, usability, and accessibility. Similar effectiveness of Google Classes was reported by Heggart and Yoo (2018). Their results revealed that Google Classroom improved student questions and increased student engagement in class.

Google Classes in terms of usability, ease of use and accessibility are positive. According to the results, the usability of Google Classroom was ranked first, ease of use was ranked second, and accessibility was ranked third by students. These results are in line with Al-Emran and Malik (2016), Al-Marroof and AlEmran (2018), Heggart and Yoo (2018), Hemrungrote, Jakkaew, and Assawaboonmee (2017), Iftakhar (2016), Shaharane et al. (2016a), Ventayen et al. (2018), and Wijaya, (2016), which emphasize the overall positive attitude of students towards Google Class. Thus, the Google Classroom features have encouraged students to accept it. Ventayen et al. (2018) investigated the practicality of Google Classroom adopting and implementing it among students in the Philippines. Based on their results, respondents stated that Google Classroom is useful. Therefore, the study suggests that the e-learning platform for Pangasinan State University, Lingayen Campus is successful. Al-Emran and Malik (2016) conducted a similar survey in the context of EFL Omani and collected data on the use of Google Classrooms. According to their results, Google Applications are considered positively by administrative and academic personnel. In addition, Google Applications are received significantly by higher education institutions. Al-Marroof and Al-Emran (2018) studied the acceptance of Google Classes by students of Al Buraimi University College, Oman. Their results show a positive effect of ease of use and usability among students. Furthermore, Shaharane, Jamil, and Rodzi (2016a) studied the effectiveness of active learning activities in data mining subjects by implementing the Google Classroom application.

Their results confirmed that most of the students were satisfied with the Google Classroom tool. In short, Google Classroom features, clear and good program execution, and positive attitudes of students and instructors towards Google Classroom help in improving students' reading and writing performance. Thus, it is important to understand the purpose of employing technology in the classroom. Furthermore, understanding the method of using technology in the right way will help in improving the teaching and learning process. As explained above, both instructors and students are very pleased with Google Classroom as a complementary tool for classroom learning and online learning in the midst of a pandemic like this. Students use both in the classroom (when directed by the teacher) and at home and online learning as it is now, and outside of the classroom to discuss reading and share resources. Google Classroom has always been the most satisfying: students and instructors find Google Classroom to learn fast and easy to use: It's relevant and very easy to use. The learning atmosphere is relaxed but enhanced learning experience.

The majority have a device to access it and most would prefer to type over writing (Student survey submission). The second concept to pay attention to is how effectively the platform encourages collaboration, especially between students. In our subject, collaboration is important because students need to discuss topics and complete assignments by working together. Every seminar has some aspect of collaborative work, and we hope Google Classroom will expand this even further, even with large class sizes. Think about it, pair sharing is a great way to compare results and encourage discussion (Student survey submission). The third important concept is student voice / agency. This is at the heart of our planning for this subject, and we intend to use Google Classrooms to energize student voices for all students, and not just the most outspoken, who might dominate physical classroom discussions. Once again, Google Classroom proved to be a powerful tool allowing all students to contribute to this.

Some students enjoy the fact that they can contribute electronically, not verbally, and that they can do so at the same time it suits them: Being able to express ideas when unable to in class (Student survey submission). Dan: I have the flexibility to do assignments in my own time (Student survey submissions). Dan: I can take as much time as I need for assignments (Student survey submissions). While this is a valuable idea, we are pleased to see some students recognize

that Google Classroom also gives them greater autonomy over their own learning: People can post relevant information or articles that they find interesting and interesting, and want to share with other people. It's a great platform to engage in conversation and share relevant information (Student submission of surveys). The final concept to consider is the speed with which the material and experiential learning are applied. This aspect raises concerns for students, because they feel, using our learning platform, we are moving too fast through some materials, and this means that some students feel that they are falling behind: We do some assignments too fast in class. Sometimes I feel left behind ... Something to think about ... additional students in the class who are not working at the same pace as everyone else (Student survey submission).

On reflection, this is one aspect we didn't consider, and didn't bring up during the semester. We can see how using Google Classroom might feel rushed to some students; when people contribute to conversations or post resources, it's easy to feel overwhelmed by the amount of material. This is certainly something that needs to be corrected for the next semester of this course. One possible way to do this is to make better use of the existing tagging system in Google Classes. If done correctly, this might allow students to filter the amount of information they receive, and thus feel less overwhelmed. students see the clear value of these technologies for promoting quality, collaborative learning experiences. Another aspect to consider is how students' experiences using Google Classrooms compare to their previous experiences with Whiteboard. We are aware that students find Blackboard too clunky, but it will be interesting to see how students respond when asked to compare two different platforms and determine which aspect they like about the different systems. Our preference is clear. In simple, easy-to-use and complete solution, as teachers, we prefer Google Classroom.

CONCLUSION

Because almost all schools or fields that stand in education are using online learning today, all schools and colleges are increasingly depending on digital platforms to structure student learning, broaden student knowledge, check student abilities through online platforms.

So the role of Google Classroom in education today is very important, and it helps, increasing the application of the Google Classroom platform is very effective for use in all circles, from junior high schools to universities. Google Classroom is not only effective in terms of learning but also easy to access, collaboration and speed is also good. We hope that in the future there will be more effective platforms such as Google Classroom so that they can make the work of teachers and students easier, especially now that the pandemic is still ongoing, more and more platform applications will be needed.

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