THE USE OF GOOGLE CLASSROOM AS AN ONLINE LEARNING MEDIA FOR ENGLISH ENGINEERING

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ABSTRACT

The COVID-19 pandemic has indirectly pushed lecturers out of their comfort zone from conventional teaching to distance teaching (online). This study uses Google Classroom as a medium in distance learning for English courses because this media can connect lecturers with students online. This is a qualitative study that the author is conducting in order to have a better understanding of distant learning in order to reduce the spread of covid-19 on campus. Students enrolled in Informatics Engineering class 2B were the subjects of this study. The survey's findings were broken down into three categories: student perspectives on the success of studying with Google Classroom, the simplicity of using Google Classroom, and the obstacles found during online lectures. According to the findings of the study, the implementation of Google Classroom is considered successful since it can make it easier to complete lecture assignments, improve the learning effectiveness, and assist students in learning. Furthermore, in terms of usability, Google Classroom is simple to learn, comprehend, utilize, and adapt. In addition, there are limitations to utilizing Google Classroom, such as quotas and internet access.

Keywords: Google Classroom, Online Learning, English Learning

The Covid-19 pandemic calamity, which began in December 2019 in Wuhan, China, has affected the entire earth and humanity, and practically all countries have implemented regulations to isolate their citizens. Currently, the whole of Indonesia is almost experiencing disaster due to the Covid-19 virus outbreak. As a result, in order to prevent the virus from spreading, the Indonesian government has implemented a number of restrictions, including isolation, social and physical separation. This fact necessitates that every educational institution make a breakthrough in terms of learning implementation. Almost all educational institutions had developed and implemented online learning or online (over a network) as a form of innovation (Jamaluddin, 2020).

The existence of the corona virus around the world, particularly in Indonesia, has accelerated the introduction of the Era 4.0 learning model known as online learning or e-

learning. In this situation, all levels of education in Indonesia, starting from primary to secondary, upper to higher education, must be closed and replaced with a home-based learning paradigm. In an effort to fulfill quality education, educators must create various innovations according to the needs of the modern era 4.0 industrial revolution.

In Indonesia, learning activities and the education system are primarily conducted in a face-to-face setting in a classroom (conventional) on a set schedule. The COVID-19 pandemic has indirectly forcibly moved teachers/lecturers out of their comfort zone from conventional teaching to distance teaching (online).

Google Classroom is a free web service from Google that allows you to create, distribute, and grade assignments for students. Google Classroom makes it easier for teachers to assign and deliver resources and assessments to students. Google Classroom makes it easier for teachers to assign and deliver resources and assessments to students. Google Classroom is also simple to use as long as you have a Google account without incurring additional charges, therefore it can be an option employed in the Google classroom feature that can be used as an alternative as a distance learning media (online) in the present pandemic conditions, namely: 1) Task and material distribution is simple. 2) Classes can be created and students can be invited to virtual rooms. 3) Communication between teachers and students via chat, as well as the convenience with which member announcements can be made. 4) The assignment or examination can be used to carry out the direct assessment process. 5) Sign up for Google Meet to set up virtual face-to-face encounters.

Google Classroom aims to make it easier for teachers and students to collaborate online. This program allows teachers to share their scientific concepts with their students. Teachers have more time to provide topic material and give students individual homework. Teachers can also create online discussion rooms for their students. Through the Google Classroom application, learning objectives will be more easily realized and full of meaning. As a result, using Google Classroom makes it easier for teachers to manage learning and communicate information to students in a precise and correct manner (Hakim, 2016).

Students are familiar with the design of Google Classroom since they have used other Google products. Because Google Classroom and Google Drive accounts are linked, this makes it easy for students. Students don't have to worry about forgetting to save documents on the class computer because the automatic save feature and the use of Google Drive make storing and organizing homework much easy (Izenstark, A., & Leahy, 2015).

The findings of a study completed by (Muris, 2021) in the informatics study program at Baturaja University named Google Classroom as an online learning medium during the covid 19 epidemic. Students use Google Classroom via using wifi/hotspot 57 percent, internet cafés 29.7%, and modem 13.3 percent, according to the study's findings. Students believe that the more information they get, the more achievements they will have, so the benefits of Google Classroom in assisting lectures are in the positive category.

While (Afrianti, 2018) research was carried out at the Islamic University of Indonesia with the goal of determining the impact of Google Classroom in supporting Accounting learning. The findings suggest that convenience and student expectations have little effect on the use of Google Classroom to enhance Accounting learning. There is a major influence on the performance of Google Classroom and the social influence on the use of Google Classroom.

According to previous studies, Google Classroom has the following learning benefits: 1) Online learning becomes second nature to teachers and students. 2) In addition to Google Classroom, the teacher wishes to try to facilitate other forms of online learning. 3) Teachers can save time in the classroom by managing the class. 4) Make it easy for students and teachers to communicate with

one another both inside and outside of the classroom (Marharjono, 2020).

The researcher chooses Google Classroom as a medium in distance learning for English courses because this media can connect lecturers with students online. Google Classroom can be accessed from a desktop or laptop computer, as well as through Android and ios-based smartphones and tablets. This makes it easier for instructors and students to interact with one another via the Google Classroom program.

The purpose of this study was to determine the use of Google classroom as an online learning media for English courses.

RESEARCH METHOD

This is a qualitative study that the author is conducting in order to have a better understanding of distant learning in preventing the spread of covid-19 on campus. Learning using Google Classroom, which can be accessed through internet services, is referred to as online learning in this study. Qualitative research, according to (Mertler, A, 2011), is a broad and comprehensive study of data collection. Teachers and students who used the Google Classroom program were the focus of this study. Sources of data from this study are students majoring in informatics engineering. The participants in this study were Informatics engineering class especially 2B students. Observation, interviews, and questionnaires were all used to collect data.

Google Classroom is a Google product that integrates with email, Google Drive, Hangouts, YouTube, Calendar, and other Google services. Google Classroom's numerous features will make it easier for teachers to conduct learning activities. The learning in question occurs not only in the classroom, but also outside of it, as students may use Google Classroom online from anywhere and at any time. By simplifying tasks, improving collaboration, and fostering communication, Google Classroom makes teaching and learning activities more productive and meaningful. Teachers may form classes, offer tasks, send feedback, and view all of their students' work in one spot.

Google Classroom is also well-integrated with other Google services such as Docs and Drive.

FINDINGS

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The things need to be prepared when using Google Classroom in learning process are:
1. Google account
2. A mobile phone with an Android system or a computer used to download the Google Classroom application.

Google Classroom allows you to create classes

Opening the classroom is the first step in creating a class. In a browser, go to google.com and log in with your Google account.

Picture 1. Login Account Google

The following step is to establish a class and put in the name, section, subject, and room information. The class join code will show
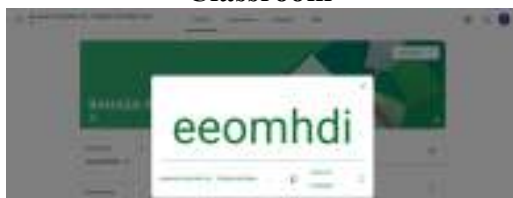
after it has been put in. After that, the class code can be given to students.

Picture 2.Google Classroom Home View

Picture 3. Creating a Class on Google Classroom

Picture 4. Class Code Sharing

Following the distribution of the class code, students must join the code that was previously given. Students can see the material in the forum that is provided every time they meet after they enroll.

Picture 5. Task List View

Picture 6. Lecture Tasks

Picture 5. Assignment in Google Classroom

Lecturers also distribute assignments, UTS, and UAS questions in addition to materials. The educator can correct the task and give it an assessment.

Questionnaire

In this study, Google Form was utilized to deliver the questionnaire to students who had joined the "English" class, with a total of 23 students as respondents. "Questionnaire is a data collection strategy in which participants or respondents fill out questions or statements, then return them to the researcher after they are completely filled out," says Sugiyono (2016: 192). The goal of this study was to measure the success of online learning, as well as the ease and learning constraints encountered while using Google Classroom. The collected data will be examined, and the average will be determined using a Likert Scale.

Questionnaire Results

The survey's findings were broken down into three key categories: student perspectives on the success of studying with Google Classroom, the simplicity of using Google Classroom, and the challenges encountered during online lectures. Filling out the questionnaire on a Likert scale with a positive greatest score and a negative lowest score. Strongly Agree = 5, Agree = 4, Doubtful = 3, Disagree = 2, and Strongly

Disagree = 1 are the number of scores and forms of replies on the questionnaire.

DISCUSSION

Google Classroom is a secure and free Google web application used to create virtual classes that serve to organize material, provide feedback questions,and create assignments and quizzes. From the results of the questionnaires that have been filled in by the students, there were several results, namely as follows:

Table 1. The success of learning English in using Google Classroom

No.	Utilization of learning using Google Classroom	Strongly Disagree	Do not agree	Doubtful	Agree	Strongly agree
1.	Using Google Classroom can help you complete assignments and work more quickly.	2 (9%)	2 (9%)	0 (0%)	15 (65%)	4 (17%)
2.	Using Google classroom can increase learning productivity	1 4%)	1 (4%)	2 (9%)	16 (70%)	3 (13%)
3.	Using Google classroom can improve my learning effectiveness	2 (9%)	1 (4%)	2 (9%)	14 (61%)	4 (17%)
4.	It may be easier for me to accomplish college tasks if I use Google Classroom.	2 (9%)	3 (13%)	1 (4%)	9 (39%)	8 (35%)
5.	Overall, I found Google Classroom to be useful in assisting me with my studies.	3 (13%)	2 (9%)	0 (0%)	12 (52%)	6 (26%)

The results from table 1 are:
1. As indicated by 15 respondents (or 65 percent) who said "agree" that using Google Classroom helps speed up work and complete assignments faster.
2. As indicated by 16 respondents (or 70%) who said "agree," using Google Classroom can increase my learning productivity.
3. As indicated by 14 respondents (61%) who said "agree," using Google Classroom can improve the effectiveness of my learning.
4. As indicated by 9 respondents (or 39 percent) who said "agree," using Google Classroom can make it easier for me to complete college tasks.
5. In general, I believe Google Classroom is helpful in supporting me in my lectures, as demonstrated by 12 respondents (52%) who said "agree."

Table 2. Indicators of Ease of Using Google Classroom

No	Ease of using Google Classroom	Strongly Disagree	Do not agree	Doubtful	Agree	Strongly agree
1.	Using Google classroom is easy to learn	2 (9%)	2 (9%)	1 (4%)	15 (65%)	3 (13%)

No.		Strongly Disagree	Do not agree	Doubtful	Agree	Strongly agree
2.	The appearance of Google classroom is very clear and easy to understand	3 (13%)	2 (9%)	1 (4%)	14 (61%)	3 (13%)
3.	Announcements, lecture materials, course assignments, and lecture collection become more flexible with Google Classroom.	3 (13%)	3 (13%)	1 (4%)	13 (57%)	3 (13%)
4.	It's simple to utilize Google Classroom.	2 (9%)	3 (13%)	1 (4%)	13 (57%)	4 (17%)
5.	I can utilize Google Classroom however I want	1 (4%)	1 4%)	3 (13%)	14 (61%)	4 (17%)

The results from table 2 are:
1. Google Classroom is simple to learn, with 15 respondents (or 65 percent) agree.
2. Google Classroom's appearance is highly clear and easy to understand, as indicated by 14 respondents (61%) who said they "agree" with the assessment.
3. Announcements, lesson materials, homework, and the collection of lectures become more adaptable with Google Classroom, as indicated by 13 respondents (57%) who said the evaluation "agrees."
4. Power outages are an obstacle in online learning using Google classroom
5. I can use Google classroom according to my wishes as evidenced by 14 respondents or 57% stating the assessment "agree"

Tabel 3. Obstacle Indicator

No.	Learning Obstacles using Google Classroom	Strongly Disagree	Do not agree	Doubtful	Agree	Strongly agree
1.	Quota and internet network are obstacles in online learning using Google classroom	1 (4%)	2 (9%)	0 (0%)	14 (61%)	6 (26%)
2.	Your device is preventing you from using Google Classroom.	3 (13%)	3 (13%)	3 (13%)	10 (43%)	4 (17%)
3.	Power outages are an obstacle in online learning using Google classroom	3 (13%)	2 (9%)	1 4%)	12 (52%)	4 (22%)

The results from table 3 are:
1. Internet quotas and network If it is an obstacle in online learning, 14 respondents (61%) said "agree," while 2 respondents (9%), said "disagree."
2. Having a Smartphone is not an obstacle to using Google Classroom, as indicated by 3 respondents (13%) who said "disagree."

3. Power interruptions are an obstacle to online learning with Google Classroom, as indicated by two respondents (9%) who said "disagree."

CONCLUSION

According to the findings of the study, using Google Classroom is a beneficial method for completing lecture assignments, increasing learning effectiveness, and providing help to students in lectures. Furthermore, in terms of convenience of use, Google Classroom is simple to learn, understand, and utilize, as well as more versatile. Furthermore, there are limitations to using Google Classroom, such as quotas and internet connectivity.

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