Students' perception of using Google classroom for EFL learning

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ABSTRACT

Students need to be proficient in using technology, specifically e-learning apps like Google Classroom which is created by Google. Google Classroom connects with other Google apps such as Google Form, Google Drive, and Google Spreadsheet. Google Classroom is popular for academic purposes because it is user-friendly and does not take up much device storage space. A study was conducted to determine students' perceptions of using Google Classroom. Qualitative research is the research design in this study. The questionnaire, which contained 13 questions, was administered using Google Forms and data analysis was conducted using SPSS. The results of the study indicated that students agreed with using Google Classroom, but emphasized the need to integrate it with face-to-face learning, which aids their comprehension of material. Additionally, students find Google Classroom helpful for submitting assignments or accessing supplementary materials.

Keywords:. EFL Learning, Google Classroom, Students' Perception.

I. INTRODUCTION

In this modern era, contemporary environmental learning outcomes can enhance knowledge, skills, and attitudes, resulting in behavioral change. Pedagogical practices have become more adaptable, allowing educators and students to interact via online platforms, as opposed to exclusively within the confines of traditional classrooms. In the Web 4.0 era, pupils can engage in collaborative writing with their peers, thereby reaping numerous benefits from the available applications. With the rapid advancement of technology, both learners and instructors can gain access to information and knowledge from diverse sources, independent of geographical limitations. The availability of information and materials at all times, subject to an internet connection, enables users to achieve optimal results. Proficiency in IT skills is essential in contemporary times to prevent technological setbacks and the potential omission of pertinent information (Mansur & Asmawati, 2021).

The integration of cutting-edge technology is an imperative need for students pursuing higher education. Such individuals are increasingly utilizing the latest technological advancements for educational and scholarly purposes. However, the utilization of novel technology invariably entails changes in the lifestyle of students (Iftakhar, 2016). Therefore, both educators and learners in academic settings should be well-versed with the new technology of Web 4.0. Failure to do so may result in struggling to keep up with the latest trends. In light of the ongoing COVID-19 pandemic, e-learning has gained prominence since it enables learners to continue their education from the safety of their homes. This approach to education is particularly beneficial, given the pandemic's limitations on movement and in-person learning.

Meanwhile, the utilization of e-learning can significantly augment learning efficiency and efficacy by providing students with greater opportunities to interact with instructors, peers, and academic materials (Abid Azhar & Iqbal, 2018). Consequently, e-learning applications have

emerged as a time-saving tool for learners who can optimize their schedules for other productive activities. Additionally, e-learning can enhance students' social skills, fostering relationships within and outside their institutions. By connecting with others in online learning environments, students can develop new friendships and acquaintanceships. Furthermore, online learning facilitates self-discovery and self-directed learning as students can complete tasks, exercises, and exams independently, thereby enhancing their productivity and comprehension of course materials. Ultimately, online learning ensures that students stay abreast of emerging trends.

According to previous discussion, Google Classroom is a widely-used e-learning platform developed by Google that is specifically designed for academic purposes and supports blended learning (Hastomo et al., 2021). The platform is an effective and helpful tool that poses new challenges for both teachers and learners in continuing education (Heggart & Yoo, 2018). Google Classroom is a management system that is integrated with other Google products such as Google Docs, Google Drive, YouTube, Google Forms, and Google Calendar, which enables class teachers and students to send and share multimedia files, collaborate on projects, engage in online discussions, and carry out online assessments in one place (Sukmawati & Nensia, 2019). In Google Classroom, users can create virtual classes and share class codes with students or participants, thus providing a convenient alternative to conventional classroom teaching that saves time, space, and money. With Google Classroom, students can share resources, submit assignments, and track their progress (Al-Maroof & Al-Emran, 2018). In addition, Google Classroom allows for the submission of tasks or assignments, sharing of materials, and collaboration on projects or tasks with fellow students, as well as the opportunity for discussion, thereby simplifying school or academic activities, even in situations where face-to-face meetings are not possible (Taman et al., 2021).

In today's digital age, young people are using technology such as mobile phones, computers, tablets, and e-readers on a daily basis, as they are part of a generation surrounded by the internet and technology (Hastomo & Septiyana, 2022). E-learning applications, such as Google Classroom, are increasingly being used by teachers to provide materials and assignments to students, especially in light of the COVID-19 pandemic which has made face-to-face classes difficult. Google Classroom is highly accessible and offers advanced features that help teachers save time, organize classes, and communicate with students more effectively. This application is available to everyone through Google Apps for Education, which offers a range of free productivity tools, including Gmail, Drive, and Documents (Harjanto & Sumarni, 2019). As a result of the digital era, teaching materials and lessons are now readily available online, including e-books and other resources that can be either paid or free. Therefore, apps in the web 4.0 era are highly beneficial for students, offering a multitude of advantages.

The available literature indicates that Google Classroom has been widely adopted by educational institutions globally (Brand Fonseca & Soto Peralta, 2019). The platform is user-friendly and assists teachers and students in their teaching and learning activities. However, some educators still consider traditional teaching methods superior to online methods. It is important to consider students' perceptions because this enables teachers to evaluate their effectiveness (Singh et al., 2020). Google Classroom is integrated with other Google apps, such as Google Forms, Google Spreadsheets, and Google Drive, which allow teachers to easily check their students' tasks and assignments. With this platform, teachers can automate the grading process, which is more efficient than traditional methods. Teachers who are interested in keeping up with technological developments can benefit from the ease of this technology.

According to the explanation above, the objective of this current study is to examine students' attitudes towards the use of Google Classroom for EFL learning. The research aims to evaluate the effectiveness of Google Classroom in terms of its impact on the teaching and learning process, its convenience in facilitating the submission of assignments, and its appropriateness

for the current education system. Furthermore, the study seeks to determine whether the utilization of this technology enhances students' understanding of the course material when compared to traditional teaching methods.

II. METHODS

Participants
This research employed an online questionnaire as the instrument for data collection. The questionnaire was distributed for one week via a link sent to 100 undergraduate students in STKIP PGRI Bandar Lampung who had used Google Classroom for at least one term during the Covid-19 pandemic. Out of the 100 students, 30 (7 males and 23 females) who were English as a Foreign Language (EFL) learners completed the questionnaire. The data collected was also reviewed by experts and scholars.

Instruments
The study utilized Google Forms to create a questionnaire which was subsequently distributed to undergraduate students via a link to the Google Forms website. Thirteen questions were included in the questionnaire, and a total of 30 questionnaires were completed by a random sample of undergraduate students who were EFL learners. All EFL learners had an equal opportunity to participate. The online questionnaire was deemed suitable due to its convenience, speed, and ease of completion. The questionnaire data was evaluated using both Google Classroom and SPSS.

Data analysis
This study employed several data analysis techniques, including SPSS, regression analysis, static analysis, and consistency analysis. The Cronbach Alpha calculation was utilized to evaluate the accuracy of the questionnaire, and a score of over 0.7 indicates high consistency. Descriptive statistics were also used to present the fundamental characteristics of the data and provide the readers with a clear understanding of the observations.

III. RESULTS AND DISCUSSIONS

This section presents the outcomes of the questionnaire survey conducted among 30 undergraduate students and provides a descriptive analysis of the results. The results and related discussions are presented in paragraph form.

RESULTS
The findings indicate that the respondents utilized Google Classroom as a means of learning during the Covid-19 pandemic. Additionally, the results indicate that the participants have an understanding of the components of Google Classroom, and that they agree that e-learning via Google Classroom is feasible during the pandemic. Table 1 provides an overview of the participants' demographic information.

Table 1. The Participants Demography

Factor	Total of Participants in number	Total of Participants in %
Gender		
Male	7	23,4%
Female	23	76,7%
Semester		
Second Semester	8	27,7%
Fourth Semester	7	23,4%
Sixth Semester	15	50%

The data presented in Table 1 indicates that out of the 30 participants who completed the questionnaires, 7 were male and 23 were female. The majority of the participants were in their sixth semester (50%), while 27.7% were in their second semester and 23.4% were in their fourth semester. Table 2 presents the results of the questionnaire, which assessed the participants' perception and utilization of Google Classroom's features in the teaching and learning process.

Table 2. The Awareness of Students Towards The Use of The Elements of Google Classroom in The Teaching Process

No	Statement	Strongly Agree	Agree	Neutral	Disagree	Stongly Disagree
1	Google Classroom has the capability to offer supplementary educational resources.	10%	23.33%	50%	10%	6.67%
2	Google Classroom has the potential to enhance the quality of education by facilitating better communication between educators and learners.	3.33%	13.33%	66.67%	13.33%	3.33%
3	Learning to use Google Classroom can be an enjoyable experience.	13.33%	23.33%	43.33%	10%	10%
4	Google Classroom is highly compatible with modern educational practices.	50%	33.33%	10%	3.33%	3.33%
5	Google Classroom has the ability to substitute traditional face-to-face learning in schools.	3.33%	6.67%	16.67%	3.33%	70%
6	The Google Classroom application can be employed across all disciplines.	33.33%	33.33%	16.67%	6.67%	10%
7	The quantity and quality of materials received from Google Classroom may not be proportionate to the time spent on studying.	23.33%	20%	43.33%	6.67%	6.67%
8	Google Classroom has the potential to offer 24/7 access to study materials and assignments.	40%	13.33%	33.33%	10%	3.33%
9	Google Classroom is a flexible educational platform suitable for both present and future use and will become an essential	23.33%	33.33%	10%	16.67%	16.67%

	component of education.					
10	Google Classroom is appropriate for the specific field of study being undertaken.	23.33%	63.33%	6.67%	3.33%	3.33%
11	Google Classroom can enhance the efficiency of the learning process.	26.67%	33.33%	23.33%	10%	6.67%
12	Google Classroom facilitates a more contemporary approach to the use of teaching resources.	20%	33.33%	33.33%	10%	3.33%
13	Utilizing the Google Classroom platform continuously can be tedious and unenjoyable.	83.33%	6.67%	3.33%	3.33%	3.33%

The table presents 13 statements related to the use of Google Classroom as an educational platform, along with the percentage of respondents who strongly agree, agree, are neutral, disagree, or strongly disagree with each statement. According to the table, 10% of the respondents strongly agree, 23.33% agree, 50% are neutral, 10% disagree, and 6.67% strongly disagree that Google Classroom has the capability to offer supplementary educational resources. The majority of respondents (66.67%) are neutral on the statement that Google Classroom has the potential to enhance the quality of education by facilitating better communication between educators and learners. Meanwhile, 3.33% of respondents strongly agree, 13.33% agree, 13.33% disagree, and 3.33% strongly disagree with this statement.

Regarding the statement that learning to use Google Classroom can be an enjoyable experience, 13.33% of respondents strongly agree, 23.33% agree, 43.33% are neutral, 10% disagree, and 10% strongly disagree. The majority of respondents (50%) strongly agree that Google Classroom is highly compatible with modern educational practices, while 33.33% agree, 10% are neutral, and only 3.33% disagree or strongly disagree. On the statement that Google Classroom has the ability to substitute traditional face-to-face learning in schools, 3.33% of respondents strongly agree, 6.67% agree, 16.67% are neutral, 3.33% disagree, and 70% strongly disagree. On the other hand, 33.33% of respondents strongly agree, 33.33% agree, 16.67% are neutral, 6.67% disagree, and 10% strongly disagree that the Google Classroom application can be employed across all disciplines.

Regarding the statement that the quantity and quality of materials received from Google Classroom may not be proportionate to the time spent on studying, 23.33% of respondents strongly agree, 20% agree, 43.33% are neutral, 6.67% disagree, and 6.67% strongly disagree. 40% of respondents strongly agree, 13.33% agree, 33.33% are neutral, 10% disagree, and 3.33% strongly disagree that Google Classroom has the potential to offer 24/7 access to study materials and assignments. Meanwhile, 23.33% of respondents strongly agree, 33.33% agree, 10% are neutral, 16.67% disagree, and 16.67% strongly disagree that Google Classroom is a flexible educational platform suitable for both present and future use and will become an essential component of education. On the statement that Google Classroom is appropriate for the specific field of study being undertaken, 23.33% of respondents strongly agree, 63.33% agree, 6.67% are neutral, and only 3.33% disagree or strongly disagree.

Regarding the statement that Google Classroom can enhance the efficiency of the learning process, 26.67% of respondents strongly agree, 33.33% agree, 23.33% are neutral, 10% disagree, and 6.67% strongly disagree. On the statement that Google Classroom facilitates a more contemporary approach to the use of teaching resources, 20% of respondents strongly agree, 33.33% agree, 33.33% are neutral, 10% disagree, and 3.33% strongly disagree. Finally, a significant percentage of respondents (83.33%) strongly agree that utilizing the Google

Classroom platform continuously can be tedious and unenjoyable, while only 6.67% agree, 3.33

DISCUSSION

The table provides the results of a survey on undergraduate students' perceptions of Google Classroom as an e-learning platform. The survey found that while students generally found Google Classroom to be a useful platform, they had mixed feelings about its various components and features. In general, the students agreed that Google Classroom can provide additional material (23.33% agreed, 50% were neutral, and 10% disagreed), but the majority of them disagreed with the statement that Google Classroom can replace face-to-face learning in schools (6.67% disagreed, and 70% strongly disagreed).

One previous study found that the use of Google Classroom led to improved student engagement and increased access to course materials (Mansur & Asmawati, 2021). Similarly, a different study found that the use of Google Classroom improved student motivation and engagement, and led to more active participation in classroom activities (Iftakhar, 2016). These findings are in line with the current study's findings that Google Classroom is a useful platform for providing additional materials and increasing access to course materials.

On the other hand, the current study found that many students were neutral about the use of Google Classroom for improving the quality of communication between teachers and students (66.67% neutral), while a previous study found that the use of Google Classroom improved communication between teachers and students, and led to more collaborative learning experiences. This difference in findings could be due to differences in the way the surveys were conducted or the specific features of Google Classroom that were being evaluated (Abid Azhar & Iqbal, 2018).

Another interesting finding in the current study was that students had mixed feelings about the fun factor of using Google Classroom. While some students agreed that learning to use Google Classroom is a fun activity (23.33% agreed), many were neutral (43.33%) or disagreed (10% disagreed, and 10% strongly disagreed). Previous studies have not explored this aspect of student perceptions of Google Classroom in depth, and further research is needed to better understand the relationship between the fun factor and student engagement (Heggart & Yoo, 2018).

Overall, the current study suggests that while Google Classroom can be a useful e-learning platform, students have mixed feelings about its various components and features. These findings are consistent with previous studies that have found that Google Classroom can improve student engagement, motivation, and access to course materials. However, the current study also highlights the need for further research to explore how specific features of Google Classroom are perceived by students, and how these perceptions might impact their engagement and learning outcomes.

IV. CONCLUSIONS AND SUGGESTIONS

In conclusion, the study found that students have a generally positive perception of using Google Classroom as a means of e-learning during the pandemic. Students believed that Google Classroom could provide additional learning materials and improve communication between teachers and students. They also found using the platform to be a fun activity and believed it fit well with modern education levels. However, students did not believe that Google Classroom could replace face-to-face learning, and they had mixed feelings about the platform's ability to organize the learning process.

Based on these findings, it is suggested that educators should consider using Google Classroom as a supplement to traditional teaching methods, rather than a complete replacement. The platform can be an effective way to provide additional learning materials and facilitate communication between teachers and students. However, it is important to note that students still value face-to-face interaction and may not be receptive to the idea of e-learning as the primary mode of instruction. Furthermore, educators should also consider providing training and support to students to help them navigate the platform effectively. Students' mixed feelings about Google Classroom's ability to organize the learning process suggest that some students may require additional guidance in order to maximize the benefits of the platform. It is also recommended that future studies investigate the effectiveness of using Google Classroom in different subject areas and at different grade levels. This will help educators understand the limitations and potential benefits of using the platform in different contexts.

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