

The Effectiveness of Google Classroom as English Learning Assistance

Cantika Sari Dewi. M

Institut Agama Islam Negeri Kediri

Email: Cantikad017@gmail.com

Rezki Suci Qamaria

Institut Agama Islam Negeri Kediri

Email: rezkisuciqamaria@iainkediri.ac.id

Abstract

Google classroom is one of online learning medias which is developed by Google. It is an online class that facilitates teacher and students to interact and connected although they are in distinct area. English is one of courses that uses google classroom as an assistance media in learning process. It is caused English learning has a lot of material and needs a lot of practice. Therefore, assistance media is needed as to assist lecturers in transmitting material and organizing student assignments. This study aims to know the effectiveness of google classroom as English learning assistants. This study uses a descriptive quantitative method that would elaborate the effectiveness of google classroom as English learning assistant in student's perspective through techniques of questionnaires to collect data. The subject of this research is students who actively use google classroom in learning English. Finding revealed that the effectiveness of Google classroom as an English learning assistance is in the medium category. It indicates that the use of google classroom is still not significantly effective in learning English.

Keyword: *Online learning, google classroom, english learning assistance*

1. Introduction

Education is an important aspect in human life. Education is the basis for creating knowledgeable people who will fill other fields of life such as economics, social and politics. Therefore, the education continuously improve itself to face the current development. Educational institutions attempt to produce innovations in the global education in line with internal and external developments as an effort to bring more effective and efficient learning to connect the present and future by creating curriculum programs and new learning methods (Umar, 2014).

The concept of learning that used to only be occurred in the classroom tediously is now beginning to be replaced with a variety of interactive learning media. Online learning is one of the methods that is developed. Online learning is a medium to make teachers and students to connect and interact easily although in distinct area. Various communicative and interactive online learning media have been developed to improve the quality of learning. Because of connected to the internet, this learning is also considered to facilitate the teacher in managing learning outcomes because it is stored in a database and can be accessed anytime (Munir, 2012).

One of the online learning media is google classroom developed by google. As for the advantages of Google Classroom are; the first is teachers are easier to prepare classes and invite students; the second is the process of giving, submitting and examining assignments is faster; the third is students are easier to manage assignments and materials because they are connected to Google Drive; the fourth is teachers and students can communicate and discuss; and the last is Google classroom can be accessed free of charge and does not contain advertisements (Pratama & Sopryadi, 2016).

Online learning that uses google classroom is in learning English, for example in reading, writing and grammar skills. A lot of material and practice makes this learning require media that is easy to use. Therefore, to maximize the learning outcomes, Google classroom is used with expectation to assist the english learning process of students in receiving material and submitting assignments.

Based on the explanation above, the author is interested to examine the effectiveness of using Google classroom as English learning assistance in more depth. This research was written by taking the title "The effectiveness of Google classroom as English assistance".

2. Research Method

This research uses quantitative descriptive research method that is descriptive analysis method with quantitative approach. Descriptive research is a research method that seeks to explain in more detail about a variable without connecting it or comparing it with other variables. The research with a quantitative approach is a study that uses numbers or data that unfolded as data. (Antari Sudharta, 2015)

This study analyzes student agreement on the effectiveness of Google classroom as an English learning assistance. The instrument which was used was a questionnaire that was created using Google form. The subjects of this study were 30 students who took English courses this semester and using google classroom on these courses. Whether it's reading, writing, grammar, etc.

The questionnaire was made based on indicators or criteria for the effectiveness of instructional media. According to Thorn (1995) there are 6 criteria for evaluating the effectiveness of instructional media. The first assessment criterion is ease of use, that is the simplicity of the media so that a language learner does not need to learn how to use the media. The second indicator is the content of cognition. The third indicator is knowledge and submit of information. Both of these indicators relate to the use of media in the learning

process. The fourth indicator is media integration which is the media has to integrate aspects and language skills that must be learned. The fifth indicator is media display has to be interesting so students are more motivated to learn and not get bored. The last is the overall function. The media has to be brokering the students in the success with their learning.

Besides Thorn, the expert who explained the indicators for the effectiveness of learning media is Chee & Wong (Firmantika & Mukminan, 2014) who explained that there were 3 indicators to review the quality of learning media. The first is appropriateness, the second is accuracy, currency and clarity, and the last is screen presentation and design: text, graphics, colour, animation, audio, video clip.

Based on the explanation of the two experts regarding indicators or criteria for the effectiveness of instructional media, in general the criteria for good learning assistance have two aspects, those are learning and media aspect. When a learning media is feasible in the learning aspect, the learning conducted will be more effective and efficient in achieving the learning aim. As for the media aspect is the feasibility of learning media can be seen from how the media facilitates the transmitting information and attracts student's attention because it is more interesting. These two indicators are the basis for making a questionnaire in this study. There are eight questions, each of which contains 4 questions.

Table 1. Questionnaire

No	Learning Aspect	4 (SA)	3 (A)	2 (D)	1 (SD)
1.	I can understand the explanation of learning material that is given in Google classroom				
2.	I can have a discussion with my lecturer in Google classroom				
3.	Google classroom helps me to learn independently because the learning material is easy to be stored				
4.	It is easier for me to submit assignments in google classroom				
	Media Aspect				
5.	1. I can access Google classroom without the help of others				
6.	I can use Google classroom without the help of others				
7.	Display of google classroom makes me not bored when studying				
8.	Google classroom can combine text, images and videos so that it is more interesting				

1 (SA) = Strongly Agree, **2 (A)** = Agree, **3 (D)** = Disagree, **4 (SD)** = Strongly Disagree

This research use categorization table on the questionnaire result to determine category of the effectiveness of google classroom as English learning assistance.

Table 2. Categorization Table

Category	Interval formula
High	$X \geq \mu + 1\sigma$
Medium	$\mu - 1\sigma \leq X < \mu + 1\sigma$
Low	$X < \mu - 1\sigma$

μ = Mean, σ = Standard Deviation

3. Finding and Discussion

3.1 Finding

Table 3. Questionnaire Result

Respondent	STATEMEN								Total	Kategori
	1.	2.	3.	4.	5.	6.	7.	8.		
W	3	3	3	2	2	2	2	3	20	Medium
U	2	3	1	2	2	1	4	1	16	Low
MJ	4	3	3	4	4	3	2	2	25	Medium
PAA	2	2	1	3	3	3	1	2	17	Low
DP	2	2	2	4	3	3	1	3	20	Medium
S	1	2	2	2	3	3	3	3	19	Medium
I	4	4	4	4	2	2	3	3	26	Medium
H	2	3	4	4	4	4	4	4	29	High
ENT	1	1	3	3	1	1	3	2	15	Low
RNM	3	3	3	3	3	3	3	3	24	Medium
E	3	4	3	3	3	3	3	3	25	Medium
RNA	3	3	2	3	2	2	2	2	19	Medium
N A S V	1	2	3	4	4	4	1	1	20	Medium
NH	3	3	2	1	1	1	3	2	16	Low
N	3	3	2	2	3	3	4	2	22	Medium
M	3	3	3	3	4	4	2	3	25	Medium
A	2	4	3	4	4	4	2	3	26	Medium
F P A	3	3	3	3	3	4	3	3	25	Medium
D P	3	3	3	2	4	4	2	3	24	Medium
D	2	4	2	3	4	4	1	2	22	Medium
Y N	4	4	4	4	4	3	3	2	28	High
Z F A	3	2	2	4	4	4	2	2	23	Medium
S E M	2	3	4	2	4	4	2	4	25	Medium
M	2	3	3	3	2	2	2	3	20	Medium

E K S	4	4	3	3	4	4	4	3	29	High	
LM	3	3	2	3	3	3	2	2	21	Medium	
E D Y	3	3	3	4	4	4	2	4	27	High	
N W	3	3	2	4	3	3	1	3	22	Medium	
A U	1	1	1	2	1	4	3	2	15	Low	
M F H	2	3	2	1	1	1	3	2	15	Low	
Total	77	87	78	89	89	90	73	77	average	22	Medium
Category	Medi um	Medi um	Medi um	Hig h	Hig h	Hig h	Lo w	Medi um			
Average each aspects	82,75				82,25						
Category	Medium				Medium						

Table 4. The Categorization Table of Each Respondents

Category	Interval Formula	Interval
High	$X \geq \mu + 1\sigma$	$X \geq 22,277$
Medium	$\mu - 1\sigma \leq X < \mu + 1\sigma$	$13,783 \leq X < 22,277$
Low	$X < \mu - 1\sigma$	$X < 13,783$

Table 5. The Categorization Table of Each Statements

Category	Interval Formula	Interval
High	$X \geq \mu + 1\sigma$	$X \geq 88,94205$
Medium	$\mu - 1\sigma \leq X < \mu + 1\sigma$	$76,05795 \leq X < 88,94205$
Low	$X < \mu - 1\sigma$	$X < 76,05795$

3.2 Discussion

From the results of this study, as many as 6 questionnaire results of respondents indicate that the effectiveness of google classroom in learning English is low, that is under 13,783. The results of the questionnaire respondents in the interval 13,783-22,277 indicate the effectiveness of google classroom in learning English is medium as many as 21, and as many as 8 results of the questionnaire respondents indicate the effectiveness of google classroom in learning English is in the high category that is above 22,277. Relatively, average results of each student shows the effectiveness of google classroom in learning English is in the medium category with a value of 22.

Based on the learning aspect, the results show that the use of google classroom has medium effectiveness, with an average value of 82.75. The most widely agreed statement is about the ease in submitting assignments. This statement gets a score 89 which is in the high category. The statement that gets low result is about student understanding of lecturer

explanation. It means that students are less able to understand the lecturer's explanation through Google classroom in learning English.

The most agreed statement by the respondent is on the media aspect regarding the ease of google classroom to be used with a value of 90 which is in the high category. The use of google classroom is considered easy because of a simple system so students can understand how it works automatically. The most disagreed statement regarding the display of google classroom. This statement only gets 73 points that are in the low category. Students consider that the appearance or display of google classroom is boring and unattractive. The level of effectiveness of google classroom in the media aspect is in the medium category with a value of 82.25.

This research revealed that the effectiveness of Google classroom as an English learning assistance is in the medium category. It indicates that the use of google classroom is still not significantly effective in learning English. This is consistent with a research that is conducted by Azhar & Iqbal (2018) which states that overall using Google Classroom has not made an impact on classroom teaching significantly.

4. Conclusion

This research revealed that the effectiveness of google classroom as English learning assistance is in the medium category. The average results of each student's questionnaire was in the medium category with a value of 22. In the aspect of learning got an average value of 82.75 and in the aspect of media with an average of 82.5, both of which were in the medium category as well. The use of google classroom is still not very effective in learning English apart from the ease of access, use and submitting of student assignments. Therefore, development of the features that support the learning process needs to be done by the developer of this plat form so that the effective level is higher, such as video streaming so students can clearly accept and understand lecturer explanations and interesting variety of display so students do not get bored while studying.

REFERENCES

Antari Sudharta, N. (2015). Metodologi Penelitian [Personal Blog]. *Widisudharta*. <https://widisudharta.weebly.com/metode-penelitian-skripsi.html>.

- Azhar, K. A., & Iqbal, N. (2018). Effectiveness of Google Classroom: Teachers' Perceptions. *Prizren Social Science Journal* 2(2), 16.
- Firmantika, L., & Mukminan, M. (2014). Pengembangan Media Pembelajaran Berbantuan Komputer Untuk Menanamkan Kesadaran Lingkungan Bagi Siswa Smp. *Harmoni Sosial: Jurnal Pendidikan IPS*, 1(2). <https://doi.org/10.21831/hsjpi.v1i2.2437>.
- Munir. (2012). *MULTIMEDIA Konsep & Aplikasi dalam Pendidikan*. Retrieved from https://file.upi.edu/Direktori/FPMIPA/PRODI_ILMU_KOMPUTER/.
- Pratama, D., & Sopryadi, H. (2016). Pengaruh Pemanfaatan Kelas Elektronik Terhadap Efektifitas dan Efisiensi Proses Belajar STMIK XYZ. *Jatiji*. 3(1), 12.
- Thorn, Warwick J (1995). *Points to Consider when Evaluating Interactive Multimedia* [Note]. Retrieved from Iteslj. <http://iteslj.org/Articles/Thorn-EvaluateConsider.html>.
- Umar. (2014). MEDIA PENDIDIKAN: Peran dan Fungsinya dalam Pembelajaran. *Jurnal Tarbawiyah*, 11(1), 131–144.