

Students' perception on online learning in pandemic era: Google classroom usage

Maulana Yusuf Aditya

aditya@stkippgri-bkl.ac.id

ABSTRACT

This research aimed at finding out students' perception on online learning in this pandemic era, especially the use of google classroom to teach online. The researcher uses descriptive qualitative method and uses questionnaire as the instrument of research to get the data of students' perception. The subject of this research is English department students at STKIP PGRI Bangkalan in the academic year 2021/2022. Based on the research findings and discussion, it could be concluded that the students perception on online learning using google classroom have positive respond, almost all subject says that google classroom is easy to use while online learning. The students can access the material, submit the assignment, and fill in the attendance list. Thus, it is good to apply and use google classroom to help teachers or lectures teach online in pandemic era.

Keywords: Students' Perception; Online Learning; Google Classroom

INTRODUCTION

English is called foreign language by Indonesian, English is taught to everyone as students since elementary until university level. That is why some students face difficulties like lack of vocabulary, lack of confidence and many more. English become the third or the forth language that they learn after national language and thier mother tongue language. While Singaporean and Malaysian, they called English as the second language and mke them easier to master English itself.

As we know that we are lived in pandemic era since the virus called covid-19 spread quickly around the globe. This virus not only affect our health, but also ruin every single thing on our life. Economics, Tourism, Education, and many more aspect ruined by this virus. All of us should change our life style to protect ourself, it is called "new normal" life.

With the new normal life or activities, school is closed, students can not go to school to learn like usual. Teachers should teach online in order to protect everyone from the virus. We can get used to online learning slowly. Now, teaching online is like our new style of teaching. Teachers used many application or website to help them teaching online (Yulandari, 2020). They are zoom, meet, google classroom and many more.

As one of media used by many teacher, google classroom has many features to make online learning activites run well (Putri, 2017; Nurlaili, 2020). Teachers can make virtual class, put the material, put the assignment, put the attendance list and students can access all of them easily by entering the virtual class on their phones or computers (Maryam, 2020). Based on that explanation, the researcher conducts this research with the following title, Students' Perception on Online Learning in Pandemic Era: Google Classroom Usage.

METHODS

In this research, the researcher uses descriptive qualitative method. The researcher applies this method to describe the students' perception on the use of Google Classroom in language teaching in pandemic era. The subject of the research is the fifth semester of English Department at STKIP PGRI Bangkalan which consist of 25 female students and 10 male students.

The instrument used for data collection is questionnaire. According to Sugiyono (2017) questionnaire is a data collection technique that is done by giving a set of questions or written questions to the respondents to answer. The researcher distributes questionnaire to respondents by using google form. The questionnaire is used to measure the students' perception on the use of Google Classroom in language teaching in pandemic era.

After collecting the data, the researcher shows the percentage and explain the students' perception based on the obtained data.

RESULT AND DISCUSSION

In this section, the researcher describes the result of questionnaire. Here is the classification of students' questionnaire for each item:

Table 1. Google Classroom Makes Students More Active in Online Learning Process

No	Items	Frequency	Percentage (%)
1	Strongly Agree	20	57
2	Agree	10	29
3	Neutral	5	14
4	Disagree	0	0
5	Strongly Disagree	0	0
Total		35	100%

Table 1 shows that 30 students (86%) agree that google classroom makes students more active in online learning process. The other students (14%) have neutral perception.

Table 2. Google Classroom is Very Useful in Online Learning Process

No	Items	Frequency	Percentage (%)
1	Strongly Agree	3	9
2	Agree	25	71
3	Neutral	3	9
4	Disagree	4	11
5	Strongly Disagree	0	0
Total		35	100%

Table 2 shows that 80% of students agree that google classroom is very useful in online learning process. On the other hand, 11% of them disagree with the perception.

Table 3. Using Google Classroom Make Me Lazy to Access Learning Material

No	Items	Frequency	Percentage (%)
1	Strongly Agree	2	5
2	Agree	5	15
3	Neutral	3	9
4	Disagree	23	66
5	Strongly Disagree	2	5
Total		35	100%

Table 3 shows that 25 students are disagree that using google classroom make them lazy to access learning material. While 7 students agree with the perception.

Table 4. I Still Do Not Understand How to Use Google Classroom

No	Items	Frequency	Percentage (%)
1	Strongly Agree	0	0
2	Agree	3	9
3	Neutral	3	9
4	Disagree	25	71
5	Strongly Disagree	4	11
Total		35	100%

Table 4 shows that 82% of students have understood how to use google classroom. On the other hand, 9% of them still do not understand how to use it. And the rest (9%) are neutral with the perception.

Table 5. Difficult to Access Google Classroom Because of Bad Internet

No	Items	Frequency	Percentage (%)
1	Strongly Agree	0	0
2	Agree	4	11
3	Neutral	3	9
4	Disagree	25	71
5	Strongly Disagree	3	9
Total		35	100%

Table 5 shows that 11% of students have bad internet which makes them difficult to access google classroom. But 80% of them did not have the problem.

Based on the data above, it is proven that google classroom is very useful and make students active even in online learning process, it is line with Nurlaili (2020) that google classroom create a virtual class which make students easy to learn and easy to access the material. Furthermore, it is also said that google classroom become the most familiar media which is used by teacher to teaching online.

The internet issues also discovered by the obtained data, even some students have signal issues but they still can access google classroom at anytime and anywhere (Garrison, 2011).

CONCLUSION

Based on the result and discussion above, the researcher can conclude that more than 80% of students have positive perception on the use of Google Classroom in language teaching in pandemic era. Google classroom can make online learning process run well, because student can access faster the learning material, assignment, announcement of information, and they are more interested to learn online.

Therefore, for students who are doing online learning in this pandemic era, they are expected to optimize the use of google classroom in online learning so that they can improve their understanding of learning material. With it is known that google classroom is quite effective in using online learning.

REFERENCES

- Garrison, D. R. (2011). E-learning in the 21st century: A framework for research and practice. Taylor & Francis.
- Maryam, S, (2020). Utilizing Communicative Language Games To Improve Students' Speaking Ability. JOLLT (Journal of Languages and Language Teaching), 8(3), 251-263.

- Nurlaili, E. Muflihah T. (2020). The Effectiveness of google classroom in teaching writing or recount text for senior high schools. JOLLT Journal of Languages and Language Teaching.4(8),348-359
- Putri, Dhia G. 2017. Communication Effectiveness of Online Media Google Classroom in Supporting the Teaching and Learning Process at Civil Engineering University of Riau. JOM FISIP. Vol. 4 No. 1 February 2017.
- Sugiyono. 2017. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R & D)*. Bandung: Alfabeta
- Yulandari Safitri, E (2020). English Students' Perception about Daring Learning while Quarantine: A Qualitative Case Study. JOLLT Journal of Languages and Language Teaching. 3(8),312-322