

## The Implementation of Google Classroom Application in Teaching and Learning Process at Ninth Grade Students

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**Abstract**— This study aims to determine on how the implementation of Google Classroom in the teaching and learning process of English in grade 9 SMP Negeri 4 Tejakula and how the perceptions of grade 9 students of SMP Negeri 4 Tejakula on the use of Google Classroom in the learning and teaching process of English. This study uses a mixed-method. The subjects of this study were two English teachers in grade 9 and grade 9 students from class 9A, 9B, 9C, 9D, 9E, 9F, 9G, and 9H. The object of this research is the implementation of the Google Classroom in the learning and teaching process of English in grade 9 at SMP Negeri 4 Tejakula and the perceptions of the 9th-grade students of SMP Negeri 4 Tejakula on the use of Google Classroom in the learning and teaching process collected by the method of observation and questionnaires. From the research conducted on teachers and all students in grade 9 shows that, based on the results of observations, teachers use Google Classroom as a media for sending and receiving assignments or tests, while the results of questionnaires related to student perceptions indicate that the implementation of Google Classroom in the process of language learning and teaching English in grade 9 showed a positive response. This is indicated by the mean score of 3.20. From this mean score, it can be concluded that most of the students agreed with the statement contained in the questionnaire so that they were able to get the mean score which occupied the "positive" criteria.

**Keywords**— Implementation, Google Classroom, English Language Learning

### 1. Introduction

Education is a necessity that has a very important role in human survival. It is said to be important because education can shape a person's personality, character, and then develop the strengths or potentials possessed by humans so that they can be useful not only for themselves but also for others. UU no. 20 of 2003 states that education has a definition as an effort made consciously and also planned to create an atmosphere and learning process that can invite students to actively develop their potential. Another definition of education was also conveyed by Ahmad D. Marimba and Mahmud as cited in Ainun (2020), they stated that education is a direction for the body and spirit to form a better character as real behavior that can provide benefits for student life in society. As we know that education also has a very important function. The function of education itself namely shaping and developing human character or character to educate the nation's life (Ainun, 2020). The purpose of education itself is to develop the ability or potential of students to be able to become useful, faithful, and fearful of God, be independent, and become democratic citizens. Another goal of education was also conveyed by UNESCO as a world organization of education. According to UNESCO, there are 4 educational goals, namely: 1) Learning to know. 2) Learning to do. 3) Learning to be and 4) Learning to live together. Because of this, it makes education a very important and mandatory thing because a good education can guarantee one's survival. Someone with high education, broad insight, and adequate abilities will certainly make it easier for them to find work or build their career. To be able to optimize this, the goals of national education must be related to the goals of the institution where the education is carried out.

However, it is unfortunate that In early 2020, all activities outside the home must be stopped. Many people have lost their jobs and students are also unable to fulfill their obligation to study and meet with their friends because of the Covid-19 Pandemic. Covid-19 is a virus that came from China where everyone

exposed to this virus will experience dizziness, flu, fever, cough, and shortness of breath. Not a few people have died because of this Coronavirus. This certainly makes people especially in Indonesia feel anxious and also panic, so the government decided to stop all activities that require someone to leave the house and meet many people. Many companies and airports have been closed to prevent other people from entering Indonesian territory and spreading the virus. The most affected in this situation is education because teaching and learning activities in every school had to be stopped due to the Covid-19 pandemic. This of course also affects language learning techniques, especially learning English. Everyone knows that learning English requires practice and the right theory so that students can use proper English grammar, but this cannot go according to the learning plan due to the Covid19 pandemic which makes it difficult for students to interact with their friends.

During this pandemic, the existence of technology certainly has a very big role because technology can keep people connected and also help people in all fields without having to leave the house. One of the fields that are closely related and dependent on the existence of technology in education. During this pandemic, conventional learning is certainly not supported by the government, therefore the government emphasizes that teaching and learning activities are carried out online by utilizing technology and learning media that are already available. There are lots of platforms that can be used to carry out online learning activities including Zoom meetings, Google Meet, WhatsApp, Google Classroom, and others. For learning activities to run smoothly, we must first adjust the conditions and situations we are in with the platform to be used so that there are no obstacles in its application. One of the media or learning platforms that are widely used especially at Tejakula village is Google Classroom. With technology that plays a major role in the world of education, it will certainly make it easier for students or teachers to do their jobs. In addition, with the assistance of technology, it will make students and teachers have an open view regarding positive new things that they can learn and then apply in their daily lives, especially in the teaching and learning system, one of which is the teaching and learning system in language learning. Graddol (in Shyamlee & Phil, 2012) says that technology is a significant tool to drive social and language change, this is because this technology can help students to stay connected and learn languages, especially learning English. The existence of this technology can also make students and teachers able to interact using English through several selected media. Grab and Stoller (as cited in Ahmadi, 2017) states that language is one of the elements that affect communication activities, both communication in everyday life or internationally. In learning languages, especially English, students can learn all parts of English language skills such as listening, speaking, reading, and writing skills. In this case, the existence of technology has a very important role for students to learn English.

According to Fitriningtyas *et al* (2019), Google Classroom is a web-based learning platform that is very widely used to manage online classes not only for high school but also for higher education. Martinez-Mones *et al* (as cited in Alim *et al*, 2017) said that Google Classroom is an Internet-based service designed to make it easier for teachers and students to send assignments without having to use paper (paperless). It says paperless because this platform has many features that can make it easier for students to access material or assignments given by the teacher. Students can easily download all the subject matter provided by the teacher through Google Classroom and can study it anywhere without having to print it in the form of a book, as well as the teacher, all student learning results sent through Google Classroom can be downloaded and then checked easily anytime and anywhere. Crawford (as cited in Fitriningtyas *et al*, 2019) said that Google Classroom can facilitate collaborative learning. Donal Yates (as cited in Sukmawati & Nensia, 2019) also conveyed a similar understanding of Google Classroom who said that Google Classroom is a mixed learning platform that can simplify learning activities such as assignment creation and teacher assessments of students without having to use paper.

With the application of Google Classroom as a learning media, the online learning process will run well, besides that students can also study independently at home by studying the material provided by the teacher and sending assignments on time via Google Classroom which can be accessed anytime and anywhere. Teachers can also monitor student attendance through online absences distributed through Google Classroom and recorded student notes when submitting assignments. While the important role of Google Classroom regarding the English Teaching and Learning Process, namely, 1) The existence of a feature that is directly connected to YouTube can make it easier for teachers to share links to English learning materials or English videos to help students get additional information or additional material that can help them improve their English speaking skills. 2) There is a comment feature that can provide space for students and teachers to communicate in their English, so even though they are online, they can still interact and in addition, through this comment feature, the teacher can provide feedback or corrections to students who make mistakes spelling or inappropriate sentence structure.

## 2. Literature Review

Research on the use of the Google Classroom media has been done by previous researchers with different case studies. The research titles on online learning with the author's research include:

The first research is research entitled *The Effectiveness Of Google Classroom As An Instructional Media: A Case Of State Islamic Institute Of Kendari, Indonesia* by Alim et al (2019). This study aims to find out the effectiveness of using google classroom as a platform for teaching and learning activities. From the results of research using qualitative descriptive methods, Alim et al (2019) stated that the use of google classroom as a platform for teaching and learning activities at the Islamic Institute of Kendari showed effective results, both in terms of message recipients, content, communication media, message format, sources, and timings. However, apart from that, there are various limitations, namely that not all students can join the Google classroom because they do not have cellphones, the limited Wi-Fi provided by the campus, students do not have sufficient mobile data to take online classes, and send assignments via the platform.

The second research is research with the title *Role of Google Classroom in ELT* written by Sukmawati and Nensia in 2019. This study aims to investigate the role of using Google Classroom in ELT using a qualitative design. The results of this study indicate that students who use Google Classroom are very enthusiastic about using the online learning system. This is because 1) the Google Classroom application is easily accessible either via a smartphone, laptop or computer. 2) the use of google classroom as a teaching and learning platform can improve student discipline because on this platform the teacher can determine the deadline for submitting assignments for students. 3) students and teachers can have good interactions because this platform is equipped with a comment feature where students can comment or discuss through these features.

The third research is a study with the title *teachers Experiences On The Use Of Google Classroom* written by Harjanto and Sumarni. This research aims to reveal the perceptions of teachers in using Google Classroom as a teaching media. The result of research conducted using qualitative methods is the teacher's perception that google classroom is very helpful for online learning activities. Seven teachers in a high school in South Tangerang have integrated the Google Classroom platform as a facility in managing students, assignments, organizing classes, accommodating interactions between students and other students. In addition, google classrooms are also very effective in promoting collaborative learning and can make teachers more creative in using the features provided by google classrooms.

The fourth research which is related to Google Classroom was also conducted by Shaharane et al (2014) with the research title *The Application of Google Classroom as a Tool for Teaching and Learning*. This study aims to determine the effectiveness of using google classroom in active learning activities. The similarity of this research is that the data collection techniques used are both questionnaires, observations, and surveys. The only difference lies in one of the data collection techniques where in this study the authors used a questionnaire, observation sheet, and field notes. The results of this study indicate that all students are satisfied with the Google Classroom platform because it has very effective learning features.

The fifth research is a study with the title *google Classroom: An Effective Virtual Platform to Teach Writing in an EFL Composition Course* written by Fonseca and Peralta (2019). This research is action research that aims to reveal how students' expectations of IT in writing practice outside the classroom and also to analyze the impact of using Google Classroom on the development of student writing outside of school. The results of this study indicate a positive effect of using Google classroom. The results of this study also state that Google Classroom has excellent benefits that allow teachers and students to more easily carry out and participate in learning activities.

## 3. Methods

The research design used in this research is a mixed method. According to Masrizal (2012), Mixed method research is a method of research used when the researcher has questions that need to be tested in terms of outcomes and processes. As the research conducted by the author, in qualitative research method is used to answer the first research question that is knowing how is google classroom used in the teaching and learning process on 9th-grade students at SMP Negeri 4 Tejakula. While the quantitative method was used to answer the second research question that is knowing how do the 9th-grade students perceive the use of Google Classroom in the teaching and learning process at SMP N 4 Tejakula. From the statement, it can be concluded that this research use mix method. In carrying out research, of course, there must be a subject to be studied. According to Suryansyah (2019), a research subject is a person or thing that is targeted who can provide accurate information or sources that can be researched using the observation method. In this study, the subject or source of accurate data is two 9<sup>th</sup> grade English teachers and the 9<sup>th</sup>-grade students in SMP N 4 Tejakula.

To obtain data that is expected to support research, the authors collect data using observation and questionnaire. According to Bogdan in Wilkinson & Birmingham (2006) observation is a research method that indicates that a study has an intense and prolonged social period in which there is an interaction between the researcher and the subject and the data obtained is collected systematically. Meanwhile questionnaire according to Wilkinson & Birmingham (2006), the questionnaire is one of the most effective instruments to use in searching for data in research in a structural and manageable form.

TABLE I.  
RESPONSES SCORE OF STUDENTS' QUESTIONNAIRE

SCALE	SCORE
Strongly Agree (SA)	4
Agree (A)	3
Disagree (DA)	2
Strongly Disagree (SDA)	1

Observation is the first step taken by researchers to obtain data related to how to use Google Classroom. In observation activities, researchers observe two english teacher while teaching using the Google classroom platform. The results of the observations will then be analyzed with an interactive model starting from data collection, data reduction, data display, and drawing a conclusion (Miles & Huberman, 1994).

After the researcher knew how to use Google Classroom in the teaching and learning process of English in grade 9 at SMP Negeri 4 Tejakula, the activity was continued by searching for data related to students' perceptions of using Google Classroom in the 9th grade English teaching and learning process at SMP Negeri 4 Tejakula. To obtain this data, researchers used several steps from Creswell (2012). The steps are: 1) Researchers distributed questionnaires to all grade 9 students. 2) The result of the data questionnaire was collected. 3) The data from the questionnaire were scored using a numeric score, namely 4 = strongly agree, 3 = agree, 2 = disagree, and 1 = strongly disagree. 4) The data from the questionnaire is displayed in tabular form that shows the student's score on each statement. 5) The questionnaire data were inputted using SPSS. 6) The questionnaire data were analyzed with descriptive statistics using the mean score. This analysis contains information about the mean score of the four dimensions contained in this questionnaire, namely the dimensions of Perceived Usefulness, Perceived Ease of Use dimension, Attitude Toward using dimension, and Intention to Use dimension which is measured using SPSS 15.0. Descriptive statistical analysis is performed to measure the mean ideal score with the following criteria and formulas:

TABLE II.  
THE CONVERSION FORMULA SCORE

Score	Criteria	Qualification
$X \geq Mi + 1.5 SDi$	Very Good	Very Positive
$Mi + 0.5 SDi \leq X \leq Mi + 1.5 SDi$	Good	Positive
$Mi - 0.5 SDi \leq X \leq Mi + 0.5 SDi$	Fair	Neutral
$Mi - 1.5 SDi \leq X \leq Mi + 0.5 SDi$	Less Good	Negative
$X \leq Mi - 1.5 SDi$	Bad	Very Negative

#### 4. Results and Analysis

##### *The result of the implemetation of Google Clasroom*

Remembering that teaching and learning activities are carried out online, several activities are cut or overlooked by the teacher. This is because these activities are not possible to do online using Google Classroom such as praying before lessons, explaining the material in detail, and concluding where these activities will be more effective when carried out in face-to-face learning activities. The result of the

observation have been done on how teachers uses Google Classroom in English teaching and learning at ninth grade students show that the teachers only use Google Classroom as a media to giving learning instruction. In the learning instruction, teacher inform the students about what material will be taught, giving the relevant sources for students to access the material or ask students to find the material in the booksheet or textbook, ask the students to be independently giving additional information about the topic being discussed. In this situation, teacher only as a fasilitor that will help the students when they have difficulty in finding and understanding the material. Because this is students center based learning, teachers gives the students freedom to ask and also discuss about the material either with the teachers or with their friends.

From the results of these observations, it can also be seen that teachers use Google Classroom as a media for instructing material, giving and receiving assignments. Even so, the teacher still strives for students to keep learning and doing their assignments well by giving students sufficient time to study and do assignments. The giving of time is intended so that students can read the material well and do assignments well and critically, with a long enough time that students can also check their assignments before being sent so that it is hoped that this can help students improve their learning outcomes.

### The Result of students' perception toward using Google Classroom

TABLE III.  
 THE CATEGORIZATION OF MEAN SCORE FOR EACH DIMENSION.

No	Criteria	Interval	Categorization	Criteria
1	$M_i + 1.5 SD_i \leq M \leq M_i + 3.0 SD_i$	$2.75 \leq M \leq 3.25$	High	Positive
2	$M_i + 0.5 SD_i \leq M \leq M_i + 1.5 SD_i$	$2.75 \leq M \leq 3.25$	High	Positive
3	$M_i + 1.5 SD_i \leq M \leq M_i + 3.0 SD_i$	$2.75 \leq M \leq 3.25$	High	Positive
4	$M_i + 1.5 SD_i \leq M \leq M_i + 3.0 SD_i$	$2.75 \leq M \leq 3.25$	High	Positive

(Adapted from Koyan, 2012)

### The Result of Students' Perceptions of Perceived Usefulness Dimension.

Perceived Usefulness dimension consist of five statements. In the firts statements there are 100 (41.32%) students strongly agree, 111 (45.86%) agree, 25 (10.33%) disagree, and 6 (2.47%) strongly disagree. In the second statement there are 80 (33.05%) students strongly agree, 142 (58.67%) agree, 18 (7.43%) students disagree and 3 (1.23%) students strongly disagree. In the third statement there are 72 (29.75%) students strongly agree, 150 (61.98%), 15 (6.19%) students disagree and 5 (2.06%) students strongly disagree. In the fourth statement was found that 95 (39.25%) students strongly agree, 132 (54.54%) agree, 12 (4.95%) disagree, and 2 (0.82%) strongly disagree. In the fifth staments was found that 76 (31.40%) students strongly agree, 130 (53.71%) agree, 29 (11.98%) students disagree and 7 (2.89%) students strongly disagree.

Based on the results of calculating the value of each statement regarding Perceived Usefulness, the mean score was found to be 3.23. The mean score lies in the interval  $2.75 \leq M \leq 3.25$ . These results indicate that the mean score of student responses related to the perceived usefulness dimension is in the "High" category. So from that, it can be concluded that the student response regarding the Perceived usefulness of Google Classroom is "Positive". This is also show that students perception of the usefulness off Google Classroom in English online learning is positive.

### The Result of Students' Perceptions of Perceived Ease of Use Dimension.

The second dimension of this questionnaire consist of four statements with the results there are 87 (35.95%) students who strongly agree, 11 (45.86%) students agree, 33 (13.63%) students disagree and 11 (4.54%) students strongly disagree with the sixth statement. For the seventh statement shows that there are 87 (35.95%) students who strongly agree, 134 (55.37%) students agree, 19 (7.85%) students disagree and 2 (0.82%) students strongly disagree. For the eighth statement shows that there are 70 (28.92%) students strongly agree, 151 (62.39%) students agree, 17 (7.02%) students disagree and 4 (1.65%) students strongly disagree with this statement. And for the ninth statement shows there are 67 (27.68%) students who strongly agree, 154 (63.63%) students agree, 19 (7.85%) students disagree and 2 (0.82%) students strongly disagree.



the result of calculating the mean score regarding the perceived ease to use dimension where the result shows 3.19 for the mean score. Based on table 4.13, the interval of the score is  $2.75 \leq M \leq 3.25$ . From this interval, it can be concluded that Perceived ease to use from Google Classroom is in the "High" category and means that Perceived ease to use have a "Positive" impact on the students. In this result also shows that students feel ease while using Google Classroom as a media in English online learning.

*The Result of Students' Perceptions of Attitude toward using Dimension.*

The third dimension has three statements with the result of each statement are 66 (27.27%) students who strongly agree, 135 (55.78%) students agree, 35 (14.46%) students disagree and 6 (2.47%) students strongly disagree with the tenth statement. As many as 79 (32.64%) students strongly agree, 142 (58.67%) students agree, 8 (3.30%) students disagree and 3 (1.23%) students strongly disagree with the eleventh statement and 73 (30.16%) students who strongly agree, 149 (61.57%) students agree, 14 (5.78%) students disagree and 6 (2.47%) students strongly disagree with the statement with the twelfth statement.

As for the result of the categorization of the mean score of students' responses regarding Attitude toward using dimensions. From the calculation of the mean score, the result is 3.16 wherein in table 4.15 the results are in the interval  $2.75 \leq M \leq 3.25$ . From these results, it can be stated that the impact related to the perception of Attitude toward using Google Classroom for 9-grade students were "High" and also "Positive". Based on the result also can be concluded that students positively accept the existence of Google Classroom as a learning media in English online learning.

*The Result of Students' Perceptions of Attitude toward using Dimension.*

The last dimension of this questionnaire has three statements with the result of each statement can be seen as 88 (36.36%) students who strongly agree, 137 (56.61%) students agree, 13 (5.37%) students disagree and 4 (1.65%) students strongly disagree with the thirteenth statement. 71 (29.33%) students strongly agree, 153 (63.22%) agree, 11 (4.54%) students disagree and 7 (2.89%) students strongly disagree with the fourteenth statement and 97 (40.08%) students strongly agree, 110 (45.45%) students agree, 25 (10.33%) students disagree and 10 (4.13%) students strongly agree with the fifteenth statement.

As for the result of the score categorization regarding the *Intention to use* dimension, the result is 3.23 for the mean score. Based on table 4.20, the interval of the mean score is  $2.75 \leq M \leq 3.25$  and from this interval, it shows that the student responses related to the dimension of Intention to use are in the "High" category and are in the "Positive" criteria. It can be said that the last dimension gives a high and positive impact on the students. In this result also can be known that students want to use Google Classroom continuously.

## **5. Conclusion**

Based on the results of research conducted by researchers, it was found that the results of observations show that teachers at SMP Negeri 4 Tejakula use Google Classroom as a platform for sending assignments and also discussions if some students do not understand the material being studied. In this case, the teacher will first give instructions to students regarding the material that students must learn, then continue with giving links to assignments made in the form of a Google Form.

From the results of questionnaires distributed to 242 students, it was found that students' perceptions of using Google Classroom were very positive. This can be seen in the calculation of the mean score for each dimension in the questionnaire as follows.

The first dimension is about Perceived Usefulness which has a mean score of 3.23 so it is included in the "positive" criteria. The second dimension, namely about Perceived ease of use, has a mean score of 3.19 where this result has a "positive" criterion. The third dimension, namely Attitude toward using, has a mean score of 3.16 and is included in the "positive" criteria. The last dimension, which is about Intention of Use, has a mean score of 3.23 with "positive" criteria.

The mean final score resulted from adding up all the mean scores is 3.20, where the mean score indicates that Google Classroom has a positive impact on grade 9 students at SMP Negeri 4 Tejakula. The number of students who give positive responses regarding the use of Google Classroom is because Google Classroom has complete features, is easily accessible anywhere and anytime, is economical, and is directly connected to the drive so that all forms of assignments or subject matter that are accidentally deleted can be seen on Google Drive. These advantages make students feel happy when learning to use Google Classroom. they feel helped and also feel facilitated in accepting assignments, doing assignments, and collecting assignments.

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