Students' Perceptions on Benefits and Challenges in Using Google Classroom for Online English Learning during Pandemic Covid-19

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A B S T R A K

Munculnya Covid-19 membuat proses pembelajaran harus dilakukan secara daring. LMS berperan penting sebagai media dalam menunjang proses pembelajaran, namun kesiapan siswa terkait penggunaan Google classroom harus dipelajari lebih dalam. Penelitian ini bertujuan untuk menganalisis persepsi siswa tentang manfaat dan tantangan Google Classroom dalam pendidikan bahasa Inggris online. Peneliti melakukan penelitian selama wabah covid-19. Penelitian ini bersifat kualitatif dan deskriptif. Peneliti menggunakan kuesioner, wawancara, dan observasi sebagai instrumen untuk mengumpulkan data. Subyek penelitian adalah 72 siswa SMK Akuntansi dan Keuangan, terdiri dari dua laki-laki dan tujuh puluh perempuan. Peneliti membagikan kuesioner kepada 72 partisipan. Peneliti kemudian mewawancarai dua belas siswa. Menurut hasil, proses belajar bahasa Inggris online dengan Google Classroom sesuai dengan tahapan pembelajaran yang ada. Temuan kedua adalah Google Classroom memberikan banyak manfaat untuk pembelajaran bahasa Inggris online bagi siswa. Studi ini juga mengungkapkan bahwa siswa menghadapi beberapa tantangan saat menggunakan Google Classroom untuk pembelajaran bahasa Inggris online: koneksi internet, kuota internet tidak mencukupi, kecepatan internet, dan kurangnya gadget untuk pembelajaran bahasa Inggris online. Dalam penelitian ini, peneliti memberikan solusi atas tantangan penggunaan Google Classroom untuk pembelajaran bahasa Inggris online. Solusi yang disarankan oleh peneliti adalah Menyediakan akses perangkat dan paket internet yang memadai serta meningkatkan kekuatan sinyal dan kecepatan internet.

A B S T R A C T

The emergence of Covid-19 make the learning process should conducting in online. LMS is play important role as media in supporting learning process, but the readiness of students related to the use of Google classroom must be studied more deeply. This study aims to analyze the students' perceptions on Google Classroom's benefits and challenges in online English education. The researcher conducted the study during the covid-19 outbreak. This research is qualitative and descriptive. The researcher used questionnaires, interviews, and observations as the instruments to collect data. The research subjects are 72 Accounting and Finance students from vocational high school, consisting of two boys and seventy girls. The researcher distributed the questionnaire to 72 participants. The researcher then interviewed twelve students. According to the results, the process of studying English online with Google Classroom is consistent with existing learning phases. The second finding is that Google Classroom provides numerous benefits for online English learning for students. This study also revealed that the students encountered several challenges when utilizing Google Classroom for online English learning: internet connection, insufficient internet quota, internet speed, and lack of gadgets for online English learning. In this study, the researcher provided solutions to the challenges of using Google Classroom for online English learning. The solutions suggested by the researcher are Providing sufficient access to devices and internet packages and enhancing signal strength and internet speed.
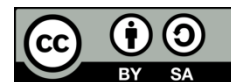
1. INTRODUCTION

The corona virus (Covid-19) has temporarily forced the Indonesian government to close schools. Many academic institutions, including schools, colleges, and universities, are pressured to convert from traditional face-to-face teaching and learning to online learning (Carrillo & Flores, 2020; Dhawan, 2020; Onyema et al., 2020). Online learning is the use of a computer connected to a network, which provides the opportunity to study from anywhere, at any time, at any pace, and with any means using various devices with an internet connection (Cojocariu et al., 2014; Singh & Thurman, 2019). Many teachers used Learning Management Systems (LMS) to support online learning. LMS is software that can administer, document, track, report, and even display educational content (Kurniawan et al., 2022; Sibuea, 2018). The teacher may utilize numerous

Learning Management Systems (LMS) created by professionals, such as Moodle, Edmodo, Joomla LMS, Schoology, Google Classroom, and many others (Guzacheva, 2020; Rachmawati et al., 2020). Google Classroom is the LMS most frequently used to support online learning at the high school level. Google Classroom was indeed a popular learning management system (LMS) used to support online learning at the high school level (Prasetya, 2021; Ramadhani et al., 2019; Sulisworo et al., 2020). Google Classroom is a free web service developed by Google for schools that aims to simplify the process of creating, distributing, and grading assignments in a paperless way. It provides a platform for teachers to create virtual classrooms, share resources, communicate with students, and manage assignments. This research focused on the students' perception of using Google Classroom in online English learning during the Covid-19 pandemic.

Google Classroom is a free online platform that Google Inc. initially introduced in 2014 for the scope of education that aims to facilitate the creation, distribution, and paperless assignments (Azhar & Iqbal, 2021; Frolova & Rogach, 2021; Yunus & Syafi'i, 2020). It offers numerous features and functions that can be used to assist and maximize online learning implementation (Basilaia, 2020; Putri & Dewi, 2019; Sabran & Sabara, 2019; Sukmawati & Nensia, 2019). Teachers can use Google Classroom to make and organize assignments, feedback, and also conduct online tests (Shaharanee et al., 2016; Suhada et al., 2020). There was much research relating to using Google Classroom in English learning. The first research was" Students' Perspective on the Use of Google Classroom in English Class" (Riyanti & Usman, 2018). The result of the research showed that student-teacher interaction was satisfactory, and real-time feedback on completed assignments was available. The second study, titled Students' Perception on The Use of Google Classroom in Language Learning (Setiadi, 2020), concluded that most students believed that Google Classroom was simple and clear to use and functioned well when used for language learning. Students were satisfied when learning a language since Google Classroom lets them save and retrieve assignments or tasks, read announcements, and submit assignments. The third previous study entitled "Effectiveness of Google Classroom as a Digital Tool in Teaching and Learning: Students' Perception" (Hussaini, 2020). This study revealed that Google Classroom improved the teaching and learning process, and students could track their progress with a Google Classroom online test, and parents could view their children's growth and achievements. However, the previous studies does not imply that using Google Classroom in English learning has been discussed in depth. In contrast, the perceptions of the benefits and challenges of using Google Classroom during the Covid-19 outbreak among students at Vocational High Schools have not been examined further. Hence, the researcher explored how students view the benefits and challenges of implementing Google Classroom for online English learning. The aims of this study is to to analyze the students' perceptions on Google Classroom's benefits and challenges in online English education. The researcher conducted the study during the COVID-19 outbreak.

2. METHOD

It is qualitative research. It is conducted to gather information on how students feel about utilizing Google Classroom for online English learning at SMK Negeri 1 Purwodadi. The subjects of this study were 72 tenth-grade students majoring in Accounting and Finance (AKL) at SMK Negeri 1 Purwodadi in the tenth grade. The instruments used by the researcher to analyze the student's perceptions of utilizing Google Classroom for online English learning are a questionnaire, interview, and observation (Aspers & Corte, 2019; J. W. Creswell & Creswell, 2017). Firstly, the data would be collected using a questionnaire through Google Forms to gain information about student perceptions of using Google Classroom for online English learning. After that, the researcher interviewed to gain more data. In class observation, the researcher acted as a non-participant observer by watching and recording a particular situation in which the researcher did not act in the situation (John W Creswell, 2014). The questionnaire responses were converted to percentages for each statement and then evaluated descriptively (Descriptive Analysis Percentage). They were calculated by dividing the frequency by the number of respondents and multiplying by 100% (Sudjana & Ibrahim, 2015). The interview technique consisted of recording, rewriting, summarising, and analyzing the collected data. The researcher used field notes for observation in this study. Observational notes and data were analyzed scientifically, and the researcher drew a conclusion to describe Google Classroom usage accurately.

3. RESULT AND DISCUSSION

Result
The Process of Online English Learning using Google Classroom

Besides observing the process of online English learning using Google Classroom, the researcher was also interested in how students felt about the English learning material using Google Classroom for online English learning during the Covid-19 pandemic. The students' perceptions of the English material during the Covid-19 outbreak were as in Table 1 and Table 2.

Table 1. Students' Perceptions on The English Learning Materials Using Google Classroom for Online English Learning During Pandemic Covid-19 Based on the Questionnaire

No.	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1	The English Learning Materials Used In Google Classroom are Very Helpful and Interesting	0 (0%)	6 (8.3%)	48 (66.7%)	18 (25%)
2	The English Learning Materials Given Contain The Latest Materials	0 (0%)	5 (6.9%)	52 (72.2%)	15 (20.8%)
3	I Understand English Learning Materials Easily Through Google Classroom	3 (4.2%)	13 (18.1%)	52 (72.2%)	4 (5.6%)
4	My English Learning Performance Increase By Learning The English Materials Through Google Classroom	4 (5.6%)	12 (16.7%)	48 (66.7%)	8 (11.1%)

Table 2. Students' Perceptions on The English Learning Materials Using Google Classroom for Online English Learning During Pandemic Covid-19 Based on the Interview

No.	Question	Result
1	Are the English learning materials used in Google Classroom helpful and interesting?	10 (83.3%) students stated that the English learning materials were helpful and interesting while 2 (16.7%) students stated that the English learning material was not helpful and interesting
2	Do the English learning materials given contain the latest materials?	10 (83.3%) students stated the English learning materials given contained the latest material, and 2 (16.7%) students stated that the English learning materials given did not contain the latest material
3	Do you understand the English learning materials easily through Google Classroom?	8 (66.7%) students stated that the material was easy to understand, and 4 (33.3%) students stated that they still had difficulty understanding the material
4	Does your English performance increase by learning the English materials through Google Classroom?	9 (75%) students thought that their English performance increased by learning the English materials through Google Classroom, and 3 (25%) students thought differently. Their marks did not increase at all

From the Table 2, this study indicated that most students responded positively to the Google Classroom materials used for online English learning during the COVID-19 pandemic because the provided resources were useful and interesting. The material facilitates online English learning for students since it contains the latest materials. The materials also aid the students in comprehending the lesson's topic. Since the teacher provided various materials via Google Classroom, the materials are very engaging for students. The students also thought that their English performance increased by learning the English material through Google Classroom. The researcher also observed the Google Classroom-based online English-learning activities. To conduct the observations, the researcher enrolled in the Google Classroom lesson. Table 3 show class observations.

Table 3. Class Observation

No.	Aspects being observed	Yes	No
1	Teacher provides attendance list	V	
2	Teacher provides material	V	
3	Students ask questions about the material	V	
4	There is a discussion about the material	V	
5	Teacher gives assignment with a deadline	V	
6	Teacher gives a daily test	V	
7	Students do the assignment	V	
8	Students submit the assignment on time		V
9	Teacher grades and returns students' assignment	V	

From Table 3, it can be assumed that the teacher or students were responsible for nearly all the observed activities. There is just one thing that the students did not do, and that was to submit the assignments on time. A

few students still need to complete their assignments on time. However, the majority of students submit their assignments on time. The researcher saw in the observation that the teacher gave the material to students in Google Classroom, which had been prepared before. There was also an interaction between the teacher and students during the learning process. Discussion, questions, and answers sessions occurred during the learning process.

The Students' Perceptions on The Benefits of Using Google Classroom in Online English Learning During Pandemic Covid-19

The results of the questionnaire and interview concerning students' perceptions of the benefits of utilizing Google Classroom for online English learning during the COVID-19 pandemic is show in Table 4.

Table 4. Students' Perceptions on the Benefits of Using Google Classroom for Online English Learning during Pandemic Covid-19 based on the Questionnaire

No.	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1	I can login into Google Classroom anywhere and anytime	0 (0%)	7 (9.7%)	33 (45.8%)	32 (44.4%)
2	The assignments will be finished early by using Google Classroom	1 (1.4%)	6 (8.3%)	43 (59.7%)	22 (30.6%)
3	Google Classroom allows me to get immediate feedback from my teachers	0 (0%)	0 (0%)	51 (70.8%)	21 (29.2%)
4	I can easily access class material and assignment trough Google Classroom	0 (0%)	2 (2.8%)	41 (56.9%)	29 (40.3%)
5	Google Classroom services give me running record of assignment due date and a description of what expected	0 (0%)	1 (1.4%)	36 (50%)	35 (48.6%)
6	Google Classroom saves time and effort by doing and submitting assignment electronically	0 (0%)	1 (1.4%)	46 (63.9%)	25 (34.7%)
7	Google Classroom provides quick and easy access to Assignment	0 (0%)	1 (1.4%)	39 (54.2%)	32 (44.4%)
8	Google classroom reduce learning cost	0 (0%)	5 (6.9%)	52 (72.2%)	15 (20.8%)

As seen by the percentages in Table 4, most of students agreed with the eight statements about the benefits of using Google Classroom for online English learning during the pandemic Covid-19. Students' perceptions on the benefits of using google classroom for online english learning during pandemic covid-19 based on the interview is show in Table 5.

Table 5. Students' Perceptions on the Benefits of Using Google Classroom for Online English Learning during Pandemic Covid-19 based on the Interview

No.	Question	Result
1	Can you login into Google Classroom anywhere and anytime?	10 (83.3%) students could login into Google Classroom everywhere and everytime and 2 (16.7%) students could not do the same thing.
2	Do you think your assignment will be finished early by using Google Classroom?	8 (66.7%) students could finish their assignment early by using Google Classroom, 4 (33.3%) could not finish their assignment early by using Google Classroom.
3	Do you get immediate feedback from your teachers?	12 (100%) students got immediate feedback from their teachers.
4	Can you access class materials and assignments easily?	11 (91.7%) students could access class material and assignments easily. 1 (8.3%) student felt it was hard to access the class material and assignment.
5	Do you get a running record of the assignment due date and a description of what was expected?	100% students answered that they got a running record of assignment due date and also the description of the assignment.

No.	Question	Result
6	Do you save your time and effort by doing and submitting assignments electronically?	11 (91.7%) students stated that they saved time and effort. Only 1 (8.3%) student answered that it did not save her time if the assignment was completed and submitted electronically.
7	Does Google Classroom provide quick and easy access to assignments?	11 (91.7%) students stated that Google Classroom provided quick and easy access to assignments and 1 (8.3%) student answered that Google Classroom did not provide quick and easy access to assignments.
8	Does Google Classroom reduce learning costs?	(91.7%) students answered that they reduced learning cost and only 1 (8.3%) student did not think that Google Classroom reduced learning cost.

The majority of students responded positively to the question on their perceptions of the benefits of utilizing Google Classroom for online English learning, as shown in Table 5. So, according to the results of the questionnaire and interviews regarding the students' perceptions of the benefits of using Google Classroom for online English learning during the Covid-19 pandemic, the majority of students agreed that using Google Classroom for online English learning during the Covid-19 pandemic has many benefits for them. Students agreed that Google Classroom could be continuously used because they can use it anytime. Students concurred that they could complete their assignments early since they believed using Google Classroom was more efficient. In addition, students believe that their teacher offered prompt feedback after assignment submission. Students found it simple to obtain the provided materials and assignments. Google Classroom also helped students save time. Google Classroom also cuts the cost of learning.

The Students' Perceptions on the Challenges of Using Google Classroom in Online English Learning during Pandemic Covid-19

Table 6 show the results of the questionnaire and interview about students' perceptions of the challenges of using Google Classroom for online English learning during the COVID-19 pandemic.

Table 6. Students' Perceptions on the Challenges of Using Google Classroom for Online English Learning during Pandemic Covid-19 based on the Questionnaire

NO	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1	I lack access to computers or any mobile devices at home	10 (13.9%)	25 (34.7%)	32 (44.4%)	5 (6.9%)
2	I have limited internet packages	1 (1.4%)	6 (8.3%)	44 (61.1%)	21 (29.2%)
3	I have poor signal problem	2 (2.8%)	18 (25%)	40 (55.6%)	12 (16.7%)
4	Google classroom requires long time to master its use	12 (16.7%)	49 (68.1%)	8 (11.1%)	3 (4.2%)
5	Google Classroom makes me frustrated because of the slow speed internet on my mobile phone	0 (0%)	14 (19.4%)	42 (58.3%)	16 (22.2%)
6	I dislike using Google Classroom because the small sized screen causes me difficulty in typing	17 (23.6%)	37 (51.4%)	14 (19.4%)	4 (5.6%)

As shown by the percentages in Table 6, most of students agreed with the six statements regarding the challenges associated with using Google Classroom for online English learning during the Covid-19 outbreak. Students' Perceptions on the Challenges of Using Google Classroom for Online English Learning during Pandemic Covid-19 based on the Interview is show in Table 7.

Table 7. Students' Perceptions on the Challenges of Using Google Classroom for Online English Learning during Pandemic Covid-19 based on the Interview

No.	Question	Result
1	Do you have enough access to computers or any mobile devices at home?	4 (33.3%) students had enough access to computer and mobile device and 8 (66.7%) students did not have enough access to computers or any mobile devices at home
2	Do you have unlimited internet packages?	2 (16.7%) students had unlimited internet packages and 10 (83.3%) had limited internet packages.
3	Do you have problems with signals or internet connection?	7 (58.3%) students had problems with signals or internet connection
4	Do you need a long time to master Google Classroom?	3 (25%) students needed a long time to master Google Classroom and 9 (75%) did not need a long time to master Google Classroom.
5	Do you feel frustrated with the slow speed of the internet on your mobile phone?	10 (83.3%) students felt frustrated because of the slow speed of the internet on their mobile phone, but 2 (16.7%) students did not feel frustrated.
6	How do you feel when you're typing on the small size of your mobile phone?	9 (75%) students felt okay when they had to type on the small size of their mobile phones and 3 (25%) students felt emotional and tired.

Most students responded positively to the question on their perceptions of the challenges of utilizing Google Classroom for online English learning, as shown in Table 7. So, from the questionnaire and interview results, students believed there are some challenges in using Google Classroom in online English learning during the pandemic Covid-19. The first challenge is that students do not have enough access to computers and mobile devices. Secondly, the students have limited internet packages for online English learning, so they could not follow the lesson. A poor signal is also another challenge students face in online English learning. Students who lived in rural areas experienced a poor signal problem, which made them unable to follow the English online learning maximally. Besides that, most students also face a problem related to the slow internet connection at home. Those challenges made students fail to follow or join online English learning.

Discussion
The Process of Online English Learning using Google Classroom
According to the class observation, it is known that the teacher utilised Google Classroom for several learning steps. These are in accordance with the conceptual principles based on the Education and Culture Minister's Regulations of the Republic of Indonesia No. 65 Year 2013 that English learning at Vocational High School adopts the curriculum 2013 (Chuntala, 2019; Retnawati et al., 2016). According to the curriculum, the learning process employs scientific method steps, and learning activities are student-centered. Relating to English materials, the majority of students concluded, based on their responses, that the Google Classroom contents supported their English-integrated integrated abilities. Their grades improved as a result of the materials' clarity and readability. They performed better on the test and earned higher grades than before using the platform. As mentioned in previous study English learning materials should be suited to the abilities and needs of the students to assist them in their English mastery (Oktaria & Rahmayadevi, 2021).

The Students' Perceptions on Benefits and Challenges of Using Google Classroom in Online English Learning During Pandemic Covid-19
Most students concurred that utilising Google Classroom for online English instruction during the pandemic Covid-19 was the best option since it offers them numerous benefits. Students concurred that Google Classroom could be utilised on a daily. They could complete assignments early because they perceived Google Classroom as a more efficient assignment platform. Students believed it was simple to obtain the provided materials and assignments. Also, Google Classroom saved students time. Google Classroom also reduces the cost of education because students can study from home, avoiding the need to purchase gasoline for their motorcycles. Also, they do not need to purchase textbooks because all course materials are provided via Google Classroom. These results are consistent with previous studies Google Classroom is simple to use, accessible from any device, time-saving, adaptable, free, mobile-friendly, simple to set up, and facilitates the swift distribution of materials and assignments (Izenstark & Leahy, 2015; Prasetya, 2021).

There are many challenges in using Google Classroom for online English education during the pandemic Covid-19. First, students do not have sufficient access to mobile and desktop computers. In addition to mobile phones and computers, the quota is vital for students participating in online learning, as online learning

can only be accessed when there is an internet connection. In actuality, most students have limited Internet access for online English study.The second difficulty challenge is a weak signal. Many students, especially those living in rural locations, encounter signal issues. Because the internet connection in their location is poor, most students cannot follow the lesson effectively. These challenges follow the statement of previous study state that students from low-income families could not purchase mobile data, and few of them have mobile devices to follow the online English lesson (Abidin & Saputro, 2020; Ifthakar, 2016).

The Suggested Solutions in Facing the Challenges of Using Google Classroom in Online English Learning during Pandemic Covid-19.

The researcher suggested some solutions to facing the challenges as follows: 1.) Providing sufficient access to devices. Computers and other electronic devices are vital for online learning. Therefore, devices must be supplied for online learning because if there are no gadgets and portable laptops, online learning will be inhibited since students cannot efficiently acquire the material (Wahyu et al., 2021). Providing the necessary device for online learning is crucial to online learning. 2.) Providing sufficient internet packages. Internet access is another crucial aspect of online learning facilitation. Internet access is essential because every online learning program and activity needs an internet connection (Cahyadi et al., 2021; Widodo & Slamet, 2020). Based on that situation, the government should continue providing free internet quotas to students and teachers so that they do not need to purchase quotas to engage in online education. 3.) Increasing signal strength and internet speed. For online learning, students may need access to a stable and fast internet connection. It stops students from maintaining their learning progress (Fikri et al., 2021; Firdaus, 2020). According to this theory, online learning requires a high-speed internet connection with a powerful signal. Students must utilize an internet service provider with a steady network connection since it is essential to facilitate a strong signal and a faster internet connection. It is required to assist the online teaching and learning process.

4. CONCLUSION

Based on the research findings, it can be concluded that the process of online English learning using Google Classroom is nearly identical to the existing learning steps. Using Google Classroom as a learning medium in online English learning provides many benefits for students: it can be used anywhere, and at any time, it facilitates easy access to materials and assignments, it saves time, and it reduces learning costs, it can be used from any device. Besides providing many benefits, Google Classroom provides students with several challenges. The main challenge is that some students lack the necessary devices for online English learning. Second the issue with internet connectivity. The last challenge is the poor speed of the internet. The last challenge is the poor speed of the internet. In response to the challenges, the researcher provided several suggested solutions. First, teachers may extend the assignment's due date and permit students to come to school to pick up the material to be studied and the task to be completed, as well as turn in their assignments. Second, students may attempt to use a different Internet service provider that offers quality service. Finally, students who do not have a gadget for online English learning can join their friends who live nearby and have cell phones.

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