STUDENTS' PERCEPTIONS ON USING GOOGLE CLASSROOM APPLICATION IN LEARNING READING

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Abstract:

This research aims to identify the students' perception of the use of Google Classroom Application in learning reading. Based on the research problem that the students still adapting to the recent online learning in this pandemic situation. Students also have not fully participated in online learning, especially in reading class. The research used a qualitative method. The population in this research was the students of Universitas PGRI Yogyakarta, and the sample was the third-semester students of the English Language Education Study Program. The number of samples was 10 students. The samples were taken by using a random sampling technique. The data were collected through interviews and analyzed by using descriptive analysis through transcribing the data, member checking, and coding the data. The result showed that students' perceptions of the use of Google Classroom Application in learning reading during online classes in this pandemic situation were positive. They stated that online learning by using Google Classroom Application in reading class was efficient and enjoyable. They enjoyed the learning activity although they cannot interact directly with the lecturer and their classmates. Minor issues such as internet connectivity, student idleness, and a lack of direct interaction with the professor were encountered by students during the online learning process, but these issues had no impact on their ability to learn to read. It may be deduced from their comment that, despite having various issues with internet connectivity and learning motivation, they are able to enjoy the learning process and participate effectively in it.

INTRODUCTION

The Covid-19 outbreak is a moment that changes the course system of education in Indonesia. The change in conventional teaching and learning system into online media-based educational activities happens during this condition. The covid-19 pandemic outbreak in Indonesia forces a revolution in the education system. Almost all lines of education in Indonesia, currently, use online media for the sustainability of the teaching and learning process (Berliyanto and Santoso, 2018). Currently, educational institutions accepted the implementation of digital technology in their learning system (Korkmaz &

Toraman, 2020). The educators switch the direct learning at school to online by using electronic devices such as laptops and smartphones (Serhan, 2020). Covid-19 triggered the educational institutions to further innovations.

According to the rule, Indonesian educational institutions perform online learning, which includes higher education. Lecturers in higher education must adapt the transition from the traditional practice of employing textbooks, oral instruction, and classroom management to online learning. Kenthor (2015) states that online learning is a type of remote learning process that uses electronic devices supported by the internet to distribute instructional information. Currently, all aspects of university education are trying to adapt to the new learning environment.

Furthermore, according to Serhan (2020), online education models require lecturers to interact with their students synchronously or asynchronously. In synchronous learning the interaction between the lecturer and students is real-time or the delivery of material is broadcast live, usually by using video conferencing facilities, such as Zoom or Google Meet. Meanwhile, synchronous learning means the interaction or material delivery is not real-time, so the lecturers must make or record a video teaching first, then students can play it whenever they want to learn. The lecturer decides the teaching materials and the interaction method according to the characteristic of the students and the supported facilities. The material can be video tutorials, making simulations or online games, the creation of virtual labs, and the use of electronic books (e-books).

Lecturers and students need an online platform that can be incorporated as a learning management system while conducting online learning in higher education. According to Dash (2019), In higher education, learning management systems (LMS) or virtual classrooms are employed as an important element of e-learning activities. Apart from serving as a repository for e-learning content, a Learning Management System simplifies and automates administrative tasks. A learning management system (LMS) not only supervises students, but it also monitors their progress and may be used for small group teaching as well as managing e-learning for a large institution.

One of the classes that apply online LMS is the reading class in the English Education Study Program of Universitas PGRI Yogyakarta. The online learning management system that is applied in this class is Google Classroom. Based on the observation that has been conducted in this class, the lecturer used Google classroom as the learning management system. The students can download the material that has been posted and read the instruction in the forum. Every student and lecturer can also post any comments in that forum and assignment. It makes the interaction in online learning can be conducted optimally. The purpose of using Google classroom as the learning management system in this class is to conduct effective online learning that can be easily monitored by the lecturer. But in fact, students still show few responses in interacting using Google classroom. Several factors may affect the online learning process, such as internet connection, supporting device, online learning platform, learning media, also interaction between teacher and students.

In reading class, the lecturer uploads e-books and text as the learning material, so students can download and read effectively in their homes. The lecturer also opens discussion

through comments below the uploaded material in the comment feature. Students can post their idea in that forum; the lecture gives feedback directly there. Furthermore, the different features for assignments are also used for giving the instruction and the assignment sheet. Students upload their assignments on that page, and then the lecture gives the score and feedback for the assignment. The due date is also shown on that page, and the notification will appear if they submit it late. Students get a notification in their e-mail if the lecturer posts anything in Google Classroom. It facilitates them to conduct the reading learning process easier.

But, students have not fully participated in that reading forum in Google Classroom. When the lecturer comments in their discussion forum or assignment, several students do not give any response. Not only that, another problem is that the students sometimes failed to comprehend the text because they cannot discuss it directly with the lecturer in a face-to-face meeting. Students sometimes hesitate to ask a question or clarify if they have not understood. The researcher was interested in conducting research entitled "Students' Perceptions on Using Google Classroom Application in Learning Reading (Online Learning At Third Semester of English Language Education Study Program)"

METHOD
Research Design
According to Walliman (2011), research can be defined as a research tool and technique. Walliman also stated that research is an interpretation of the educational way of things nobody else knows. It is about the systemic advancement of the issue. Types of methods of research may be classified into several categories depending on the nature and purpose of the study and other attributes. This research used qualitative research. It was based on elements that were uncountable such as feelings, words, and emotions. In this study, the researcher used a Qualitative approach as the research method for conducting this study. According Creswell (2018) stated that in this approach the researcher can study individuals, explore processes, activities, and events, or learn about board culture-sharing behavior of individuals or groups. This is in line with what the researcher did in this research, to explore students' perception of Using Google Classroom Application in Learning Reading.

This study was conducted in the English Language Teacher Training and Education Department of the University of PGRI Yogyakarta. This university is located in IKIP PGRI Street I Sonosewu 117, Sonosewu, Ngestiharjo, Kasihan District, Bantul Regency, Yogyakarta. The university has several majors but the researcher will only focus on English Language Teacher Training and Education Study Program. This Study Program consists of a class for each semester. This research was held in the third semester of the academic year 2021/2022. It started in September-October 2021. The participant of this research is the students of the third semester of the English Language Teacher Training and Education Department of the University of PGRI Yogyakarta. The total of students is 10 students. The participants in this research are third-semester students from reading class.

In collecting the data, the researcher used interviews. The interview was conducted virtually because of the spread of coronavirus disease. The researcher also asked the students to fill in the google form as the supporting data. The instrument was an interview

guideline and observation sheet. After obtaining the data, the researcher then analyzes the data through transcribing, member checking, and coding data. the researcher describes the result of the analysis based on the problem statement. This research used the interview to obtain accurate and valid data. The researcher used the interview to know students' perceptions of the use of Google Classroom in online reading classes. According to Rusman (2012), online learning is a type of teaching and learning concept that uses electronic applications to support teaching and learning using internet media. In use online learning media, should be well known in student perceptions about online learning used by lecturers in the teaching and learning process.

Interview guidelines and documentation are used to collect the data in this research. The interview guideline contains a list of questions that will be submitted to the participants which serve to facilitate the researcher in asking questions systematically. Thereafter, the interview was conducted virtually because of the pandemic situation. Documentation also used in this research. The documentation consists of photos and video during the data collection process.

According to Cohen et al. (2011) there are several steps for analyzing the data in qualitative research. The researcher started with transcribing the data from observation, reflection and interview into the form of text. Transcribing represents the translation from oral and interpersonal system to written language. This is the step where the researcher transcribed the data from observation and interview of each participant into text. After the manuscript from the observation and interview already done, the researcher did member checking. It is the part where the researcher confirmed the data to the research participants. This step can be conducted when the researcher contact the participants again and confirm the data immediately after finish the transcribing.

The researcher gave each participant the manuscript from their interview. The researcher asked them to correcting the manuscript together and discussed it if there are misinterpretations from the interview. Cohen et al. (2011) stated that coding enables the researcher to identify similar information. This will ease the work of the researcher in discussing the results of the data. The first step in coding is open coding and analytic coding where the researcher will make categories based on the research questions and breakdown into small units. Then the last step, the researcher will do axial coding and selective coding. Where in this step the researcher will identify similar information or ideas stated by the participants and join or gather the similar information into one theme.

According to Golafshani (2013), the truth or validity of trustworthiness can be characterized as checked data if it is reliable, trustworthy and defensible outcome. The credible and defensible aim of generalizability is to generalize the outcome as one of the whole conclusion. The approach that implemented the triangulation data is reliable and defensible. According to Moleong (2014: 330), triangulation is a technique for checking the authenticity of data that uses something other than that data for checking reasons or as a comparison to that data. In conducting this research, member checking is used as the reliability. It aimed to ensure that the answer from the participants is real. It found that there was no change between the result of member checking and what the participant confirmed the data and the result.

RESULTS AND DISCUSSION

According to Rusman (2012) online learning is a type of teaching and learning concept that uses electronic applications to support teaching and learning using internet media. In using online learning media, it should be well known in student perceptions about online learning used by lecturers in the teaching and learning process.

In finding students' perceptions, there are several indicators to find out perception including recognize, make stimuli, experiences, knowledge, motivation, social interaction, understanding, acceptance, responses and future solutions regarding online learning itself (Hasnidar, 2020). All that would be discussed following the results of interviews conducted by researcher on 10 students in the third semester which have been learned using Google Classroom Application during the online learning in Universitas PGRI Yogyakarta, specifically in reading class. The obtained result from the interview presented in this following table:

Table 1. The Interview Result

No.	INTERVIEW Indicators	Results
1.	English reading online class during this pandemic situation	The online learning using various platform that can support their learning, such as Google Classroom, Zoom Meeting, Google Meeting, E-Learning, and Quizziz. The students still find difficulties in learning because the different condition in online learning, but currently they can overcome the problem and already familiar with online learning situation. But, they prefer the offline learning. The materials in reading class are the same with offline learning, such as extensive reading, finding idea in text, and faster reading, but the form of media is different. The students think that the material in reading are various, therefore they have their own favorite material. The materials in reading class are difficult, but the lecturer teaches them in interesting and fun way, therefore it makes them easier to understand.
2.	The interaction between students and lecturer in online reading class using Google Classroom	The lecturer gave the feedback in the form of score for students' assignment. He also gave the direct feedback during the online meeting for the students' assignment and performance. Even though the class conducted virtually, there is no problem towards the interaction between lecturer and students. But, the students think that in online class using Google Classroom they have fewer interaction with their classmates because mostly the interaction in Google Classroom Application is between the lecturer and the students.
3.	Problems in learning reading using Google Classroom application during pandemic situation	Mostly they do not have any problem in using Google Classroom Application in reading class. The problems are related with the internet connection and their own laziness during the class.

This research focuses on the analysis of students' perspective on learning English online using Google Classroom Application, specifically in reading class for Semester 3 students of English Education Study Program in Universitas PGRI Yogyakarta. The results of this research, the researcher found that students have different perspective in learning reading using Google Classroom Application. In this part, the researcher would explain deeper about the finding and of the research results related to the students' perspective in using Google Classroom Application.

A. English Reading Online Class During Pandemic Situation

The spread of Covid-19 virus all over the world make the people must adapt with the different situation. In Universitas PGRI Yogyakarta also conducted the new learning system due to this pandemic situation. The students must join the learning activities at home to keep them healthy and safe. In the third semester class of English Education Study Program, the online learning conducted by using various platform, such as Google Meeting, Zoom Meeting, Whatsapp, Google Classroom, and E-Learning. That online platform that used stated by the participant in the interview.

"Using the E-Learning, Zoom, GC (Google Classroom), Quizziz, and etc." (S4)

"During this pandemic, all of students especially in reading class only do the online reading like from the E-book, article ,etc." (S9)

According to the interview result that presented in the previous chapter, the lecturer in reading class mostly used Google Classroom Application. The lecturer uploaded the learning material in the reading class' forum, then the students can downloaded the material. The students also can posted any comment in that forum, the they can discuss with the lecturer towards that material. Students also can post their assignment in the Google Classroom Application, then got the direct feedback from the lecturer. The lecturer also can give the score of students' assigments directly. This explanation is supproted by the participants' statement:

"We the students open google classroom and read material and do assigment." (S1)

"Just join the group on GC, and we can wait until our lectures give us the materials, assignments, and so on. To learn during the class and after the class." (S4)

Furthermore, online reading class using Google Classroom Application has the same materials with the offline learning. The material such as reading technique, academic reading, types of text, and enhancing vocabulary. It is in lin ewith the statement *"The course was same, maybe just the condition that make its difference." (S7).* The differences between online and offline class are the media and device that used. In offline class students need to come to the real classroom in the university, but in online class they just need to join the class by using various learning platforms and get the learning materials by using their laptop or smartphone.

B. The Interaction Between Students and Lecturer in Online Reading Class Using Google Classroom

According to the interview result, the researcher found that the interaction between lecturer and students in online reading class is different with the normal situation in the real classroom. Both of the lecturer and students must be able to adapt with the current learning situation. The lecturer and students can interact using Google Classroom Application and Whatsapp Group, but the researcher focused on the use of Google Classroom Application. In Google Classroom Application, the lecturer and the students can post any file in the class forum. The file can be picture, document, and video link. Then, all of the class members can post any comment in the uploaded file in the forum. It can be used as the discussion platform for the lecturer and students.

"Lecture give us material to learn, discuss, and assignment to achieve score." (S7)

Then, based on the interview result about the students' frequency in response to the discussion forum, most of them are often post comments and join the discussion. Only

9,1% of the students answered that they rarely post the comments in the discussion forum. Besides the discussion forum, Google Classroom Application also has feature for assignment and task. The lecturer posted the assignment there, and the students also posted their assignment in the same forum. After the students colect their assignments, the lecturer can give feedback and score directly in the provided coloumn. As stated by the students:

"Our lecture giving us the score and advise or suggestions to our work." (S4)
"Yes of course after we submited our assignment to our lecturer they always to check one by one for our results work." (S6).

Overall, the interaction between students and lecturer in Google Classroom Application is run well, and students didn't find any difficulties on it. But, the interaction among the students in the online class using Google Classroom Application is not too effective. Some students are active in the discussion, but there are some students who are passive and rarely give any comment or response in Google Classroom Application, but they stillcan be reached out through Whatsapp personal message.

"The interaction is not so well as offline class, but it's okay." (S8)
"Sometimes we comments each other in assignment, but it's seldom to do it." (S4)
"I didn't discussion in GClassrom, we discussion in WhatsApp messenger"(S2)

C. Problems in Learning Reading Using Google Classroom Application During Pandemic Situation
In applying the current learning situation, students found several problem in reading class. Based on the interview result, the problem appeared internally and externally. The external problem such as poor internet connection. Some of the students lived in rural area, therefore they can't access internet properly.

" I have problem with Internet connection during the course." (S1).
"Sometimes if I submit an assigment is a bit slow because of the internet connection." (S3).
"More flexible, but the signal doesn't work sometimes." (S7).
"The connections as always be problem." (S8).

Based on the statements above, internet connection is one of the problem that faced by students during the reading online class by using Google Classroom Application. The internet connection made the students submit their assignment late, and they are late in joining the discussion too. Another problem that appeared was the internal problem from the students themselves. They said that sometimes they were lazy to join the class, because they don't understand the material in the online course, since it was different than they used to be in the normal situation in the real classroom. Their laziness made them late in joining the class, and even missed the class. They also submit the assignment late and didn't join any discussion.

"My opinion about the current online learning process, I find it a little difficult to receive material when the lecturer gives it through online classes." (S5)
"Actually, I don't have any problems with it, but sometimes I become lazy to reading or study. Sometimes our lectures give us so many assignments to do, so I just study when doing it." (S4).
"I don't have a problem with online learning reading but i lazy to learn." (S6).

D. Students' Perception on Using Google Classroom Application in Learning Reading

Students perception is the interpretation of their experience then it shapes students knowledge and provides students with a useful view of the world. According to the interview, the researcher can explore students' interpretation about using Google Classroom Application in online reading class based on their previous experience. The interview has three indicators that used as the main topic of the interview. The researcher then inferred the students' perception based on those three indicators. The indicators namely: English reading online class during this pandemic situation, The interaction between students and lecturer in online reading class using google classroom, Problems in learning reading using Google Classroom application during pandemic situation.

Therefore, it can be inferred that students' perception towards the reading online learning by using Google Classroom Application are positive. It showed in their answer that they can join the learning process properly and they enjoy the activity by using Google Classroom Application in reading class. Although they found several problems related to the internet connection and their learning motivation, they can overcome the problems and adapt with the online learning situation using Google Classroom Application.

CONCLUSION

This research is qualitative research aimed at exploring students' perception of using Google Classroom Application in learning reading among the third-semester students of the English Education Study Program of Universitas PGRI Yogyakarta. The researcher focuses on English reading online classes during this pandemic situation, the interaction between students and lecturers in online reading classes using Google Classroom Application, and the problems in learning reading using Google Classroom Application during the pandemic situation. The data were obtained through interviews and documentation.

The result shows that the students showed positive perception in using Google Classroom Application for learning reading. Overall, they think that online learning by using Google Classroom Application, especially in reading class is efficient and enjoyable. They can enjoy the learning activity although they cannot interact directly with the lecturer and their classmates. The students found minor problems during the online learning process such as the internet connection, manage their laziness, and lack of direct interaction with the lecturer, but these matters didn't affect students' perception in using Google Classroom Application in learning reading. They also still adapt with the online learning situation. In online learning situation by using Google Classroom Application they only can interact with the lecturer and their classmates by posting comments and responses in the discussion forum. To sum up, it can be inferred that students' perceptions of online learning by using Google Classroom Application in reading subjects are positive.

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