UTILIZING GOOGLE CLASSROOM FOR ENGLISH INSTRUCTION: POSITIVE AND NEGATIVE IMPACTS IN A HIGH SCHOOL SETTING

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ABSTRACT

The integration of digital platforms in education has become increasingly prevalent, particularly in response to the need for remote learning solutions. This study aims to explore the structure of teaching and learning activities using Google Classroom in learning English and to find out the impacts of using Google Classroom in Learning English. The subjects of this study were 30 students of science class XI at Senior High School 3 of West Seram, Maluku, Indonesia. This study employed qualitative research. The data was collected through documentation and in-depth interview. The result of this study revealed that teaching and learning activities using Google Classroom run for approximately one semester. The students and teacher utilized Google Classroom to discuss the materials and submit the assignment through the platform's features. This study also presented the positive and negative impacts of using Google Classroom in Learning English. The positive impacts are increased student participation, ease of assignment submission, the flexibility to learn from anywhere at any time, saving time and energy to learn, and even improvements in reading, writing, and listening skills in English. Conversely, the negative impacts are the students feeling frustrated and restless, tendencies towards procrastination, and instances of plagiarism.

Keywords: Google Classroom, English Instruction, Impacts, High School

1. INTRODUCTION

In the modern day, technology plays an important part in many aspects of human life. Its developments have had a big impact on the teaching strategies used by teachers and the learning strategies used by students. Notably, a plethora of scholarly articles, virtual learning environments, and other publicly available educational resources are readily accessible to educators and learners alike on the internet. Moreover, teachers can supplement traditional instruction with E-learning, utilizing specific online platforms that can be accessed without the need for monetary investment. Leveraging the internet's capabilities, which seamlessly transcend temporal and spatial boundaries, E-learning emerges as a powerful resource, offering English language learners unparalleled flexibility in their study routines. This unrestricted access to educational materials facilitates learning opportunities anytime and anywhere, thereby alleviating the challenges associated with time management. E-learning makes students

learn independently and more flexible than face-to-face learning because it can be done in a short time anywhere by adjusting the schedule without coming to school.

Since the pandemic of Covid-19, E-learning has rapidly become an increasingly popular method for schools in many countries including Indonesia. One of the favorite learning platforms used by many teachers is Google Classroom. As outlined by Mukundan (2020), Google Classroom constitutes a complimentary web-centric collaborative platform, integrated within the G Suite for Education, devised by Google. Within this platform, educators are afforded the capacity to establish a digital learning environment, facilitated through the utilization of a Google Account, thereby extending invitations to students to partake in instructional activities and facilitating the assessment and grading of student work. Positioned within the realm of digitized pedagogy, Google Classroom serves to streamline the organization and administration of student assignments, notably capitalizing on the functionality of Google Docs, Drive, and ancillary applications (Iftakhar, 2016). One of the schools that use Google Classroom for the teaching and learning process is Senior High School 3 of West Seram, Maluku Province, Indonesia.

Based on the preliminary study conducted by the researcher to some students that use Google Classroom in the learning process specifically English learning at Senior High School 3 of West Seram, they said that using Google Classroom in their class is effective. The researcher found that some of them were excited and comfortable when using Google Classroom in their course. But there are also some of them who said that Google Classroom is not effective, they find difficulties while using Google Classroom such as complicated to use, poor internet connection on their laptop or mobile phone, or sometimes they don't know how to use

Google Classroom. They also prefer face-to-face learning rather than using Google Classroom.

Nonetheless, Hikmatiar, Sulisworo, and Wahyuni (2020) claimed that Google Classroom learning is incredibly successful. Accordingly, Syakur (2020) said that using Google Classroom to learn English facilitates the learning process and that it works incredibly well to encourage pupils to learn the language and foster fresh perspectives. Given the aforementioned issue, the researcher intends to carry out this investigation to learn more about the instructional strategies and learning activities that the teachers create with Google Classroom, the opinions of the students regarding the use of Google Classroom for English language learning, and the effects of using Google Classroom for English language learning at Senior High School 3 of West Seram. This research was conducted to answer the research questions: 1) How does the teacher structure the teaching and learning activities using Google Classroom in learning English? 2) What are the impacts of using Google Classroom in Learning English? This study was designed with the purpose: 1) Exploring the structure of teaching and learning activities using Google Classroom in learning English and 2) Finding out the impacts of using Google Classroom in Learning English.

2. LITERATURE REVIEW

Google Classroom is an educational program designed to help educators adopt a blended learning model in classroom settings. This program promotes instructional continuity for both teachers and students, has features that are easy to use, and takes up little space on mobile devices. Users can create a virtual classroom where tasks can be completed normally but with greater time, money, and space savings. Iftakhar (2016) asserts that Google Classroom increases

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instructional efficiency by enabling teachers to spend more time with students and less time on administrative duties. A recent update from Google introduces additional functionalities to Google Classroom, notably encompassing the capability to incorporate multiple instructors and enrol in advanced courses. To boost the workflow of teachers, Google Classroom is considered one of the best platforms out there (Iftakhar, 2016). It offers a range of powerful features that make it a perfect instrument for students to use. Google Classroom helps teachers save time, keep classrooms organized, and enhance student communication. Through Google Apps for Education, an encompassing suite of productivity tools comprising Gmail, Drive, and Docs, accessibility to Google Classroom is extended to all users. The array of functionalities provided by Google Classroom facilitates streamlined instructional delivery for educators. With an emphasis on learning beyond the confines of traditional classroom settings, the online accessibility of Google Classroom empowers students to engage in learning activities irrespective of time or location.

Google Classroom was launched in August 2014, presenting itself as a comprehensive solution aimed at optimizing teachers' time and enabling them to focus on instruction (Siu, 2016). By October 2015, Google reported a substantial user base of approximately 107 million students and teachers. Google subsequently introduced the Classroom API and a sharing button for websites in 2015, thereby facilitating increased interaction between school administrators, developers, and the Google Classroom platform. During the same period, Google integrated Google Calendar into Classroom, allowing for the management of assignment due dates, field trips, and class speaker schedules (Hockenson, 2015). Regan (2017) states that in 2017, Google expanded access to Classroom, permitting any personal Google user to join classes without requiring a G Suite for Education account. Furthermore, in April of that year, any personal Google user gained the ability to create and instruct classes. Notably, 2018 brought about a significant redesign of Google Classroom, introducing a new segment dedicated to classwork, enhancing the grading interface, enabling the reuse of classwork from other courses, and incorporating features to facilitate material organization by subject. In 2019, Google introduced 78 new illustrated themes and implemented the functionality to drag and drop topics and assignments within the classwork section. Greater integration with Google Meet was launched in 2020, providing educators with specific meeting links within each class. Google has continually updated Classroom to meet the evolving needs of educators worldwide, including the introduction of a new to-do widget, support for 10 additional languages, improved integration with learning management systems for assignment creation and distribution, and the addition of smart correction and auto-composition features in Google Docs. The COVID-19 pandemic prompted a significant surge in Google Classroom usage in 2020, as numerous schools transitioned to remote education. Google Classroom's success can be attributed to its user-friendly nature and versatility. It competes with a multitude of other learning management systems that enable schools to upload and monitor coursework. Notably, Classroom seamlessly synchronizes with specific devices and integrates with other flourishing educational applications, including various Google products. Moreover, Google Classroom distinguishes itself by offering its platform free of charge, while many competitors require payment for premium features (De Vynck & Bergen, 2020).

Google Classroom encompasses a range of features, seamlessly integrating Google Drive, Google Docs, Google Sheets, Google Slides, Google Forms, Google Sites,

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Gmail, and other tools, facilitating the transition of educational institutions towards a paperless operational model (Kerr, 2014). Subsequently, Google Calendar integration enhances organizational efficiency by managing assignment due dates, scheduling field trips, and coordinating guest speakers (Hockenson, 2015). Students gain access to classrooms either through the institution's database or via private invitation codes, with the option for automatic importation from the school domain to their user interface. Upon enrolment, each Google Classroom class generates a distinct folder within the user's Google Drive, enabling seamless submission of assignments for instructor evaluation.

Upon the initial access to Google Classroom, users are prompted to specify their role as either a teacher or a student. It is crucial for individuals to accurately select their role, as only those assigned as teachers possess the privileges to create and manage classes within the Google Classroom platform. If an individual's account is designated as a student account, it becomes necessary to contact the IT department in order to request a role change to that of a teacher (Sudarsana, et al, 2019). A comprehensive roster of all enrolled students can be found within the STUDENT section of each class. Teachers are endowed with the capability to modify student information, communicate with students individually or as a collective whole via email, and are responsible for guiding students in the installation of Google Classroom and other Google applications on various devices. Teachers are able to share class codes to facilitate student enrolment, and they also retain the authority to manually invite or remove students as required. Lastly, teachers can directly communicate with students by means of email through the Google Classroom interface.

3. METHODS

This study used qualitative research. This method is used to measure certain social phenomena and then compose them descriptively or narratively (Harim, 2018). In the descriptive method, a researcher is only interested in describing the situation or case under his/her research. It is a theory-based design method that is created by collecting, analysing, and presenting collected data. This study was conducted at Senior High School 3 of West Seram located on Waimeteng Darat Street, Piru Village, West Seram Regency, Maluku Province, Indonesia. The participants of this study were 30 students in the 11th grade Class XI MIPA 2 who used Google Classroom in the learning process especially Learning English. In this research, the researcher used two kinds of instruments such as documentation and in-depth interview. Documentation was used to answer the first research question which is the structure of teaching and learning activities using Google Classroom in learning English. Moreover, the in-depth interview was used to answer the research question number two which is the impact of using Google Classroom in learning English.

4. RESULTS AND DISCUSSION

Figure 1. The Structure of Teaching and Learning Activities Using Google Classroom
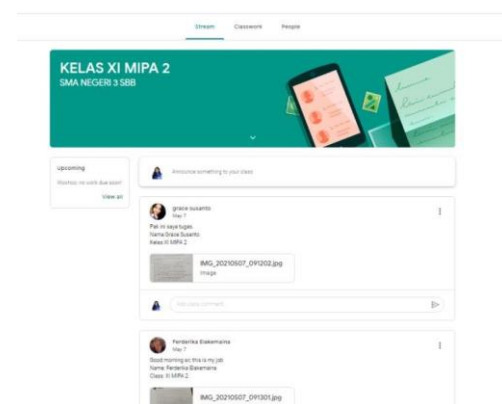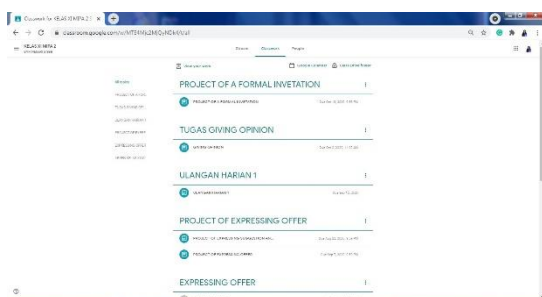

Source: Personal Documentation

using Google Classroom at SMA Negeri 3 Seram Bagian Barat began since the Covid19

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pandemic that spread in Indonesia and the issuance of a policy from the Government to learn from home. Since learning from home, the English teacher at SMA Negeri 3 Seram Barat applies and uses Google Classroom as a media or tool to learn English. It is in line with the result that shows the structure of teaching and learning activities using Google Classroom in Learning English. The teacher used Google Classroom is also based on the lesson plan. First of all, the teacher created the class and then shares the code for the student. The teacher created the class by taking the create class feature in Google Classroom, and the students enter the class by taking the join class feature and write the code given by their teacher. In Google Classroom, the teaching and learning activities run smoothly. The teacher provides the assignments and materials, while the students access the materials and collect the assignments through Google Classroom as shown in Figure1 and 2. The teacher can see all the student's progress and give feedback, moreover, the interaction between teacher and students is good enough.

Figure 2. The Display of English Tasks in Google Classroom

Source: Personal Documentation

The teaching and learning process using Google Classroom at SMA Negeri 3 Seram Bagian Barat class XI MIPA 2 has been applied and used by the teacher for approximately 1 semester during the COVID-19 pandemic and learning from-home policy. The teaching and learning design 35 in Google Classroom also satisfied teachers and students because there were no ads that appeared like the usual use of any platform. Similarly, according to Rahmad et al. (2019), Google Classroom, as an integral component of G Suite for Education, adheres to a policy of not displaying advertisements within its interface for both students and teachers. Additionally, user data is not subject to scanning or utilization for advertising purposes.

The in-depth interviews were conducted to assess the impact of using Google Classroom in learning English among randomly selected students (coded as FE, GS, ED, and BP). The findings revealed that students generally enjoy learning with Google Classroom and recognize its positive impacts, though they face issues with unstable internet connections. Most students access Google Classroom using their smartphones, with a few using laptops. They prefer face-to-face learning for better understanding and direct interaction. No significant difficulties were found except for issues with internet connectivity. Students believe Google Classroom positively affects their English learning by easing assignment submissions and improving skills. Some students feel restless and frustrated when the platform is inaccessible. Assignments typically have deadlines, and students usually complete them promptly due to these deadlines. While some students admit to copying from the internet, others use their own words. Students feel agitated and bored when the internet connection is lost, but they generally understand the material provided. They feel comfortable and active using Google Classroom, appreciate the ease of assignment submission, and enjoy the flexibility of accessing Google Classroom anywhere, anytime. Students report positive impacts on their learning outcomes, with improvements in reading and writing skills through assignments in Google Classroom. Teachers provide English learning videos that help practice listening skills, and overall, Google Classroom is considered helpful, especially during the COVID-19 pandemic,

making learning and assignment submission easier.

The impacts of using Google Classroom are mostly provided and collected in the in-depth interview. According to the findings, the impacts are divided into two parts which are positive impact and negative impact. Based on the findings from the in-depth interviews, a majority of students express a preference for face-to-face learning. This preference stems from their perception that they can readily comprehend the instructional material delivered by their teacher in this mode of learning. This shows that students cannot understand the material given by their teacher in Google Classroom, the students might understand the material in a way it is provided in Google Classroom, but they cannot really understand it. Another reason cited by students for preferring face-to-face learning is the direct nature of the instructional process, particularly the immediate question-and-answer interaction, which enhances comprehension. This preference underscores the perceived challenge of understanding the material during online learning sessions. This is corroborated by Taradisa (2020), who highlights the inherent difficulty in monitoring student learning progress and addressing individual learning needs in the absence of face-to-face interaction between students and teachers. Furthermore, based on the result of the in-depth interview, the other impact of using Google Classroom is that students feel frustrated and restless. The main reason is that if the students want to collect the assignment or study, but Google Classroom is difficult to use and inaccessible. This frustrating and anxious behavior certainly affects the psychology of the students themselves (Fatimah & Mahmudah, 2020). Moreover, the assignments given by the teacher in Google Classroom have the due date or deadline to do. The findings also indicated some students can be procrastinators because they can do the assignment whenever they want even though

it has a due date. From the result of the in-depth interview, students were indicated to be plagiarism. The reason is that the students copy and paste the answer to the assignment from the internet without writing the references and paraphrasing it. This is supported by Iftakhar (2016) who mentioned students that can be plagiarized when using Google Classroom. According to the findings, most students also feel comfortable and active when discussing or learning using Google Classroom. This is indicated that Google Classroom can increase students' participation. It is similar to Ridho, et al (2019) that stated Google Classroom can improve students' learning through active participation. Students also feel happy because easy to collect the assignment. The students feel happy and comfortable because they can access Google Classroom from anywhere and anytime. The result also showed Google Classroom has a positive impact on their learning outcome. Each material and assignment given in Google Classroom can improve their reading and writing skill because they are asked to do the assignment and understand the material. The English video provided in Google Classroom also can improve their listening skill. In line with the impact that the students feel when using Google Classroom, the students believe that they can feel the good impact of using Google Classroom and Google Classroom helps them a lot in this situation of the pandemic of COVID19. It allows them to easily collect the assignment.

5. CONCLUSION

Based on the findings and discussions presented in the preceding chapter, it can be inferred that after utilizing Google Classroom for nearly one semester, students of Class XI MIPA 2 at SMA Negeri 3 Seram Bagian Barat have gained a nuanced understanding of both its advantages and challenges. Despite encountering difficulties, Google Classroom proves to be an effective educational tool, offering students substantial

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convenience. Its accessibility allows for learning flexibility, enabling students to engage in their studies from any location and at any time. This platform streamlines the learning process, saving time and energy, particularly beneficial during remote learning situations. However, the primary obstacle encountered is the unreliable internet connection.

Students believe that using Google Classroom for English language learning has many benefits despite this setback, such as increased engagement, more efficient assignment collection, increased flexibility, and improvements in language proficiency in the reading, writing, and listening domains. On the other hand, despite these advantages, students also mention unfavorable experiences related to using Google Classroom for online English instruction. These negative consequences show up as procrastination, the possibility of plagiarism, and frustrated and restless sensations.

6. ACKNOWLEDGMENT

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