



A COMPARATIVE STUDY BETWEEN THE USE OF WHATSAPP AND GOOGLE CLASSROOM IN ENGLISH LEARNING PROCESS

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ABSTRACT

The objective of the study is to identify the comparison between the use of Whatsapp and Google Classroom in structure class of the English Education Study Program of STKIP Muhammadiyah Pagaram. This study used descriptive quantitative study method. The population was taken from all students at Second Semester English Education Study Program of STKIP Muhammadiyah Pagaram in the academic year 2020/2021 which has total number of students was 51 students. The sample was taken by using purposive sampling. In taking the sample, the writers used two classes as the WhatsApp group and Google Classroom group. The data were collected using a questionnaire of 20 items for students and 18 items for the structure lecturers' that designed based on a 5-point Likert scale to capture things experienced by students and structure lecturers' and final scored in structure class to identify the effectiveness between using WhatsApp and Google Classroom in teaching learning. The data were analyzed by using descriptive analysis. The writers found that WhatsApp is more effective (85.2%) than Google classroom (53.2%) in developing students' grammar awareness and creating maximum online learning in structure class. It proved that there was significant differences the effectiveness between using WhatsApp and Google Classroom in Structure Class at Second Semester English Education Study Program of STIKP Muhammadiyah Pagaram.

Keyword: Comparative, WhatsApp, Google Classroom

1. INTRODUCTION

Finding the appropriate and effective learning application was not easy during the Covid-19 pandemic. According to (Tan, E.,2013) stated that online learning media creates community spaces among the students that are not merely educational but also entertainment. This is because they explore the students' digital literacy through the benefits of social media and various platforms, students and teachers have the opportunity to optimizing the learning process.

In classes that required more detailed explanation such as grammar, based on (Shuib.,M,2009)quotes that there are factors that faced by students in grammar learning. The First factor in the teaching of grammar the teacher should make sure whether the students have been able to use their grammatical knowledge to make sentences or not. On the other hand, teaching grammar should focus not only on structure but also the usage and the meaning. Therefore, making an error in grammar is common for the students because they know Indonesian patterns before knowing English patterns. The Second factor in the teaching of grammar

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considering the main goal of English grammar learning, some researchers believe that enhancing learner's grammatical awareness leads to several functions. English students require a good grasp of grammatical awareness to help them develop the target language.

According to (Rohmawati, A.,2015)claims that the effectiveness of learning is one of the quality standards of education and is often measured by the achievement of objectives, or can also be interpreted as accuracy in managing a situation, doing the right things such as WhatsApp and Google Classroom. As stated by (Calvo, R., Arbiol, A., & Iglesias, A.,2014) mention that each of these tools has different characteristics that influence their suitability for learning purposes. The success of learning activities depends on the effectiveness of the communication process that occurs in the learning.

Thus, technically in Structure class WhatsApp can be viewed as a social network that allows people to communicate with each other rapidly in a very low price. One of the application's helpful features is the option to create a group and to communicate with its members separately from other contacts. Overall, these features make it easier in grammar learning and make it a suitable device for educational purposes. Based on (Iglesias, 2014) explains that Google classroom can be elevated to become a pedagogical/cognitive tool to help in changing the focus of the classroom from one that is teacher-centered and controlled to student-centered in structure class and open to inquiry, dialogue, and creative thinking on the part of learners as active participants.

Additionally, a study which was done by (Amadi& Chioma,2020), explained that emphasized the importance of using the good application in online learning for students in order to create the

maximum effective learning. WhatsApp group discussion strategy and Google Classroom discussion have significant effect on students' performance. The results of the study explained the significant difference in the use of WhatsApp and Google Classroom. Although the English skills used are different, the results the research showed the existence of media is not the only component that guarantees the success of a process of learning activities, but without any media that support the learning activities cannot be implemented maximally. Therefore, institutions of higher learning should be aware of students' current needs and interest related to their learning environment for better knowledge acquisition and academic performance. So that, in this study, the writers were interested in investigating how is the comparison of the effectiveness of online learning media WhatsApp and Google classroom in student grammar awareness and creating the process of online learning maximally.

Literature Review**The Concept of Effectiveness of Using WhatsApp in online learning**

In learning, careful planning is needed, making learning tools, choosing strategies, media, techniques, learning models, and evaluating learning, all of which are mutually sustainable. It is necessary to use effective and innovative learning models so learning can be more varied and run smoothly. The use of the learning model is also adjusted to the material to be taught so the suitability between the two and all components becomes appropriate. Almost all students and lecturer activities in communicating are assisted by smartphones, both from sending messages and making calls to other things, such as chatting, games, and other activities. Smartphones can be carried by students wherever they go. The presence of smartphones has resulted in

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many online messaging applications. This application presents a variety of interesting features with all the advantages that aim to attract users. Social media is a medium where users can search for information, communicate with each other and find the online friends. As is known, the variety of social media, namely Facebook, Twitter, line, BBM, WhatsApp, Instagram, Path, LinkedIn, Snapchat and several other social media.

Communication media affect aspects of human life. The most popular communication media used among students is social media as a means of communication between friends and with teachers and other people by using it in learning. In fact, lecturers as motivators and educators in teaching and learning activities should ideally be able to consider learning time. In addition to facilitating the delivery of messages or information effectively and efficiently, communication media also serves to increase the attractiveness of the information to be conveyed. So that it will further improve and renew their standard of living as the development of an increasingly advanced civilization. Online learning or E-Learning by utilizing the web to access it is a learning tool known as the Learning Management System (LMS). The developing Learning Management System (LMS) is WhatsApp.

The Concept of Effectiveness of Using Google Classroom in online Learning

Google Classroom is designed for four users, namely teachers, students, guardians and administrators. The advantage of the Google Classroom application compared to other applications is that the Google Classroom application can be used to create and manage classes, assignments, grades and provide direct input. Students can monitor class material and assignments, share material and

interact in class or via email, send assignments and get direct grade input. Learning with the use of Google Classroom has the advantage of making it easier for students to learn. One of the strengths of the google classroom is that it allows paper savings because work or documents used in class will be shared digitally. Besides being easy to use in the google classroom application, it provides various features that support the learning process, such as making automatic copies of documents for students, creating assignments and evaluating them immediately. The advantage of the google classroom application compared to other applications is that the google classroom application can be accessed for free and is specially designed to help teachers or teachers in learning.

The study results by (Gheytasia, M., Azizifara, A., Gowharya, H, 2015) show that students who interact a lot with applications on their mobile phones find it easier to understand the contents of the reading text. There are many kinds of learning media that exist but the teacher has not used them to their full potential. Based on (Izenstark, A., & Leahy, K. L., 2015) states that One of them is the use of Google Classroom application media that can be used as a learning medium to help improve student learning outcomes. The design of Google Classroom is familiar to students because they have used several products from Google via their Google Apps account. The use of Google Classroom actually makes it easier for teachers to manage learning and convey information quickly and accurately to students (Hardiyana, 2015).

Methods

The design of this study was a descriptive quantitative study, because in this study described the Comparison

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between the Effectiveness of WhatsApp and Google Classroom in Structure Class of the English Education Study Program of STIKP Muhammadiyah Pagaram. The questionnaire is used as an instrument in the study. According to (Sugiyono,2007) explained that descriptive quantitative it as a scientific method because it has fulfilled the rules, such as concrete/empirical, objective, measurable, rational, and systematic. This method is called quantitative because the study data are numerical analysis. The population of this study is all the students of at 2nd Semester STIKP Muhammadiyah Pagaram. In taking the sample, the researcher using two classes as the WhatsApp group and Google Classroom group. It is chosen based on the students' criteria includes : the same number of students, In one class (the lecturer who teaches grammar structure course) using WhatsApp as a teaching learning media and in another class, (the lecturer who teaches the grammar structure course) using Google classroom as a teaching learning media. There were 33 students at academic year 2020-2021 were chosen as the sample in this research to describe the Comparison between the Effectiveness of WhatsApp and Google Classroom in Structure Class of the English Education Study Program of STIKP Muhammadiyah Pagaram.

Results and Discussion

Results

After receiving the answer of questionnaire from the respondents about challenges when using WhatsApp and Google Classroom, the researcher analyzed the data and the scored of the 2nd Semester students who used WhatsApp Group and Google Classroom in Structure Class of the English Education Study Program of STIKP Muhammadiyah Pagaram could be seen in the table below:

Table 1

Questionnaires for WhatsApp Group and Google Classroom Group

Challenges of Using WhatsApp and Google Classroom

Aspects Classroom	WhatsApp	Google
Internet Network Aspect %	1.34 %	1.92 %
ICT Knowledge	1.45 %	1.91 %
Easy To Use Response %	1.40 %	1.81 %
Motivation	1.40 %	1.88 %
Mean	1.40	1.88
Interpretation	Highly Good	Recommended

(Source: The Result of Questionnaires, 2021)

Discussion

The writers discussed the challenges faced by students when using WhatsApp and google classroom in structure class. Based on the analysis, the highest mean found when using Google Classroom was 1.92% while WhatsApp was 1.34%. It means that some students have difficulty when using Google Classroom in Class Structure. Because when using Google Classroom also need has an adequate internet connection in order to be able to use Google Classroom in taking online learning classes. Meanwhile, compared to WhatsApp, it can be used even though the

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signal was low. WhatsApp is a cross-platform messaging application that allows users to exchange messages without SMS fees, because WhatsApp uses the same internet data package for email, web browsing, and others. The WhatsApp application uses a 3G / 4G or WiFi connection for data communication. So on, in the internet network aspect WhatsApp section showed that of the challenges of the internet network aspect were not the obstacle for students to joint online learning in the structure class.

The several aspects that are used as references to determine the comparison of effectiveness when using WhatsApp and Google Classroom besides from the internet network, namely ict knowledge, Based on the analysis, the highest mean found when using WhatsApp was 1.45% while Google Classroom was 1.91%. it showed that the challenges of ICT knowledge. The use of the WhatsApp application is expected to be able to control student learning activities, as expressed by (Suryani,2017) quotes that utilization is an activity using processes and resources for learning. The utilization function is very important because it discusses the relationship between students and the learning system. The use of WhatsApp makes it easy for lecturers to control student learning activities outside of lecture hours, therefore students both in class and outside of class must use social media (WhatsApp Group / WAG) in learning. The students has ICT knowledge making it easier for online learning in structure classes and can be adapted to learning through WhatsApp and Google Classroom.

On the other hands, in online learning students are required to actively respond in class structures to create effective learning. Based on the analysis, the aspect easy to use response when using WhatsApp 1.40% while Google Classroom was 1.88%.it showed that learning

applications such as WhatsApp did not provide obstacles for students to be active while there were some students who had not been able to adjust when using Google Classroom which required students to be creative. The use of WhatsApp as a communication strategy is based on human traits who like to socialize and communicate. While The use of Google Classroom actually makes it easier for teachers to manage learning and convey information quickly and accurately to students (Hardiyana, 2015).

So, the use of the WhatsApp application must indeed be done in the current era of globalization. Because basically the WhatsApp application is intended to help or facilitate student activities. So, using WhatsApp is very helpful in communication activities between lecturers and students and vice versa. The process of using social media can be in the form of students asking about assignments or materials given by lecturers, or lecturers informing important assignments or materials. Then, motivation is also an aspect that determines the effectiveness between WhatsApp and Google Classroom. Based on the analysis, the aspect of motivation when using whatsapp was 1.40% while google classroom was 1.88%. It showed that it could be said that there were no student difficulties in getting motivation when learning in structure class when using WhatsApp while Google Classroom showed some students had difficulties in developing learning motivation. Based on the result of table 13 showed comparison between WhatsApp and Google Classroom was $1.40 < 1.88$. It means the comparison of the effectiveness between WhatsApp and Google Classroom in structure class based on final score in structure more difficulties in application when learning structure than WhatsApp was more efficient.

Conclusion

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In conclusion, the writers found that the overall challenges faced by students in online learning were high. Therefore, the results of this study need to be considered before the educators or lecturers conduct online learning. It is very important for all students to continue the learning that the lecturers are conducting without having any drop out. Based on the results, the respondents said that the application used in online learning during in the midst of Covid-19 pandemic was efficient because the application was a good way or alternative way to do learning activity from home. Almost all of the student respondents above said that the most efficient, comfortable and economical application to use during the pandemic is WhatsApp application. They claim that they choose WhatsApp for several reasons such as easy access on low signals, not using too much internet quota, economical, features that are good enough to support learning, and WhatsApp is an application that is certainly familiar to use than Google Classroom. WhatsApp group and Google Classroom group have significant effect on students' performance and the significant difference effectiveness in the use of WhatsApp and Google Classroom in Structure Class. The results of this study showed The existence of media is not the only component that guarantees the success of a process of learning activities, but without any media that support the learning activities cannot be implemented maximally. Therefore institutions of higher learning should be aware of students' current needs and interest related to their learning environment for better knowledge acquisition and academic performance.

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