

Google Classroom Application in Blended Learning: Indonesian EFL Learners' Perception

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Abstract

Teaching English in the 21st century means that teachers are responsible for more than just teaching the subject; they are also responsible for guiding and monitoring their students as they develop and apply the 21st century skills. At this stage, both teachers and students must adapt to new technology in order to ensure the highest possible quality of teaching and learning in an offline, online, or blended classroom. The use of educational platforms, e.g. Google Classroom, enables educators to adhere to the standards for 21st-century classroom practices. The purpose of this study is to explore EFL students' perceptions on the use of Google Classroom in blended learning. We used a survey research design with a closed-ended questionnaire. The respondents were 106 EFL students from the English Language Education Department of the State Islamic Institute of Kediri. The findings indicate that the EFL learners mainly perceived positively towards Google Classroom's attributes including its usefulness, convenience of use, ease of learning, and user satisfaction when it is used in blended learning. In summary, this research adds to the body of knowledge regarding the potential of Google Classroom in blended learning.

Keywords: *EFL learners' perception, Google Classroom, blended learning*

Introduction

Nowadays, the widespread of internet use has obtained prominence in all stages of education. According to Umam, Aini, and Rahayu (2019), the internet provides a wealth of information and has become an integral part of students' lives. One rational of this trend relies on the belief that computer skill is central to students' future success (Richards & Renandya, 2002). Li and Hart (in Richards & Renandya, 2002: 362) examine particularly the fruitful traits of World Wide Web for language learning as follows: (1) it provides a rich data base of authentic material, (2) it offers an excellent tool for interactive learning, (3) it provides an excellent context for collaborative materials development, (4) its multimedia, capabilities combining graphics, sounds, and movies are specifically conducive to language learning, and (5) materials stored in the Web can reach a wide audience

at an affordable cost.

Regarding the use of technological aids especially those related with computer-based instruction in language learning classroom, the teachers take an action as a learning catalyst. They manage and facilitate students activities that spark defining moments for students (Blair, 2012). During the activities, students are strongly expected to be more independent, responsible, and autonomous toward their learning progress. In relation to incorporation of educational technologies in a classroom setting, the term 'blended learning' has emerged increasingly. Graham (2006) describes blended learning as the use of both face-to-face (F2F) and computer-mediated learning.

According to Bersin (2004), there are two approaches in blended learning. To begin with, "*program flow*" model requires school administrator to construct curriculum by integrating several media into syllabus. It fits the process of taking a college or higher-school course. In this program, learners have to go along materials in a strict outline. After that, an exercise or assessment are directed at them to examine the learning outcome at the end. The second approach is "*core-and-spoke*" model. In this setting, an instructor assigns students on-site classroom training or web-based class and hands supporting materials such as interactivities, resources, and assessments then. However, exercises given to students are not necessarily written in the syllabus.

One of the blended learning technologies is by utilizing Google Classroom which was launched in 2014 by Google App for Education (GAPE). Dealing with the effectiveness of google classroom in blended learning program, several studies have been conducted across the globe such as in Malaysia (Shaharane, Jamil, & Rodzi, 2016), Oman (Al-Marroof & Al-Emran, 2018), Bangladesh (Rabbi, Zakaria, & Tonmy, 2018), and Pakistan (Azhar, 2018). Based on these studies, researches in this issue increased scholarly interest among Indonesian ELT scholars. To reinforce this concern, this study is focused on assessing EFL students' perceptions on the use of Google Classroom in blended learning environment.

Research Method

In relation to the objective of this research, survey research is applied specifically. According to Creswell (2009), by examining a sample of a population, survey research can provide a quantitative or numerical account of its trends, attitudes, or opinions. The objective of a survey is to elucidate a population's characteristics. In essence, the researcher wishes to ascertain how individuals of a population are distributed across a single or multiple variables (for example: age, ethnicity, religion, attitude toward things). This study was conducted at the State Islamic Institute of Kediri's English Language Education Department. The population for this study is 516 students, which is based on the total number of active students in the English Language Education Department. Four classes of the second, fourth, and sixth semester were taken as the sample because of their experience in utilizing Google Classroom in blended learning.. A total of 106 EFL students were taking the following classes: *Sentence and Paragraph Writing, Sociolinguistics, Curriculum and Material Development.*

Category	Questions	Scoring			
Usefulness	1. Does this application help you become more effective?	RD	D	A	RA
	2. Does this application help you become more productive?				
	3. Is this application useful?				
	4. Does this application save time when you use it?				
Ease of use	1. Is this application easy?				
	2. Is this application simple when it's used?				
	3. Is this application user-friendly?				
	4. Do you use this application without written instructions?				
	5. Can you use 'recover' in the menu bar instantly when making mistake?				
Ease of learning	1. Do you learn how to use it fast?				
	2. Do you easily remember how to use it?				
Satisfaction	1. Are you satisfied with this application?				
	2. Is this application fun to use?				
	3. Does this application work as expected?				
	4. Is this application great?				
	5. Is it convenient to use?				

The instrument used in this research is a questionnaire was adopted from Asnawi (2018). The questionnaire covers four categories. First is usefulness comprising 4 questions. Second is ease of use comprising 5 questions. Third is ease of learning comprising 2 questions. Fourth is satisfaction comprising 5 questions. Likert scale points are implemented to answer the questions.

The next step after collecting the data is analyzing them. In this research, the data related to students' course attained from close-ended question were analyzed then presented in a percentage. Furthermore, the data of students' perception on using Google Classroom in blended learning acquired from four-point Likert scale were also presented in simple percentage and classified based on the key ideas.

Findings and Discussion

EFL learners' Information of the course

The completed questionnaire is depicted in the graph below EFL learners' information of the course:

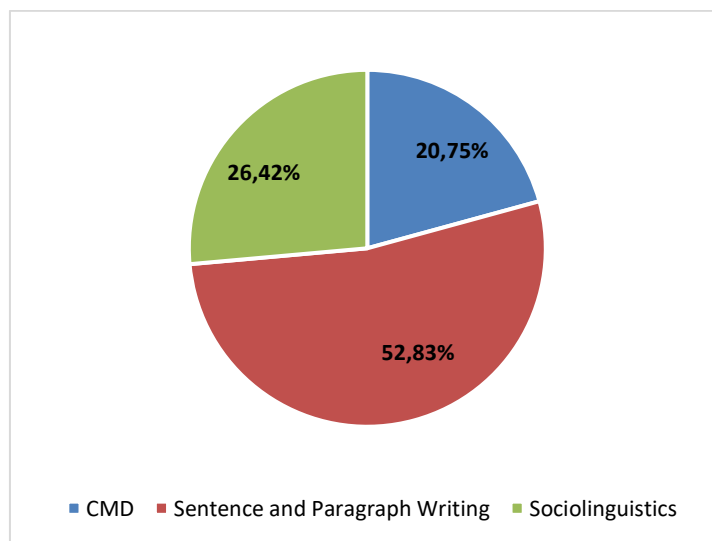


Figure 1. EFL learners' information of the course

The total respondents who completed the questionnaire in this research are 106 students from three different courses. From the data shown above, it can be seen that 52,83% or 56 students are from *Sentence and Paragraph Writing* class, and 26,42% or 28 students are from *Sociolinguistics* class, and 20,75% or 22 students are from *Curriculum and Material Development (CMD)* class.

EFL learners' Perception on Google Classroom Use in a Blended Learning

a. Usefulness

Based on the responses to a closed-ended questionnaire, it can be concluded that students benefit from Google Classroom's accessibility in blended learning. More detailed data are presented in table 1 and chart 1.

Category	RD (Really Disagree)		D (Disagree)		A (Agree)		RA (Really Agree)		
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
Usefulness	Q1	3	2,83%	15	14,15%	70	66,04%	18	16,98%
	Q2	4	3,77%	30	28,31%	56	52,83%	16	15,09%
	Q3	2	1,89%	5	4,72%	60	56,60%	39	36,79%
	Q4	3	2,83%	11	10,38%	61	57,55%	31	29,24%
Average (%)									
			2,83%		14,39%		58,25%		24,53

Table 1. Students' perception on the usefulness of Google Classroom in blended learning

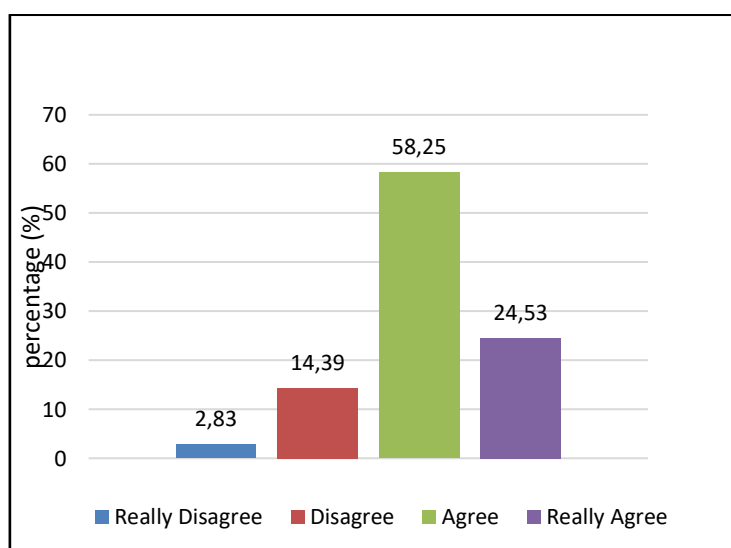


Chart 1. EFL learners' perception on the Google Classroom usefulness in a blended learning

The following are the questions stated in the questionnaire.

1. Does this application help you become more effective?
2. Does this application help you become more productive?
3. Is this application useful?
4. Does this application save time when you use it?

The chart 1 reveals that 58,25% of respondents agree that Google Classroom has usefulness in a blended learning in term of several points. First of all, it helps them to become more effective learners (66,04%) as described in table 1. In addition, according to table 1, the majority of students, 56.60 percent and 36.70 percent, respectively, agree or strongly agree that Google Classroom is generally useful. In relation to the question ‘Does this application save time when you use it?’, 57% and 29% of them respectively agree and strongly agree with it, and the majority of respondents (52,83 percent and 15,09 percent, respectively) recognize that Google Classroom aids in their productivity. In summary, the statistics indicate that the majority of students value the availability of Google Classroom in blended learning.

b. Ease of Use

Category		RD (Really Disagree)		D (Disagree)		A (Agree)		RA (Really Agree)	
Ease of Use	Q1	0	0%	5	4,72%	43	40,56%	58	54,72%
	Q2	0	0%	3	2,83%	51	48,11%	52	49,06%
	Q3	1	0,94%	7	6,60%	57	53,77%	41	38,69%
	Q4	7	6,60%	39	36,79%	39	36,79%	21	19,82%
	Q5	2	1,89%	30	28,31%	59	55,66%	15	14,15%
Average (%)			1,88%		15,85%		46,98%		35,29%

Table 2. Students’ perception on the use of Google Classroom ease of use in a blended learning

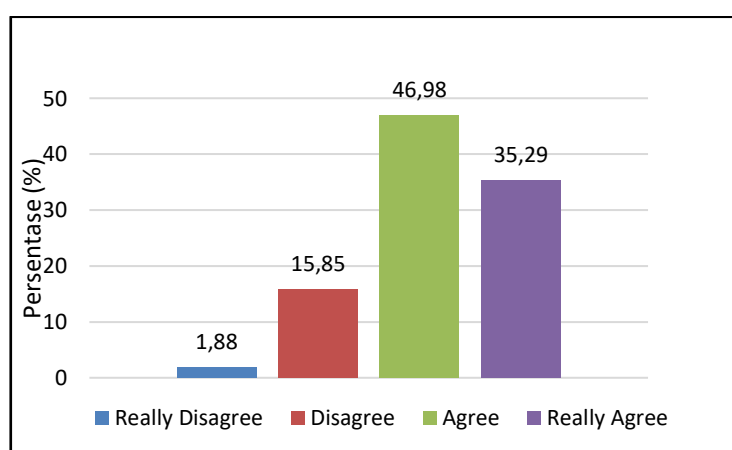


Chart 2. EFL learners’ perception on the ease of use of Google Classroom in blended learning

The following are the questions stated in the questionnaire.

6. Is this application easy?

7. Is this application simple when it's used?
8. Is this application user-friendly?
9. Do you use this application without written instructions?
10. Can you use 'recover' in the menu bar instantly when making mistake?

Chart 2 proves that 46,98% of respondents agree that Google Classroom provides an ease of use in a blended learning. The highest average comes from the third question; *Is this application user-friendly?* Here, the majority of students, 56% and 44%, respectively, approve and strongly accept. that Google Classroom is one of the user-friendly applications. Dealing with the question '*Is this application simple when it's used?*', 48,11% and 49,06% of them respectively agree and strongly agree with it because they (40,56% and 54,72%) affirm that Google Classroom is easy to use. Additionally, most of them (55,66% and 14,15%) proclaim that they can use 'recover' in the menu bar instantly when making mistake without written instruction as told in table 2 (36,79% dan 19,82%).

c. Ease of Learning

Category		RD (Really Disagree)		D (Disagree)		A (Agree)		RA (Really Agree)	
Ease of Learning	Q1	2	1,89%	15	14,15%	54	50,94%	35	33,02%
	Q2	1	0,94%	7	6,60%	46	43,40%	52	49,06%
Average (%)			1,42%		10,37%		47,17%		41,04%

Table 3. Students' perception on the ease of learning of Google Classroom in blended learning

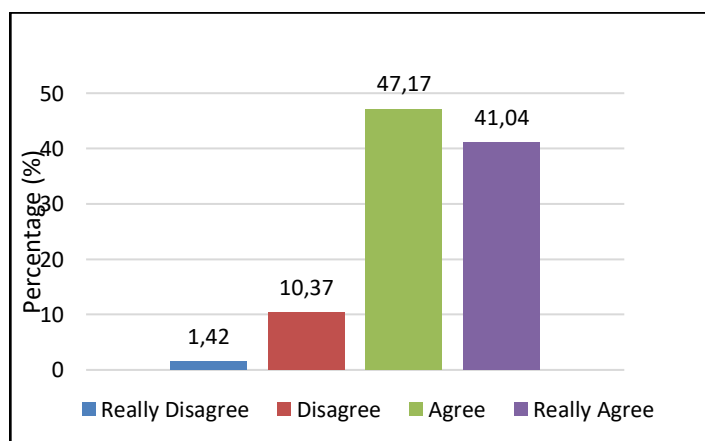


Chart 3. EFL learners' perception on the ease of learning of Google Classroom in blended learning

The following are the questions stated in the questionnaire.

- 3 Do you learn how to use it fast?

4 Do you easily remember how to use it?

The chart 3 shows that 47,17% of respondents agree that Google Classroom provides an ease of learning in a blended learning for EFL learners. Table 3 points that mostly the students (50,94 % dan 33, 02%) respectively agree and strongly agree that they can learn how to use Google Classroom fast. Furthermore, they are also able to remember how to use it easily. This perception is testified by 43,40% of respondents who respectively agree and 49.06% of respondents who strongly agree.

d. Satisfaction

Category		RD (Really Disagree)		D (Disagree)		A (Agree)		RA (Really Agree)	
Satisfaction	Q1	2	1,89%	16	15,09%	62	58,49%	26	24,53%
	Q2	2	1,89%	19	17,92%	61	57,55%	24	22,64%
	Q3	1	0,94%	13	12,27%	68	64,15%	24	22,64%
	Q4	1	0,94%	9	8,49%	65	61,32%	31	29,25%
	Q5	2	1,89%	5	4,72%	77	72,64%	22	20,75%
Average (%)			1,51%		11,70%		62,83%		23,96%

Table 4. Students’ perception on satisfaction of Google Classroom in blended learning

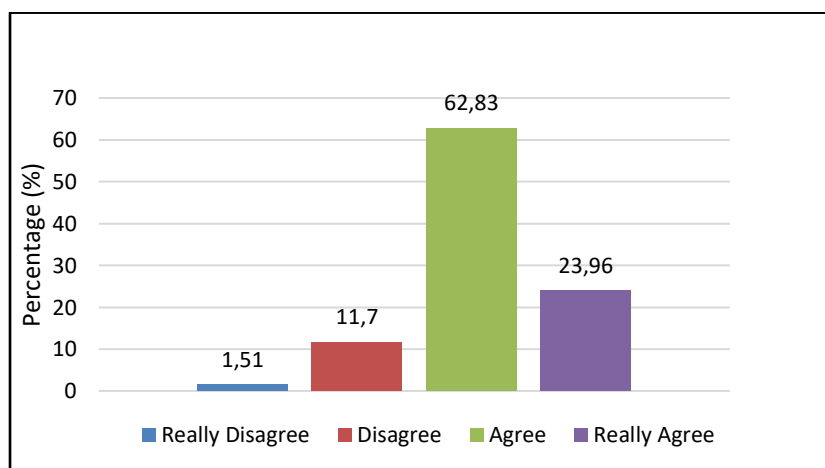


Chart 4. EFL learners’ perception on satisfaction of Google Classroom in blended learning

The following are the questions stated in the questionnaire.

1. Are you satisfied with this application?
2. Is this application fun to use?
3. Does this application work as expected?
4. Is this application great?

5. Is it convenient to use?

Coping with EFL learners' satisfaction of using Google Classroom in blended learning, the chart 4 answers that 62,83% of respondents feel satisfied with it for some reasons. To start with, the majority of learners, 72,64 percent and 20,75 percent, respectively, agree or strongly agree that Google Classroom is convenient. Second, they (64,15% and 22,64%) admit that Google Classroom works as expected, hence they (61,32% and 29,25%) consider it as a great platform in blended learning. Moreover, the great number of the respondents (57,55% and 22,64%) state that Google Classroom is also fun to use.

Discussion

Relying on the data findings of EFL learners' perceptions on Google Classroom in a blended learning, most of the respondents agree that Google Classroom boasts usefulness (58,2%), ease of use (46,98%), ease of learning (47,17%), and satisfaction (62,83%). In the following, each of them is addressed in detail.

The first feature of Google Classroom that most EFL learners agree with is its usefulness. Here, 66,04% of respondents state that they become more effective. When materials have been shared by the teacher before a meeting, for instance, the EFL learners can do pre-reading activities toward the topic course. This benefits them by reactivating their prior knowledge prior to entering the classroom conversation (Sumarni & Harjanto, 2019). If they do, they can get involved to opine others' idea or answer some questions in the discussion board. Another feature of Google Classroom that mostly EFL learners go along with is that it saves their time when using it. They do not spend time on copying materials from the teacher. All materials can be simply accessed with a single click. This is consistent with Beuning, Besson, and Snyder (2014), who argue that one of the benefits of technology is time savings. As a result, students will have more time to prepare lessons.

The second feature of Google Classroom that most EFL learners (46,98%) agree with is its ease of use. This is reinforced by Al-Marouf and Emran (2018) who confirm that perceived ease of use is one of the factors affecting the students'

acceptance of Google classroom at Al Buraimi University College (BUC) in Oman. Furthermore, Harjanto and Sumarni (2019) assert that Google Classroom is substantially ubiquitous regarding to teaching and learning activities since this program is accessible via computers or cellphones running a variety of different operating systems (OS). In accordance with this principle, the findings of this study show that 40,56% of students affirm that that Google Classroom is easy to use due to its simpleness as strongly confirmed by 49,06% of the students. For instance, this platform is capable of storing all of the papers associated with students' assignments and quizzes. They are not concerned with data loss, as opposed to submitting printed papers, which are occasionally misplaced by students (Carley, 2014). In addition, most of them (55,66%) proclaim that they can use 'recover' in the menu bar instantly when making mistake.

The third feature of Google Classroom that most EFL learners (47,17%) agree with is its ease of learning. Considering the fact that google is not new application for students, mostly the students (50,94%) can quickly pick up on how to use it. It does not take a significant period of time to become acquainted with all of the stuff. However, the use of Google Classroom in teaching and learning must be supported by internet facilities. According to Banditvilai (2016), factors such as internet connection, hot spot location, and free wi-fi service should be considered. Slow internet connections must be avoided, and technical challenges associated with upgrading and maintaining technical equipment such as servers must be resolved. To summarize, to facilitate blended learning, learners should have trouble-free internet connectivity.

Another feature of Google Classroom that most EFL learners (62,83%) are in the same mind deals with their satisfaction in using it; one of which is that it works as expected. This finding is consistent with the study of Shahrane, Jamil, and Rodzi (2016), Muslimah (2018), and Harjanto and Sumarni (2019). Shahrane et.al (2016) prove that many students feel satisfied with Google Classroom because of its effectiveness and efficiency. Furthermore, Muslimah (2018) testifies students' satisfaction of Google Classroom based on their highest score on the one of questionnaire items '*I would recommend this method of learning to be applied to other appropriate subject*' with average 3.86 which means respondents strongly

agree. This is strengthened by the study of Harjanto and Sumarni (2019) stating that the students (53,32%) feel satisfied based on their experience in using Google Classroom.

Conclusion

The goal of this study is to ascertain EFL learners' perceptions of the use of Google Classroom in blended learning at the State Islamic Institute's English Language Education Department. There are 106 students from three different courses who participated in completing the questionnaire. They are 56 (52,83%) students from Sentence and Paragraph Writing class, 28 (26,42%) students from Sociolinguistics class, and 22 (20,75%) students from Curriculum and Material Development (CMD) class. With regard to the findings of this research, EFL learners' perceptions on the use of Google Classroom in blended learning ensure that this application provides several benefits, namely usefulness respectively proved by that 58,25% of respondents, ease of use respectively proved by that 46,96% of respondents, ease of learning respectively proved by that 47,17% of respondent, and satisfaction respectively proved by that 62,83% of respondent. To sum up, the EFL learners perceive Google Classroom application use in blended learning positively.

Based on the conclusion of this research, three crucial suggestions are presented as follows.

1. It is recommended that students in the Department of English Language Education optimize their use of Google Classroom, particularly in blended learning. They are expected to utilize it properly and creatively to create better, more engaging, and more student-centered learning.
2. For lecturers of English Language Education Department are supposed to promote the use of Google Classroom regarding its usefulness, ease of use, ease of learning, and the students' satisfaction for better teaching.
3. Since this research merely focuses on population of English Language Education Department, it is strongly recommended for the next researchers to conduct research within various departments in higher education program. Along these lines, the function of Google classroom can assist

lecturers and learners in the learning process using blended learning approach.

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