

# Students' Perceptions on English Course Through Google Classroom

## During Covid-19: Asynchronous Online Learning

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### Abstract

In view of the Covid-19 pandemic, online learning is a new challenge for students and teachers in carrying out learning during this covid-19 pandemic. This research explores the students' perceptions on english course through google classroom which have implemented in students of 8A class at SMPN 1 Megaluh. There were 30 students who participated in this research. This research adapts Technology Acceptance Model (TAM) by Davis (1989) which involved perceived ease to use, perceive usefulness, attitude toward use, and behavioral intention to use as indicators to obtain the data of students' perception questionnaire and also the interview. This research employs a descriptive case study using mix data. The quantitative data was collected by using an online questionnaire through Google form and the qualitative data was collected by using interview. The results of this study indicate that students of 8A class at SMPN 1 Megaluh hold positive perceptions towards the use of Google Classroom in English course. Overall, this study assert that online learning using Google Classroom has the potential to offer an excellent teaching and learning experience for students of 8A class.

**Keyword:** *Online learning, google classroom, students' perception*

### Introduction

Nowadays, Covid-19 has become a familiar thing in the world. The covid-19 pandemic that hit the world, including Indonesia, has had a major impact on various fields, one of which is in education. The Ministry of Education and Culture issued a circular to schools and other educational institutions to temporarily stop conventional teaching and learning activities in schools and encourage learning to take place at home through online learning. Online platforms in online learning are the best solution to prevent the spread of covid-19. There are lots of applications or platforms that can be used, one of which is Google Classroom, because it is easy to access, both for teachers and students.

Online learning is needed for students during this covid-19 pandemic to replace the conventional teaching and learning activities in school. According to Amity (2020), there are three ways of online learning, which is asynchronous, synchronous and hybrid online learning.

The asynchronous online learning is an unsynchronized method of learning, granted that the attendance of the teacher and the students can be distinct. The synchronous method is the opposite, the attendance of a teacher and students should be simultaneous, they should meet online on whichever platform is decided to work on, and cooperate just as they do in a classroom. Instead the hybrid method is a combination of both synchronous and asynchronous ways of learning online.

Asynchronous e-learning is the most adopted method for online education (Parsad & Lewis, 2008) because learners are not time bound and can respond at their leisure. Asynchronous e-learning allows teacher and students can connect each other not at the same time. Students enable to complete their learning activities at their own place without live instruction from the teacher. Asynchronous e-learning is often referred to as a student-centered method. Therefore, students are given full independence to complete their learning activities. Google Classroom is one of the online platforms used in asynchronous online learning.

In every educational activity, students' perception is one of the most important factor to determines the effectiveness on learning activities. Perception itself is defined as a process of how a person select, organizes, and interprets the information inputs to create meaningful overall conception (Kotler, 2000). A person's positive perception arises because of individual's satisfaction towards the object perceived and the existence of an individual's experiences toward the object perceived. Otherwise, a person's negative perception arises because of individual's dissatisfaction towards the object perceived and the lack of an individual's experiences toward the object perceived (Robbins, 2002). Based on the interview that conducted by researchers to the English teacher of eight-grade at SMPN 1 Megaluh, the teaching and learning process is carried out using an online platform, namely Google Classroom. Each student has different experience in using Google Classroom in the teaching and learning process. So that it allows students to have differences of opinion about regarding the use of Google Classroom in online learning.

Various studies have also been carried out by Gazan M. (2020), Amiti F. (2020), Malik M., et. al., (2017) regarding synchronous and asynchronous online learning. They conducted the study to explore the students' perspective about synchronous and asynchronous online learning. Gazan (2020) conducted the study about synchronous online learning by using Zoom and asynchronous online learning by using myenglishlab at students of a state university in Ankara. The result of Gazan's research states that participants favored the flexibility aspect of both synchronous and asynchronous mode by repeatedly stating adjectives like easy and comfortable. In contrast to the case study that will be studied by the researcher which is only

focus on asynchronous online learning in English subject class by using Google Classroom to explore how students' perceptions on English course through Google Classroom during covid-19 pandemic. The researcher examines students' perceptions of English subjects through asynchronous methods by using Google Classroom in one of the classes in schools that use an online learning system. The class taken is 8A class of SMPN 1 Megaluh. The researcher chooses this class because this class has a lower students' participation in the activity of teaching and learning online than the other class. The goal of this study is to investigate students' perceptions on English course through Google Classroom as an online platform in asynchronous online learning in the 8A class of SMPN 1 Megaluh. The overarching question leading this case study is: What are students' perceptions on English course through Google Classroom during covid-19 pandemic in asynchronous online learning at SMPN 1 Megaluh?

### **Methodology**

The research design used is a descriptive case study because this study investigates a single case to produce an in-depth description of implementing asynchronous online learning in 8A class of English course through Google Classroom in SMPN 1 Megaluh. Case study research is a design that requires multiple data (Yin, 2008). As Yin (2009) state that some case studies go beyond a type of qualitative data by using a mix qualitative and quantitative data. In this research, the qualitative data is collected using interview of some students and quantitative data is collected using an online questionnaire through Google form. This interview is conducted to emphasize the questionnaire data. The interview is given to some students who have highest, average and lowest score in accordance with the direction of the English teachers. The online questionnaire consists of 17 item and the interview consists of 7 items. The items of questionnaire and interview are adapted from technology accepted model (TAM) constructs (Davis F. D., 1989) in Rukmi (2020) with little modification. The measured items include perceived ease of use, perceive usefulness, attitude towards usage, and behavioral intention to use.

The students who participate in this study were the 8A-grade students at SMPN 1 Megaluh. The researcher decides to carry out this research study with these students because regarding to a case study they are taking English course by using asynchronous online learning through Google Classroom as their online learning. Observation was employed in order to explore how the design of asynchronous online learning. There were 30 students, 17 males and 13 females registered in English course at 8A class based on online class. Their experiences in

learning English course and taking online learning are new for them. The researcher conducted interviews with English teacher who taught in 8A class as preliminary study.

The data from students' close ended questionnaire is presented in the form of percentage of statement and then interpreted for data analyzing. In addition, the researcher also uses Miles and Huberman's theory in analyzing the data. According to Miles and Huberman (1994), there are three activities in qualitative data analysis, that is data reduction, data display and conclusion drawing/verification.

### Finding

This section presents and discusses the findings related to the research questions on students' perceptions toward English course in asynchronous online learning during covid-19 pandemic by using Google Classroom. The finding of the research from questionnaire taken from 30 students of 8A class at SMPN 1 Megaluh. In order to answer the research questions, the findings from students' questionnaire is shown in Table 4.1, Table 4.2, Table 4.3, and Table 4.4.

Table 4.1 Students' Perception on the Use of Google Classroom in Perceived Ease of Use

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Google Classroom is easy to access	6.7%	73.3%	13.3%	3.3%	3.3%
2	I easily proficient in using Google Classroom	20%	50%	26.7%	3.3%	0
3	Google Classroom makes an interaction with teacher flexible	20%	50%	16.7%	10%	3.3%
4	Google Classroom is easy to operate	6.7%	60%	13.3%	13.3%	6.7%
5	Google Classroom makes it easy for me to do what I want to do in English learning	10%	33.3%	26.7%	26.7%	3.3%
6	My lack of experience in using Google Classroom limits me in determining the level of ease of use	10%	50%	33.3%	6.7%	0

Based on the table above, the findings of this study were positive which "*Strongly Agree* and *Agree*" was preferred more than "*Disagree* and *Strongly Disagree*"

Table 4.2 Students' Perception on the Use of Google Classroom in Perceived Usefulness

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7	Google Classroom helps in submitting the assignment more quickly	20%	40%	26.7%	6.7%	6.7%
8	Google Classroom could improve my performance in English course	6.7%	46.7%	36.7%	10%	0
9	Google classroom could increase my productivity	3.3%	46.7%	33.3%	16.7%	0
10	Google Classroom could improve my ability on English course	13.3%	56.7%	23.3%	6.7%	0
11	Google Classroom is very helpful in doing English learning	16.7%	40%	36.7%	3.3%	3.3%
12	Google Classroom is useful in my English learning	10%	46.7%	36.7%	3.3%	3.3%

Based on the table above, the findings of this study were positive which “*Strongly Agree* and *Agree*” was preferred more than “*Disagree* and *Strongly Disagree*”.

Table 4.3 Students' Perception on the Use of Google Classroom in Attitude toward Usage

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
13	Using Google Classroom in English course is a good idea	13.3%	50%	26.7%	3.3%	6.7%
14	I like using Google Classroom in English course	16.7%	43.3%	36.7%	3.3%	0
15	Using Google Classroom in English course is a positive idea	20%	46.7%	30%	3.3%	0

Based on the table above, the findings of this study were positive which “*Strongly Agree* and *Agree*” was preferred more than “*Disagree* and *Strongly Disagree*”.

Table 4.4 Students' Perception on the Use of Google Classroom in Behavioral Intention to Use

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
16	I plan to use Google Classroom in the future	13.3%	36.7%	30%	16.7%	3.3%
17	I intend to use Google Classroom because I have access to use it	13.3%	40%	36.7%	3.3%	6.7%

Based on the table above, the findings of this study were positive which “*Strongly Agree* and *Agree*” was preferred more than “*Disagree* and *Strongly Disagree*”.

All of the findings of questionnaire showed that the most of overall respondent percentage on the students' perception toward Google Classroom was agree. Such overall the totally most percentage in the table demonstrate that participants in this study represent a positive perception towards Google Classroom in English course. Furthermore, the overall data displayed in Table 4.1, Table 4.2, Table 4.3, and Table 4.4 showed that most of participants gave a very positive response to the ease of use, usefulness, attitude toward usage and behavioral intention to use.

The next finding of the research was interview taken from 6 students of 8A class at SMPN 1 Megaluh who have highest, average and lowest score in accordance with the direction of the English teachers. In order to answer the research questions, the findings from students' interview is shown in Table 4.5, Table 4.6, Table 4.7, and Table 4.8.

Table 4.5 Students' Perception on the Use of Google Classroom in Perceived Ease of Use

No.	Questions	Finding
1	How do you feel about online learning using Google Classroom in English course?	<ol style="list-style-type: none"> <li>1) Easy to understand</li> <li>2) More effective, helpful and makes her learning easier</li> <li>3) Less effective because she has difficulty in understanding the material</li> <li>4) Less effective, because it is not face to face with teacher</li> <li>5) Helpful in learning during this pandemic</li> <li>6) Easy to use</li> </ol>

2	Do you have difficulty operating Google Classroom in online learning?	No, the reasons: 1) Easy to use 2) Easy to understand 3) Easy to access
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The interview about Perceived Ease of Use (PEU) involves 2 questions as the following:

The question one is “How do you feel about online learning using Google Classroom in English course?”. The finding showed that most of students have a good response to the use of Google Classroom in online learning. The question two is “Do you have difficulty operating Google Classroom in online learning?”. The finding showed that students do not find it difficult to operate Google Classroom during online learning, because they feel that google classroom is easy to use, easy to understand and also easy to access.

Based on the finding of the research where Google Classroom are easy to use, easy to access and helpful in learning during this pandemic. Then, the researcher concluded that the result was positive.

Table 4.6 Students’ Perception on the Use of Google Classroom in Perceived Usefulness

No.	Questions	Finding
1	Is the use of Google Classroom in online learning on English course useful for you?	Yes, the reasons: 1) More relaxed in doing tasks, and can exchange the ideas with mother 2) Easy to understand the material, and can do the task on time 3) Help in learning, easier to learn, and more simple 4) More practical, safer because of the current pandemic, and smartphone is more useful 5) Can speed up and make it easier to submit the tasks and also can submit the task on time 6) Have more time to do the tasks, does not require a lot of data or internet quota, and can be used at anytime
2	Does using Google Classroom in English course affect your	Yes, the reasons: 1) Make her more enthusiastic in learning English 2) Make her more easy to learn English

	performance in online learning?	<ul style="list-style-type: none"> <li>3) More helpful in studying and submitting the tasks without having to leave the house</li> <li>4) Make her submit the tasks on time</li> <li>5) Make her more productive</li> <li>6) Make her more diligent</li> </ul>
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The interview about Perceived Usefulness (PU) involves 2 questions as the following:

The question one is “Is the use of Google Classroom in online learning on English course useful for you?”. The finding showed that students feel that the use of Google Classroom in online learning is very useful. The question two is “Does using Google Classroom in English course affect your performance in online learning?”. The finding showed that all of students feel that using Google Classroom in online learning in English course affect their performance.

Based on the finding of the research which Google Classroom has many benefits and has a good effect on students’ performance in learning. Then, the researcher concluded that the result was positive.

Table 4.7 Students’ Perception on the Use of Google Classroom in Attitude toward Usage

No.	Questions	Finding
1	Is doing online learning using Google Classroom on English course a good idea?	<ul style="list-style-type: none"> <li>1) Easier to understand</li> <li>2) Make it easier for her to learn the material</li> <li>3) Can still learn and do learning</li> <li>4) Can find additional information on google or other sites.</li> <li>5) The material does not explain directly</li> <li>6) Very easy to use</li> </ul>
2	Do you like the idea of using Google Classroom on English course in online learning?	<p>Yes, the reason:</p> <ul style="list-style-type: none"> <li>1) Quite fun and she can understand how to use google classroom quickly.</li> <li>2) More effective and easy to learn English that has been taught by teacher</li> <li>3) Easier to use</li> <li>4) Practical in the current pandemic</li> <li>5) It can help in online learning</li> <li>6) Can submit the tasks in google classroom on time</li> </ul>



The interview about Attitude toward Usage (ATU) involves 2 questions as the following:

The question one is “Is doing online learning using Google Classroom on English course a good idea?”. The finding showed that most of students agree that using Google Classroom in online learning is good idea. The question two is “Do you like the idea of using Google Classroom on English course in online learning?”. The finding showed that all students like the idea of using Google Classroom in online learning.

Based on the finding of the research where most of students agree that using Google Classroom is a good idea and also they like the idea of using Google Classroom in online learning. Then, the researcher concluded that the result was positive.

Table 4.8 Students’ Perception on the Use of Google Classroom in Behavioral Intention to Use

No.	Questions	Finding
1	Are you planning to use Google Classroom in online learning on English course in the future?	Yes, the reason: 1) If pandemic is not over 2) Make her easier to learn English 3) Google classroom is an easy alternative for learning 4) Google Classroom is an alternative during this pandemic 5) Make her more diligent in learning 6) Does not require a lot of data or internet quota, make her easy in doing distance learning, and very easy to use and understand

The interview about Behavioral Intention to Use (BIU) involves 1 question as the following:

The question one is “Are you planning to use Google Classroom in online learning on English course in the future?”. The finding showed that students have a plan to use Google Classroom in the future.

Based on the finding of the research which students have a plan to use Google Classroom in the future. Then, the researcher concluded that the result was positive.

All of the findings of interviews showed that the most of overall student’s response on the students’ perception toward Google Classroom was positive. Furthermore, the overall

data displayed in Table 4.1, Table 4.2, Table 4.3, and Table 4.4 showed that most of participants gave a very positive response to the ease of use, usefulness, attitude toward usage and behavioral intention to use.

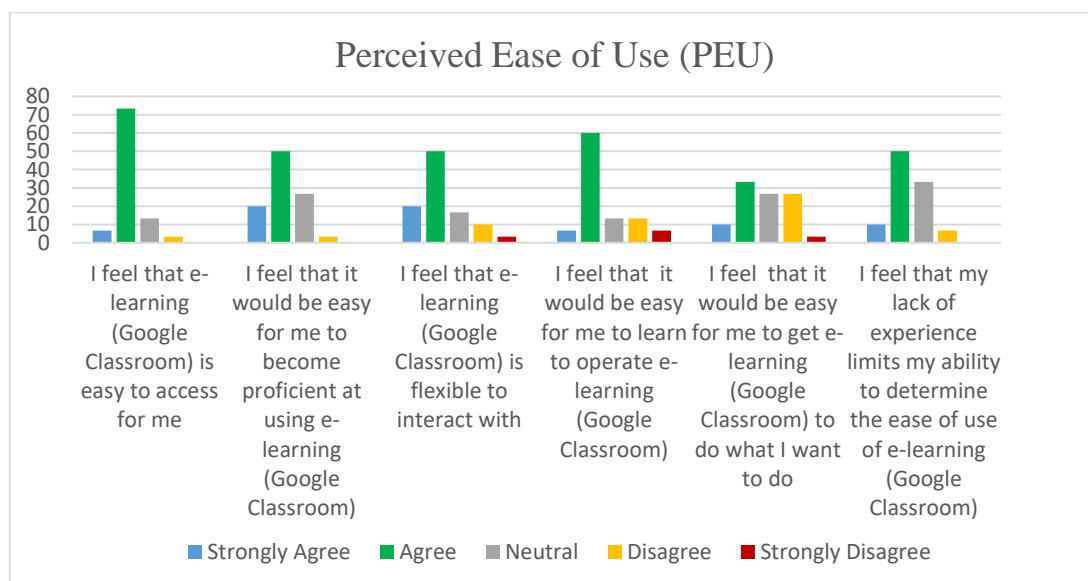
## Discussion

The discussion is shown through the interpretation of the result shown in the tables elaborated with the findings from the interview. The data showed that students gave various responses toward the use of Google Classroom. However, most of the respondents of the study perceived the use the use of Google Classroom in positive way.

### Perceived Ease of Use (PEU)

Perceived Ease of Use is the degree to which a person believes that using a particular system would be free from effort (Davis, 1989 cities in Basri & Paramma, 2019). In this study, it refers to students believe that the use of Google Classroom does not requires high workload and thinking effort. It means that Google Classroom that are applied must make learning simple and easy. The following figure describes the students' responses.

Figure 4.1



Regarding the figure above, the researcher can infer that Google Classroom seems easy for students to implement. Almost all of the students agree and perceived that Google Classroom are easy to use. In interview, some of students reveal that online learning using Google Classroom is not fully effective because they have difficulty in understanding the material. It is because Google Classroom is one of application for asynchronous online learning. So that there is no direct communication between students and teacher in learning. Nevertheless, the most of overall students admitted that using Google Classroom in online

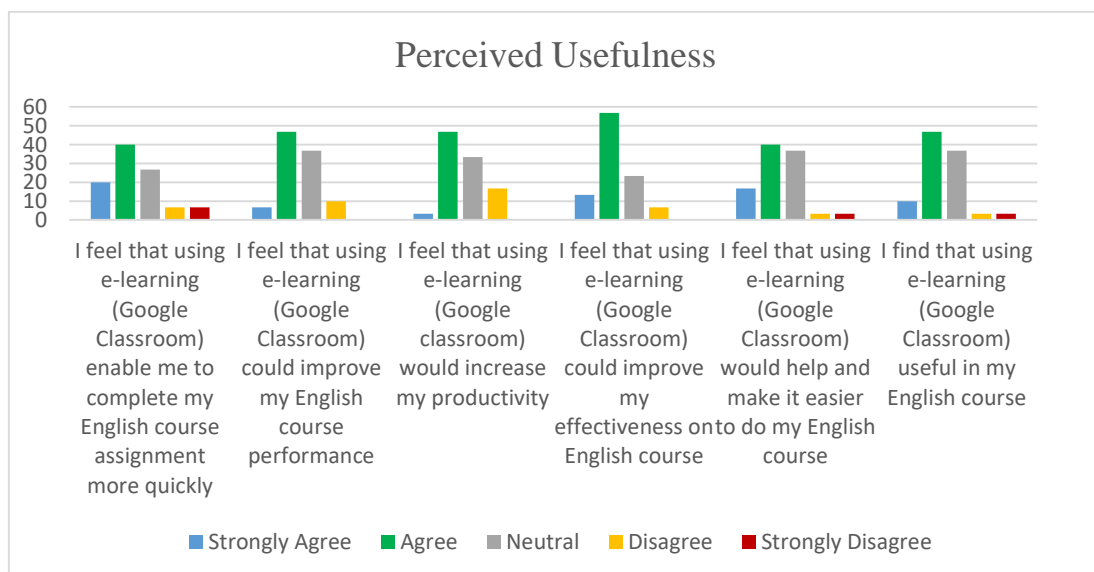
learning was very helpful and made it easier for them to learn, especially in this pandemic era. They also admitted that the use of Google Classroom in online learning during this pandemic is easy to use, easy to understand, and also easy to access. The finding found by the researcher were accepted by a previous study related to Perceived Ease of Use (PEOU) from *Basri and Paramma (2019)* which is using the theory from Davis (1989) about Technology Acceptance Model (TAM).

Perceived Ease of Use refers to students believe that the use of Google Classroom is free from workload and thinking effort. Based on these two data, the researcher concluded that the most of overall students perceive that Google Classroom is easy to use in English course in online learning during this pandemic situation.

### Perceived Usefulness (PU)

Perceived Usefulness (PU) is the degree to which a person believes that using a particular system would enhance their job performance (Davis,1989 in Basri & Paramma, 2019). In this study, PU refers to students believe that using Google Classroom could enhance their English performance. The following figure describes the students' perceived usefulness.

Figure 4.2



Based on the figure above, the researcher can infer that using Google Classroom in online learning can be useful to enhance students' English performance. From the whole items of students' perceived usefulness, all the students agreed that using Google Classroom in online learning in English course become useful for their performance. As students mentioned in the interview that online learning using Google Classroom was very useful in learning because they can more relaxed in doing the tasks and they can submit the task more easily and on time

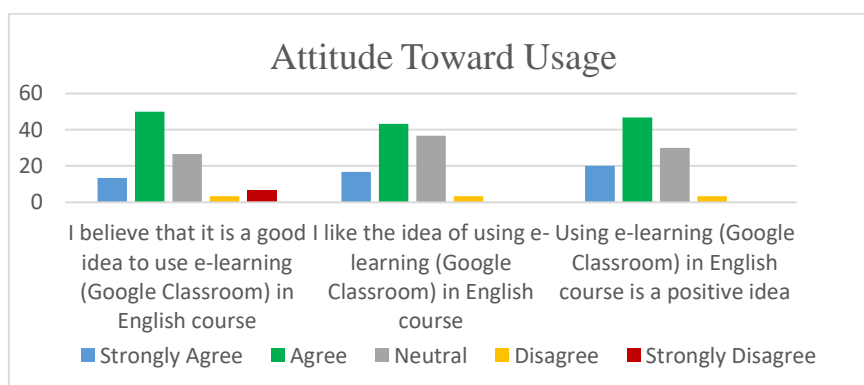
without requires a lot of data or internet quota. So that in online learning using Google Classroom students became more diligent and enthusiastic in learning English and also more increase their productivity. The finding found by the researcher were accepted by a previous study related to Perceived Ease of Use (PEOU) from *Basri and Paramma (2019)* which is using the theory from Davis (1989) about Technology Acceptance Model (TAM).

Perceived usefulness is dealing with a student believe that using Google Classroom could enhance their learning performance. Based on the figure and also the interview, the researcher concluded that all of students perceived Google Classroom is useful to accomplish their English course during this pandemic era.

### Attitude Toward Usage (ATU)

Attitude Toward Usage (ATU) represents individuals' evaluative feelings (positive or negative) when performing a particular behavior (Ajzen & Fishbein, 2000 in Basri and Paramma, 2019). Attitude toward usage determine the intention to use a specific program or learning tool. The students' attitude toward Google Classroom can be seen in the following figure.

Figure 4.3



Based on the figure, the researcher can be identified that using Google Classroom in English course is a good idea. From the comprehensive data on students' attitude toward the usage of Google Classroom in English course, all students admitted that Google Classroom was good idea. As students mentioned in interview that learning by using Google Classroom can make it easier for them to learn the material and find additional information on google or other site. Although there are some students who did not really agree with the idea of using google classroom because the subject matter is not explained directly, they still like the idea of using google classroom for English course because it helps them in learning online during this pandemic. The finding found by the researcher were accepted by a previous study related to

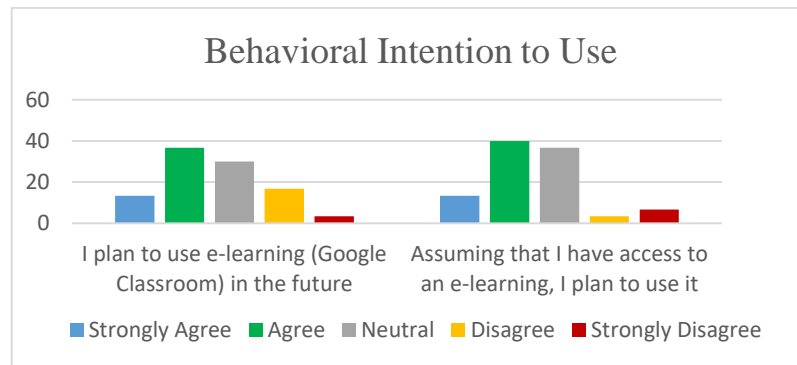
Perceived Ease of Use (PEOU) from *Basri and Paramma (2019)* which is using the theory from Davis (1989) about Technology Acceptance Model (TAM).

An application should present a good and positive impression on the users. Based on both of data, the researcher concluded that almost of all students revealed that using Google Classroom in online learning is good idea, so that they could still learn and do learning during this pandemic era.

### Behavioral Intention to Use (BIU)

Behavioral Intention to Use (BIU) is defined as the actual use of a given program and it determines technology acceptance. Behavioral intention to use is similar to an encourage to apply alternatively use Google Classroom. The following figure represents the students' intention to use Google Classroom.

Figure 4.4



According to figure, the researcher can infer that Google Classroom can be feasible application to be recommended in supporting the learning classroom process in the future. From the comprehensive data on students' behavioral intention to use Google Classroom, most of overall students plan to use Google Classroom in the future. In the interview with students, they revealed that Google Classroom is an easy alternative in learning. Google Classroom also makes it easier for them to learn English and doing learning during this pandemic. So that students have plan to use Google Classroom in the future if pandemic is not over. The finding found by the researcher were accepted by a previous study related to Perceived Ease of Use (PEOU) from *Basri and Paramma (2019)* which is using the theory from Davis (1989) about Technology Acceptance Model (TAM).

A user's perceptions of the usefulness and ease-of-use brought impact to the user's intention to use (BIU) to the system (Fred D. Davis, Bagozzi, & Warshaw, 1989 in Basri & Paramma, 2019). Based on the figure and also the interview, the researcher concluded that almost of all students plan to use Google Classroom in the future.

## Conclusion

Based on the finding and discussion in the previous chapter, the result shows that students of 8A class at SMPN 1 Megaluh hold positive perceptions towards the use of Google Classroom in English course. With this finding, students maintain that Google Classroom makes their learning easier and useful for their online learning in English course. In support of that easiness, the students thought that using Google Classroom in online learning is a good idea, and they plan to use it in the future. In addition, students also realize the importance of using technology to support their learning process. Therefore, students suggest to maintains using Google Classroom in the teaching and learning process during this pandemic era.

Future research is required to address how the other variables of the Technology Acceptance Model relate to ease of use, usefulness, attitude and behavioral acceptance. It is expected that future research can refer to this Acceptance Model in determining a suitable ICT integrated learning program between the reality of the program being used and user expectations.

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