

THE USE OF GOOGLE CLASSROOM AS A MEDIA IN LEARNING ENGLISH

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Abstract:

Nowadays, integrating technology or ICT can make students control their learning and also more engaged in class. There are a lot of online social learning environment and educational tools which are accessible for both students and teachers, such as, google docs, google scholar, and google+. Google launched an e- learning tool named google classroom. Google Classroom is a blended learning platform with interesting and simple features for schools. Google classroom is an application designed to help students and teachers in their learning process. This paper uses library research to collect data about the use of google classroom. The writer using a book, previous research and journal in order to get data about google classroom and it used both from students or teachers experience. The writer also uses source from the internet to get a more different point of view. It is hoped that the reader will get enough information by reading this paper. The conclusion of this research is using google classroom as a media in learning English is effective it is proven by some research that found the use of google classroom as a media was welcomed by both teachers and students. It has positive influence as students were more motivated when learning English using google classroom because it is very easy to access and use whereas teachers with google classroom made their assignments as teachers lighter and can also improve expertise as a teacher in technology. The suggestion to use google classroom is not only because of the useful utility tool, but it also encourages teachers to be more creative in using the features to create better teaching.

Keywords: google classroom, learning media, English

1. Introduction

Nowadays, integrating technology or ICT can make students control their learning and more engaged in class. ICT has an important role in learning. Many people believe that ICT will make the learning process more fun and interesting, but learning activities with technology is one of the new challenges in higher education because many teachers should struggle to integrate it for several reasons. For instance, they do not have time to implement it, they do not have enough experience with technology, or they have no idea about using technology in the classroom. But nowadays, because of the corona, the teaching-learning process should be held by online class or daring. The teachers, ready or not, have to teach the students by an online learning environment.

There are a lot of online social learning environment and educational tools which are accessible for both students and teachers, such as, google docs, google scholar, and google+. Google launched an e-learning tool named google classroom. Google Classroom is a blended learning platform with interesting and simple features for schools. Only the institution's database can invite students to classrooms. Google Classroom can help to manage paperless system (Muslimah,

2018:2). recently, there have been many various applications, which are user friendly for both teacher and students. School stakeholders, including teachers and students, realize the advantage of educational technology. Google is a well-known search engine that can be employed to find information on the internet. Google also created some applications. One of its creations named google classroom. Google classroom is an application designed to help students and teachers in their learning process.

The researcher wants to determine the use of google classroom as a media in learning English. This paper will explore the use of google classroom as a media in learning English context where both teachers' and students' perception are presented based on their experiences. The significance is that the reader will get the reference about google classroom as a media in learning language, especially English. Through this paper, the researcher wants to know how the use of google classroom as a media in learning English is.

2. Literature Review

2.1 Sub Section

Google Classroom

Google classroom is developed by Google for academic purposes that support a blended learning platform. This application is so simple to use, does not take too many spaces on the smartphone's memory and help teacher and student keep on the lesson's track. The users can create a virtual class where they can function as in conventional class but save more time, money, and space. Iftakhar (2016: 12-13) stated that google classroom allows teachers to spend more time with their students and less time on the paperwork, and it is now even better. Google's latest announcement brings new functionality to google classroom. Included in the new functionality is the ability to add more than one teacher, as well as to preparing for classes in advanced as well. Google classroom is an easy to use the application, as Janzen (2017: 20) points out that google classroom's design purposefully simplifies the instructional interface and options used for delivering and tracking assignments; communication with the entire course or individuals is also simplified through announcements, email, and push notification.

Conceptually, google classroom is an application that has been developed by Google Inc. for educational space intended to find a way out the difficulty of creating, delivering, and classifying any paperless assignments. This application can be used on a smartphone where both lecturer and students can download it freely and log in easily. The lecturer only needs to create a class and share the class code to the students to let them join the class created. Through this application, students can submit their assignment easily, revise their assignment, and also check their scores given by the lecturer. Mafa (2018) stated the benefits of using google classroom to support the learning process:

1. Classroom management

Google classroom empowers teachers' authority to simply create and post content materials for students. The material itself can be in the form of documents, pictures, audios, file attachments and even videos. It also provides a discussion board where students may discuss or interact with each other easily. It also empowers other features such as announcements, upcoming task, datelines, and feedback, so students are able to manage their own independent learning.

2. Flexibility

Students and teachers may access all the features of google classroom in any forms of gadgets, such as a personal computer or smartphone. Accessing google classroom is very simple. It is integrated with Gmail account, which connects everything to it.

3. Safety and security

Students can enroll the class by entering the class code or based on teacher's invitation through email. It means it is restricted to certain people only and that no interlopers or unapproved groups or classes may have access.

4. Promote collaboration

Students can interact with others on the discussion board, which encourages them to have better collaboration. They can discuss the task or project online. Besides, the teacher may invite student parents or guardian to get involved in the class. It means they can track the progress of their children at any time. They can easily get informed of any announcements and/or otherwise questions in the class stream.

Google Classroom may still be unfamiliar for some people. Therefore, here is a guideline how to use google classroom properly for a better understanding based on Google (Ballew, 2018:65). Lots of activities we can do with google classroom when the class is operated. First, log in using classroom.google.com and log in using Google Apps for education account with an institution email address. To create the very first class, click on the "+" button next to the email address. "Create class" will appear and then press on it. After that, add a class name. The teacher can add the details about the class, such as description and instructions for students in the "about" tab, and also google drive folder for classroom materials and can attach outline course and lesson plan. Finally, the class is ready, and students can freely join if they have institutional Google accounts, and they should find class code in the "stream" tab.

2.2 Sub Section

Learning Media

Media refers to material that presented with words and pictures so that students can better understand the material if it is presented with words and also pictures rather than with words. Based on Mateer (2018: 178), media can be

important in active learning, such as group discussions or case studies. Example of media can include a film, song or newspaper article; even students can make their own media. Media is an important component in the learning systems; the communication process will not run optimally in learning without the media. According to Sariffudin (2013: 213), in general, learning media means teaching and learning tool which can be used to stimulate skills of learners, thoughts and feeling, therefore to facilitate the learning process.

Media has an important role in learning. Media can make both students and teacher engaged in class. Based on Williams (2018), the role of media in the classroom are; appeal to multiple learning styles, create an authentic learning experience, strengthens critical-thinking skills, teaches students to use media. Media can give effect on students' modalities, motivation behavior management, reaching higher levels of thought, and real-world applications. Thus, media is important in the learning process. Media make it easier to access information, make an interesting learning process and also make students exciting. Teaching English using media also explored by Susanto (2021) he said about using hand puppets as media to improve students 'speaking skill through narrative text

The advantages of using media based on Pedagogy in Action

Faizi (2018:55), such as media can gain students' attention and maintain students' interest; students can sharpen their analytical skills, enable students to see concepts and new examples, experience world beyond their own. In addition to numerous advantages, there are also a number of cautions that should keep in mind in utilizing media.

The challenges of using media, according to Perez (2015:2), are how to implement media effectively, understanding how it works, and how to integrate media in learning. Finally, using media in the classroom make students aware of the changing of electronic communications nowadays. Through media, students not only learn to access the material, gain information, but students can value and become wise when using the media.

3. Research Methodology

3.1 Participants / Subject / Population and Sample

The sample of the research is the students taken from some universities that using google classroom as a media in teaching English such as FKIP UMMY Solok, UNTAG Semarang, Megarezky University, UIN Syarif Hidayatullah

Jakarta, Universiti Malaysia Pahang, Al Buraimi University College Oman and the University of Chittagong Bangladesh..

3.2 Instruments

This paper uses library research to collect data about the use of google classroom. The writer uses a book, previous research and journal in order to get data about google classroom, and it used both from students or teachers experience.

3.2 Data Analysis Procedures

The writer also uses source from the internet to get more information. It is hoped that the reader will get enough information by reading this paper. The population is all students and teachers where they use google classroom as a medium in learning English. The technique of the sample is purposive sampling. The writer chooses some of the population related to the signification of this paper.

4. Findings

4.1. Sub Findings

From the library research conducted by the writer, it is found that many students gave a positive response about the use of technology as the learning support media and especially for google classroom, it is very easy and has a quick setup to utilize. As found by Sukmawati (2019: 142) that google classroom has roles in English learning teaching. It was proved that students could focus on their discipline because the assignments have a deadline. Then, students easily submit assignment anywhere by mobile phone. Furthermore, there is an interaction between lecturer and students in a private comment. There is also for student and other students. Therefore, google classroom has an important role in English learning teaching. Inline to this, Englishtina (2018:334) also found that Google Classroom increases the number of students who successfully complete the class requirement. The students get more motivated to do their tasks because they just need to open their smartphones, see what they need to do, work on it and then submit it and that is it, all done. Sadequle (2019:57) also found as same as Englishtina and Sukmawati, through this research, some technical issues have been traced out, which can be eradicated by Google to make Google classroom more user-friendly. Apart from that this paper also shows some challenging issues faced by the Bangladeshi learners while using Google classroom for teaching English.

Google classroom as a media in teaching English not only have good impacts on the study result, it also affected the student's attitude. As shown in the research findings of Sepyanda (2018: 180) that students' attitude toward the use of Google Classroom in collecting their assignment on Translation subject was in the "good" level. In other words, the students' attitude toward the use of Google Classroom on Translation subject in the third year of English Department students of FKIP UMMY in 2017/2018 academic year Solok was positive. So, it can be concluded that Google Classroom can be used as an effective tool in collecting students' assignments, especially in Translation subject.

Google classroom also effective as a media in teaching English. As found by Fauzan (2019: 271) in his research that the use of google classroom media was effective in improving the students' learning outcomes of Madrasah Ibtidaiyah Teacher Education Department of UIN Syarif Hidayatullah Jakarta. Therefore, the use of google classroom media can be used as an alternative media in the learning process. This findings also strengthened by the research done by Rana (2018: 112) that proved that both the perceived ease of use (PEOU) and perceived usefulness (P.U.) positively influence the behavioral intention, which in turn influence the actual usage of Google classrooms. This study helps the decision-makers of the higher educational institutions to have a better understanding of the effectiveness of using Google classroom by their students. It is assumed that it helps in measuring the level of students' acceptance of the previously mentioned technology.

The following table presents the results of research findings of the use of google classroom in teaching English:

Table 1 Research Findings

| No. | Conductor | Title | Research Findings |
|-----|------------------------------------|------------------------------------|--|
| 1. | Sukmawati and Fatkhul Arifin, 2019 | The Roleof Google Classroom in ELT | Google classroom has roles in English learning Teaching. It was proved that Students could focus on their discipline because the assignments have a deadline. Then, students easily submit assignment anywhere by mobile phone. Furthermore, there is an interaction between lecturer and students in a private comment. There is also for student and other students. Therefore, Google classroom has an important role in English learning teaching. |

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| 2. | Inti Englishina, 2018 | Using 'Google Classroom' App for Teaching Language | Google Classroom increases the number of students who successfully Complete the class requirement. The students get more motivated to do their tasks because they just need to open their smartphones, see what they need to do, work on it and then submit it and that is it, all done. |
| 3. | Marsika Sepyanda, M.Pd., 2018 | Students' Attitude Toward the Use of Google Classroom on Translation Subject in English Department of FKIP UMMY Solok | Students' attitude toward the use of Google Classroom in collecting their assignment on Translation subject was in the "good" level. In other words, the students' attitude toward the use of Google Classroom on Translation subject in the third year of English Department students of FKIP UMMY in 2017/2018 academic year Solok was positive. So, it can be concluded that Google Classroom can be used as an effective tool in collecting students' assignments, especially in Translation subject. |
| 4. | Fauzan, dkk, 2019 | The Effectiveness of Google Classroom Media on the Students' Learning Outcomes of Madrasah Ibtidaiyah Teacher Education Department | The results showed that the use of google classroom media was effective in improving the students' learning outcomes of Madrasah Ibtidaiyah Teacher Education Department of UIN Syarif Hidayatullah Jakarta. Therefore, the use of google classroom media can be used as an alternative media in the learning process. |

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|----|--|---|--|
| 5. | Rana A. Saeed Rana A. Saeed Al-Marouf and Mostafa Al- Emran 2018 | Students Acceptance of Google Classroom: An Exploratory Study using PLS-SEM Approach | The results of the study prove that both the perceived ease of use (PEOU) and perceived usefulness (P.U.) positively influence the behavioural intention, which in turn influence the actual usage of Google classrooms. This study helps the decision-makers of the higher educational institutions to have a better understanding of the effectiveness of using Google classroom by their students. It is assumed that it helps in measuring the level of students' acceptance of the previously mentioned technology. |
| 6. | Md. Sadequle Islam, M.A., 2019 | Bangladeshi University Students' Perception of Using Google Classroom For Teaching English | Through this research, some technical issues have been traced out, which can be eradicated by Google to make Google classroom more user-friendly. Apart from that this paper also shows some challenging issues faced by the Bangladeshi learners while using Google classroom for teaching English. |

5. Discussion

Google Classroom enables the users, both teachers and students, to share the materials, the assignments, questions for the quiz, and even for connecting one to another. The teacher can easily manage the class from his/her smartphone—no more paper needed for assignments, notes or quizzes. Students can do the assignment and submit it in the folder provided by the teacher in the application.

The teacher can create an announcement and assign an assignment for the class to be submitted in google classroom. The types of file that can be submitted in this application are also various. Any types of file such as doc, pdf, ppt, xl, jpeg, mp3 or even mp4 are accepted. This service is very useful, especially for a language class. Language class includes spoken and written skills. Therefore, google classroom is a perfect choice as it can accommodate the teachers in giving material and assignment,

especially audio and visual one. It is also efficient in the way of time-consuming. Unlike conventional class that required the teacher and the students to meet in a classroom at a certain time, this application can be operated at any time anywhere—no need to be in the particular classroom to have a lesson. What the users need is just their smartphone with an internet connection.

This application has a calendar system that helps the users to keep the class activity on track. The teacher can set the dateline schedule for submitting the assignment and get a notification when the students submit on time, late, or miss the assignment. This system is very handy for students to see what he or she needs to do to fulfil the class requirements.

Google classroom is actually designed to facilitate the interaction of lecturers or teachers with students or students in cyberspace. This application provides an opportunity for lecturers or teachers to explore the scientific ideas they have to students or students. Lecturers have the time to share scientific studies and provide independent assignments to students. In addition, lecturers can also open discussion rooms for students or students online. However, there is an absolute requirement to apply google classroom, which requires qualified internet access (Rozak & Albantani, 2018: 85).

The statement above is similar to the research findings of Sukmawati (2019: 142) that google classroom has roles in English learning teaching. It was proved that students could focus on their discipline because the assignments have a deadline. Then, students easily submit assignment anywhere by mobile phone. Furthermore, there is an interaction between lecturer and students in a private comment. It is as same as the previous study conducted by Iftakhar (2016: 30) that use of google classroom creates a better interaction between teacher and students, while students believe that this platform is helpful since they can easily get the learning materials uploaded by teachers.

Google classroom is a feature that is owned by Google. This application offers teaching and learning activities like in the classroom. This application can enrich us against other applications found on electronic devices (Rozak & Albantani, 2018). It is undeniable that in today's generation of all-sophisticated, very few individuals do not understand technology because it has become a “needs” in this generation. According to English Tina research finding's (2018:334) google, classroom increases the number of students who successfully complete the class requirement. The students get more motivated to do their tasks because they just need to open their smartphones, see what they need to do, work on it and then submit it and that is it,

all done. Then the classes are designed to help lecturers create and collect paperless assignments, including time-saving features such as the ability to automatically make copies of google documents for each student. Classes can also create a drive folder for each assignment and for each student so that everything stays organized.

This explanation above is in line to the review literature before that the google classroom gave many advantages, from the interview, the researcher found outside benefit:

1. The use of google classroom is easy

This happened because every student already has a smartphone or electronic device, and the most common requirement to utilize the google classroom is to have the electronic device.

2. Second is paperless

This is what the student really happy; they do not need to copy even material, task, assignment and other. What they need only texting through their phone or computer. Third, we can do anytime and anywhere they want. They did not have to meet each other, even in the distance they still can do the task or assignment, and also everyone can see and comment on their work. Using learning media can affect students learning interest and motivation. Learning media can improve and direct students' intention so that it can lead the motivation to learn and allow students to learn independently according to their abilities and interest (Azhar, 2016).

Be found by Fauzan (2019: 271) and Rana (2018: 112) that google classroom also an effective media in teaching English. It is because the advantages gave by google classroom itself that the students felt, here the advantages based on the interview:

First, google classroom has a quick setup process. The process rearrangement in google classroom is very fast and convenient compared to if the student has to install another learning system supporting the application, or if the student has to register with the learning system support provider. By using this application, the lecturer only needs to access the application and can start to share assignments and teaching materials. Google classroom is simpler and easier to use, making it ideal for lecturers even with a diverse and minimal level of e-learning experience.

Second, google classroom makes save time and space. Assignments from lecturers that have been accepted by students can be directly carried out anytime

and anywhere on condition that they do not exceed the expiration time. In addition, the application of this application also makes it easy for lecturers to give grades directly and leave messages relating to student assignments that are private. So the lecturers and students concerned know without having to meet and meet face to face. We know that both lecturers and students have their own preoccupations, with this application it can represent a meeting or direct contact which is basically the same when delivered verbally or delivered through google classroom. With this, we are able to minimize the possibility of wasting time.

Third, google classroom improves student discipline. The student will be required to appreciate the time even if only one second. Delayed in collecting the task is a risk because google classroom provides the information that collecting the task has a limit. The lecturer can also see how to discipline their students. Fourth, google classroom improves cooperative and class communication. When using this application, it is possible to collaborate online. The researcher found that the lecturer can send notices to students to start a simple discussion online or notify students about certain online learning activities. Students have the opportunity to get feedback by posting directly to the discussion flow of this application. Thus, if they need help when they have difficulty understanding the assignment or want to learn more about a subject or subject, they can get input and discuss at the google classroom. So that communication will continue even if they do not meet each other. Fifth, google classroom makes centralized data storage. With google classroom, all data, both documents and assignments are stored in one central location. Students can save all their assignments in a specific folder, and the teacher can save teaching materials, and grade data can be seen in the application. These documents are not scattered, students and lecturers do not need to worry about assignment or assessment documents that will be lost, because everything is stored in google classroom. Sixth, affordable because it can be accessed free. Safe, because no one can access this account other than the owner unless the account password is known by someone else. Comfortable, all students who are registered in google classroom will feel nice and easier in using the google classroom.

Mizzel (2010) emphasizes that professional development becomes a school's effort to upgrade the educators' skills in order to accommodate students' needs. As it is expected that students will fully achieve their satisfying results because teachers provide them with the best method to suit their interest. Secondly, the awareness to be paperless also encouraged teachers to manage the

class using technology as it didn't require much paper and printed worksheets. It was in line with the momentum of the green campaign with the advancement of technology and the awareness of being able to maintain the consumption of natural resources (Carley, 2014). Finally, students were facilitated by their own personal gadget as the main learning tool to substitute the availability of workbook and coursebook. This is the nature of using digital technology in learning, whereby students utilize digital apparatus instead of notebooks and textbooks (Wang, 2010). It is as found in the previous study conducted by Azhar (2018: 74) presented the teacher's perception towards google classroom as it is only a facilitation tool, for example for uploading a document and giving announcements.

Another finding was held by Sepyanda (2018: 180) and Sadequle (2019:112) showed that all teachers regularly used google classroom as a resource to store the document materials. They normally posted materials before and/or after the class had been conducted depending on the needs. When they shared materials before the class, it was intended to be pre-reading materials to further students in their understanding of the lesson's topic. It is beneficial to activate their background knowledge before they come into the classroom discussion.

Besides, after the lesson, some teachers also liked to post the materials that had been presented in the class as a review, so that students may access them once the classroom learning session ended. Follow up exercises and projects were also included to track their progress. Promoting collaborative learning also became the main concern in utilizing google classroom. One teacher shared that he preferred to post critical questions which could attract students' interest to answer in the discussion board. This was the best part as students tried to get involved and comment on others' ideas as there were numerous various opinions. He believed that teacher still played a significant role to hook students' participation by giving them sufficient elicitation through questions. What is more, students could also discuss the projects or assignments progress. As seen in the previous study conducted by Shaharane (2016: 265) found that the use of google classroom indicated the majority of students felt satisfied with google classroom's tools that were introduced in the class.

Having a google classroom as the platform, help the educator to record the discussions' results which later would be used to assess their performance. Another teacher also agreed that the use of google classroom was helpful for students' engagement. This was because students were precisely informed of the tasks uploaded on google classroom as this application is able to give

notification through the email account of the students, thus enabling them to automatically access the app. Moreover, using google classroom saves their time much. Teachers needn't spend time copying materials and distribute them to students. Through one click, all the materials can easily be admitted. This is the benefit of using technology which can save time, so teachers would have more spare time to prepare the lessons (Beuning, Besson & Snyder, 2014).

In general, teachers agreed that this platform is substantially ubiquitous in regards to their teaching activities since this application is accessible through their laptops or smartphones with different kinds of operation systems (O.S.). It is compatible with Windows, Linux, Android, etc. (Hausammann, 2017). To operate google classroom is quite easy too for them; they don't have any essential difficulties in operating the features. Besides, all the documents, students' tasks and quiz can be recorded well. They are not afraid of data loss compared if they give printed paper which sometimes could be misplaced by the students (Carley, 2014).

Dealing with google application is not something new for the teachers. They have been kept in touch with Gmail account, google drive and other features for many years. It is the same thing of using google classroom where they don't find any significant difficult even though this platform is considered new. The teacher stated that this platform is quite simple to be explored. It doesn't require a long period to adjust with all of the contents.

Overall, teachers are satisfied with google classroom as it brings better to the students' progress. However, there are some notes to concern when incorporating this. Since students deal with technology, there are a lot of tendencies to open other sources which are not related to learning. Taking an example, students may play online games, open social media and chat through online applications. These things are distractions which make them not able to concentrate on the task(s) given. This finding is also supported by Shonfeld and Mesihar (2017) that paperless classroom somehow creates chances for students to be distracted while learning, such as the exposing of the popup messages, games and online communication. That is, it is necessary for teachers to set rules and make an agreement with the dos and don'ts while learning.

Dealing with technology has not been easier for some teachers. They found it difficult to explore something new which is not familiar before. Google classroom itself has a lot of beneficial features; however, teachers think that they have not utilized them maximum. They need to explore all the features and learn how to operate first before it is introduced to students.

According to Subandoro (2019: 6) based on his interview and observation, google classroom has provided significant support for the practice of peer reviewing and teacher's feedback. The students liked the way they were able to interact with one another, and they could do it whenever and wherever they wanted. More specific to the writing of business correspondence, the students perceived that google classroom helped them in working on the writing process. They thought that google classroom:

1. Help in finding ideas for writing

The students considered the comment and the feedback in google classroom help them to generate basic ideas on what to write in the business letters. They found that the comment and the feedback during the process of writing triggered new thought and improved the details of the letters' content. The students felt that more ideas were added from peers and teachers such as to put due dates when it came to the letter asking information on products, specification of a product requested, and important information. In the students' opinion, their friends could see where they were lacking and told them about it.

2. Help organize ideas in a composition

The comments were given by peers, and the teachers in google classroom also gave insight in terms of organizing the ideas in composition. They knew which part to put first and which one should be put in the parts after. However, according to the students' note, these organizing ideas is more to the teacher's feedback role. In their perception, the feedback from friends sometimes doubts them, because they still shared the common level of knowledge. Whereas, Catapano (2014) explains that google classroom is additionally designed for students to share ideas and resources with one another. Lecturer and students can participate in online classroom discussions, and everyone can post links to informative resources within discussions or other sharing mechanisms. It means that the students can get discussion about the assignment or related topic about the material in translation subject.

3. Help find the information needed for the writing content

The students perceived that the interaction in google classroom contributed them necessary information (such as suitable expressions, vocabulary, and common grammatical pattern). The information helped them to fix their mistakes in terms of suitable expressions, vocabulary, and

grammatical pattern. During the process of writing, the students made several revisions, and they utilized the teachers' feedback, emails and chats with friends to find supporting information for finalizing their writing.

Unlike similar previous studies which only discussed the use of google classroom from the perception of students or teachers only but this study discuss that google classroom is beneficial for teachers and students at the same time. In this research also show how the use of google classroom in teaching English but also show that google classroom can improve the attitude of the students as found on by Sukmawati (2019: 142) that google classroom has roles in English learning teaching. It was proved that students could focus on their discipline because the assignments have a deadline. As shown in the research findings of Sepyanda (2018:

180) that students' attitude toward the use of Google Classroom in collecting their assignment on Translation subject was in the "good" level. In other words, the students' attitude toward the use of Google Classroom on Translation subject in the third year of English Department students of FKIP UMMY in 2017/2018 academic year Solok was positive.

From the explanation above it can be concluded that using google classroom as a media in learning English is effective it is proven by some research that found the use of Google classroom as a media was welcomed by both teachers and students. It has positive influence as students were more motivated when learning English using google classroom because it is very easy to access and use whereas teachers with google classroom made their assignments as teachers lighter and can also improve expertise as a teacher in technology.

6. Conclusion

The purpose of this paper is to explore the use of google classroom as a media in learning English context where both teachers' and students' perception are presented based on their experiences. The conclusion of this research is using google classroom as a media in learning English is effective it is proven by some research that found the use of google classroom as a media was welcomed by both teachers and students. It has positive influence as students were more motivated when learning English using google classroom because it is very easy to access and use whereas teachers with google classroom made their assignments as teachers lighter and can also improve expertise as a teacher in technology.

The suggestion to use google classroom is not only because of the useful utility tool, but it also encourages teachers to be more creative in using the features to create better teaching.

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