

Analysis of the Use of Google Classroom in English Learning at 3T Rural Regions

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Abstract: The Google classroom platform is one of the ones used in online learning during the pandemic, Google Classroom is a new Google product for academic institutions that aims to provide a blended learning platform that makes it easier to create, distribute, and grade assignments without using paper. It mixes traditional classroom approaches with online digital media. This article explains the facts based on a preliminary study in using Google classroom related to learning English in junior high schools in the 3T region. The research participant was a teacher teaching English at one of the junior high schools in rural area in Riau Island. This research used a qualitative research method with a case study design. Data were collected through open-ended interviews with junior high school teachers. The results show that the use of Google classroom is able to simplify and help the English teacher's work during Pandemic Covid 19. The results also show that learning English is not optimal because there are obstacles in the network, parental supervision and student motivation.

Keywords: Google Classroom, English Learning, 3T Region.

INTRODUCTION

Media and learning systems during this pandemic are very different from before. Today's learning activities really need sophisticated technology, new and creative learning media and mastery of teacher knowledge so that online learning continues to run effectively. Learning in schools has been temporarily suspended and replaced with Virtual Class (Virtual/Online Learning). Since the end of 2019, Coronavirus disease 2019, or COVID-19, has become a current pandemic worldwide In Indonesia, online/virtual learning starts on March 16, 2020, all students/students start learning from their respective homes without the need to go to school. The consequence of physically closing educational institutions and replacing them with learning at/from home as per government policy is a change in the teaching and learning system. School managers, students, parents, and of course teachers must migrate to a digital or online learning system, which is better known as e-learning or known as online learning or "online learning" in Indonesia.

Communication and information are becoming faster and more complex in this age of technological advancement. Various online learning tools, like Google Classroom, can be used to conduct online learning during this epidemic. The virtual classroom is an e-learning platform that reduces the time and costs of face-to-face teacher-centered learning. Google Classroom is a recent addition to virtual classroom, introduced by Google as a feature of G Suite for Education on May 6, 2014, Fazle, Zakaria, and Tonmoy [1] Google Classroom is a new Google product for academic institutions that aims to provide a blended learning platform that makes it easier to create, distribute, and grade assignments without using paper. It mixes traditional classroom

approaches with online digital media. As a result, it is a simple approach for professors to engage students online by allowing them to ask questions, discuss any topic with their teacher and classmates, and submit assignments. Based on Iftakhar [2] points out, "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 advance as well.

Online learning is a set of academic activities that are given over a network to allow for access and knowledge sharing. This language has specifically been developed to describe a method of teaching and learning that makes use of internet technologies. Students can access information and resources online, but they can also connect with other students and form collaborative teams with other course participants.

Learning English is essential, especially in Indonesia, because it is one of the world's most commonly spoken languages. According to Triana, Sinurat, and Silalahi [3] from junior high school to university in this country, English has replaced Spanish as the primary language of communication. A large number of schools in major cities offer English as a subject.

In global context, English becomes a school subject and is required to own a bargain in job position. It occurs as high unemployment exists and English mastery is much appreciated in workplace, business, and tourism. It shows the economic benefits of mastering English to people Jayanti & Norahmi [4]. Due to a variety of legitimate reasons, English has distinguished itself from other foreign languages spoken in Indonesia.

The study from home policy is not working well in rural areas. The lack of facilities, especially the internet network, makes it difficult for teachers to implement learning long distance. In addition, other obstacles can be seen from the lack of qualifications and competence of teachers in implementing distance learning. Several previous studies have shown that child development from the lack of facilities and costs make the learning process ineffective. This condition has not fully supported online learning in Indonesia, especially in the Riau Archipelago Province which has 3T areas (leading, remote, underdeveloped), namely Anambas Regency.

In Indonesia, in urban areas and rural areas, English is one of the primary subjects. Based on Dube [5] defines rurality as the composition of human settlements with agricultural production as the main economic activity or isolated from urban areas. Remote locations can be found in the mountains, forests, and farmland. People who live in rural areas typically don't have access to socioeconomic luxuries like adequate health care, quality education, transportation, marketing facilities, or even power.

The goal of this study is to determine how *Google Classroom* learning media affects learning English in the 3T area, whether *Google Classroom* learning media aids and facilitates teachers' work during online learning, how teachers use *Google Classroom* media to teach English students, and what students' attitudes are toward learning English using *Google Classroom*.

The global spread of the COVID-19 pandemic causes class suspensions, resulting in online learning needs during the COVID-19 pandemic. This online learning is because students and teachers cannot gather face-to-face Atmojo & Nugroho [6] Rural pupils who had a traditional classroom setup where a teacher is visible to students and the instructor observes learning at close range have been dealt a setback in the COVID-19 epidemic age. Additionally, he asserts that the conventional method of instruction is no longer acceptable. New educational methods must be developed, such as online learning, which, regrettably, is only available to students and teachers in rural areas.

Learning English is also a goal to achieve at the junior high school level. The goal of this study is to explain having facts based on preliminary investigations in using *Google Classroom* to be related with learning English in the 3T region, which is associated with the usage of the *Google Classroom* platform for junior high school students.

METHOD

This research employs qualitative methods such as questionnaires and interviews with instructors who have worked in the 3T area, particularly in Riau Islands. Questionnaires and interviews with teachers who have taught in the 3T area provided the data. The research is descriptive qualitative. Data were collected through open-ended interviews with junior high school teachers. The results show that the use of Google classroom is able to simplify and help the teacher's work during online learning. The results also show that learning English is not optimal because there are obstacles in the network, parental supervision and student motivation

The purpose of this study is to analyze and find out what the google classroom learning media looks like on English learning that is applied in the 3T area Riau Islands, whether the google classroom learning media helps and makes it easier for teachers to work during online learning, how do teachers use google classroom media for language learning students' English and how are students' attitudes in learning English

Research design

Qualitative research was used in this study as a research method. It involves the capture and study of complexity, and qualitative research concentrates on phenomena that occur or have occurred in a natural setting by Triana, Sinurat, and Silalahi [3]. Qualitative research is seeing and interpreting people's thoughts and feelings in order to get a comprehensive understanding of human behavior, experience, attitudes, intentions, and motives. The type of research used in this study is a case study type. A case study is a type of qualitative research, in which the researcher conducts a detailed exploration of a program, event, process, activity, in one or more areas. This research was conducted by observing the school environment for online learning, distributing online questionnaires (via gform) with open-ended questions and interviewing teachers to obtain data on the use of Google classroom for students' English learning in the 3T area of the Riau Archipelago. Data were collected from teachers who had taught in the 3T area of the Riau Archipelago. Thematic reduction and grouping of data is carried out for analysis in drawing conclusions about the use of Google classroom which is associated with learning English in the 3T area of the Riau Archipelago.

Instrument

Interview instruments and questionnaires are used to collect data in this study. The research instrument consisted of a series of questions designed to gather data from respondent. The questionnaire used to find out that Google Classroom learning media help and facilitate the work of English teacher at 3T Tanjungpinang area. Also, to learn about the conduct of the English teacher at 3T Tanjungpinang area regarding pupils who do not have cellphones and are unable to participate in Google Classroom English classes.

RESULTS AND DISCUSSION

Data from an online questionnaire (google form) to teachers who have taught in the 3T area of the Riau Islands stated that the *Google classroom* learning media shows the teachers' opinions about the use of *Google classroom* in relation to learning English in the 3T area of the Riau Archipelago. According to them, the literacy learning that has been carried out has not fully achieved the expected goals.

The following are the results related to the views of the teachers regarding learning English in the Riau Islands 3T area using *Google classroom*.

"Students' English learning activities are decreasing, due to different backgrounds, ranging from the availability of the internet, parental supervision, and motivation to learn. If at school, teachers can monitor and design direct learning stimuli that greatly affect student interest." (Teacher A)

"Honestly, it is still not optimal because of many factors, starting from the students' low interest in English, limited internet quota, self-control in using gadgets is also still low, the role of parents is also not optimal." (Teacher B)

The results of interviews regarding how teachers use Google classroom show positive results regarding the use of the platform in learning English in the 3T area of the Riau Archipelago.

"Teachers present materials and assignments using the GC platform, usually including learning videos, ppt and assignments via GF. So far, it has been quite helpful, especially with the existence of learning services that can be scheduled in advance, it is enough to ease the teacher's task while online." (Teacher A)

"Google Classroom makes it easy for teachers to share material in the form of power-points, videos, and material summaries in the form of links. Google Classroom also makes it easier for teachers to collect student assignments. Given that during online learning, all assignments are collected online, both knowledge assignments and skills assignments. For daily assessments, all teachers have scheduled through Google Classroom according to a predetermined schedule." (Teacher B)

From the results of the interviews above, it can be concluded that the google classroom learning media is quite helpful and facilitates the work of teachers in learning English for students and teachers also need the role of parents in motivating students to interest in reading in each lesson. In the teacher's view, students' English learning has decreased since the existence of online (virtual) learning. Students are less interested in reading and prefer to use certain applications only by copying and pasting to provide answers to questions given in the learning process.

CONCLUSION

Based on data from online questionnaires (via Google form), it can be concluded that the use of Google classroom can help and facilitate the work of teachers in carrying out learning. From these results, it is also known that learning English is not optimal. The attitudes and roles of parents, internet networks and student motivation in online learning are factors that play a role. When offline learning returns, students are expected to be able to think logically, creatively, critically in answering questions about previous materials that have been given by the teacher in Google classroom.

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