

Student's perception on the second language acquisition (SLA) course through google classroom

Wardani Dwi Wihastyanang¹, Indra Perdana², Saiful Marhaban³

¹ Department of English Education, UNIVERSITAS PGRI JOMBANG

² Department of English Education, Universitas Palangkaraya

³ Department of English Education, Universitas Syiah Kuala

Article Info

Article history:

Received Jun 12, 2023

Revised Aug 20, 2023

Accepted Aug 26, 2023

Keywords:

e-learning,
student perception,
google classroom,
SecondLanguage Acquisition

ABSTRACT

The researcher was intended to meet the following objectives to know the student's perception regarding Google Classroom and Google form implementation on Second Language Acquisition online learning. Meanwhile, in this study the researchers made changes to the needs of students in using the google classroom application during the Covid-19 pandemic with the subject of the Second Language Acquisition Course using the questionnaire method. This study will use qualitative through, it was given to both teachers and students to know their experiences. The survey used online questionnaire which was adapted from Asnawi (2018), then the descriptive method used to describe the condition of existence and classifying the information. The respondents of this research is students of English Department of UNIVERSITAS PGRI JOMBANG. They were 39 respondents. The result of this study discovered learners' perception of learning using the online media during COVID 19 pandemic. Findings indicated general satisfactory among learners regarding instructional design and delivery of online learning including the provision of materials, supporting learning materials and instructions to tasks submission. Students felt the need for improvement in designing activities to engage their critical thinking. Formative assessment must also be provided timely through each courses. Teachers along with policy makers of the institution have to reshape the dynamic of online learning delivery in order to create greater participation and engagement between students, not only in independent tasks but also tasks that involve group work.



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).

Corresponding Author:

Wardani Dwi Wihastyanang,
Departement of English Education,
Universitas PGRI Jombang,
Jl. Pattimura III No 20 Jombang
Email: dani.poobe@gmail.com

1. INTRODUCTION

Education is crucial for improving human quality, social, intellectual, spiritual, and professional abilities. In Indonesia, the COVID-19 pandemic has led to a shift towards online learning, requiring educators to adapt to the digital world. Advances in computers, the internet, social media, and their distribution have impacted the teaching and learning process. Perception is an internal process that selects, evaluates, and organizes stimuli from the external environment. To address this issue, teachers and lecturers are using e-learning applications, such as Google Classroom, which allows students to learn and interact with teachers and students online. Google Classroom is available for free and has been used as a fee. It allows students to learn, ask questions, share ideas, and send assignments remotely on smartphones.

However, the rapid growth of technology in online learning may not be suitable for all students, depending on their location, learning style, and state of being. Educators must consider and develop new

models of teaching and learning activities to adapt to the changing landscape of education. The core focus on this research is to look into student's perception regarding Google Classroom and Google form implementation as e-assessment during the COVID-19 pandemic. This research was focus on Second Language Acquisition online class through Google Classroom and Google forms as Second Language Acquisition assessment.

Google Classroom is a tool used in Indonesian education to help students overcome learning difficulties and improve their learning experience. It offers features such as assignment, grading, and learning archives, which aid in implementing learning. The research will use a formative Google form and questionnaire to measure student understanding and response. Google Classroom can be adapted to students' abilities, increasing system interactivity and personalization. Advantages of using Google Classroom include accessibility, flexibility, and student adaptability to technology, particularly in software.

Research on Google Classroom has shown that teachers view it as a facilitation tool, but still see it as ineffective due to lack of user-friendliness. Iftakhar (2016) found that teachers use it for university requirements and students find it helpful for uploading learning materials. the implementation of Google Classroom as Second Language Acquisition on SLA searcher was made a module for implementing of Google Classroom as Second Language Acquisition on. The research will use Formative Google form to measure the understanding of the implementation of Google Classroom as Second Language Acquisition. Finally, the researcher will make a questionnaire to know the student's and lecture response.

2. RESEARCH METHOD

This study used qualitative through survey, because the lesson was happen and finish on the even semester. Survey was given to both teachers and students to know their experiences. The survey used online questionnaire which was adapted from Asnawi (2018). The descriptive method used to describe the condition of existence and classifying the information. The 39 respondents of this research was students of English Department of UNIVERSITAS PGRI JOMBANG.

The researcher used survey questionnaire as the instrument. The survey used online questionnaire which was adapted from Asnawi (2018).

Table 1. Second Language Acqution Questionnaire Factors

Factor	Questions	Scoring
Usefulness	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?	
Ease of Use	5) Is this application easy?	
	6) Is this application simple when it's used?	
	7) Is this application user-friendly?	
	8) Do you use this application without written instructions?	
	9) Can you use recover instantly when making mistake?	
	10) Do you learn how to use it fast?	
Ease of Learning	11) Do you easily remember how to use it?	
Satisfaction	12) Are you satisfied with this application?	

13) Is this application fun to use?

14) Does this application work as expected?

15) Is this application great?

16) Is it convenient to use?

Note: RD: Really Disagree; D: Disagree; A: Agree; RA: Really Agree

The data obtained were then written down on the interpretation of the scores below.

Table 2. Likert Scale

<u>Average score</u>	<u>Interpretation</u>
0%-20%	Not Good
21%-40%	Less Good
41%-60%	Enough
61%-80%	Good
81%-100%	Very Good

The researcher conducted studied on the impact of Google Classroom implementation on SLA Second Language Acquisition students, utilizing a Google Form questionnaire. The questionnaire is distributed online, and data is collected, classified, and summarized. The results are then presented in a descriptive manner.

3. RESULTS AND ANALYSIS

The results were analyzed in the form of percentage. The data resulted are analyzed using qualitative ways. As for the data analysis qualitative content analysis content scheme of Creswell (2012). After completing the survey, 16 items of the close-ended questionnaires, the results below are presented into different themes based on the questionnaire items.

3.1. Usefulness Aspect

Table 3 showed result of the questionnaire data collected from the participants regarding the usefulness aspect of Google Classroom and Google form implementation on Second Language Acquisition online learning.

Table 3. The Usefulness of Google Classroom and Google form implementation

Factor	Questions	Scoring			
		RD	D	A	RA
Usefulness	1) Does this application help you become more effective?	0%	15%	80%	5%
	2) Does this application help you become more productive?	0%	20%	70%	10%
	3) Is this application useful?	0%	10%	80%	15%
	4) Does this application save time when you use it?	0%	5%	85%	10%

3.2. Ease of Use

Table 4 showed result of the questionnaire data collected from the participants regarding the ease of use aspect of Google Classroom and Google form implementation on Second Language Acquisition online learning.

Table 4. The Ease of Use of Google Classroom and Google form implementation

Factor	Questions	Scoring			
		RD	D	A	RA
	5) Is this application easy?	0%	0%	90%	10%

	6) Is this application simple when it's used?	0%	0%	90%	10%
	7) Is this application user-friendly?	0%	0%	90%	10%
Ease of Use	8) Do you use this application without written instructions?	0%	20%	75%	5%
	9) Can you use recover instantly when making mistake?	0%	20%	80%	0%
	10) Do you learn how to use it fast?	0%	5%	80%	15%

3.3. Ease of Learning

Table 5 showed result of the questionnaire data collected from the participants regarding the ease of learning aspect through Google Classroom and Google form implementation on Second Language Acquisition online learning.

Table 5. The Ease of Learning through Google Classroom and Google form implementation

Factor	Questions	Scoring			
		RD	D	A	RA
Ease of Learning	11) Do you easily remember how to use it?	0%	5%	85%	10%

3.4. Ease of Use

Table 6 showed result of the questionnaire data collected from the participants regarding the ease of learning aspect through Google Classroom and Google form implementation on Second Language Acquisition online learning.

Table 6. The Students' Satisfaction through Google Classroom and Google form implementation

Factor	Questions	Scoring			
		RD	D	A	RA
Satisfaction	12) Are you satisfied with this application?	0%	20%	85%	10%
	13) Is this application fun to use?	0%	15%	75%	10%
	14) Does this application work as expected?	0%	15%	90%	5%
	15) Is this application great?	0%	10%	40%	10%
	16) Is it convenient to use?	0%	10%	85%	5%

Based on the questionnaire results inferred that generally students are satisfied with the implementation of online learning during pandemic because it is a way to protect everyone from COVID-19 virus. Accessibility to course material is satisfactory, students are provided with clear instructions to access materials or to submit assignments. Teachers put extra effort in providing sufficient materials to support students' comprehension.

The researcher elaborated further on the results of dataprocessing that have been discussed earlier. The results of Usefulness aspect the data from the students of English Language Education Department, the first question showed that 0% students was choosed Really Disagree, 15% students was choosed Disagree, 80% students was choosed Agree, and 5% students was choosed Really Agree. It can be concluded that most of the students 15%, disagree that the implementation of Google Classroom and Google form implementation on Second Language Acquisition online learning cannot help the students become effective.

The second question showed that 0% students was choosed Really Disagree, 20% students was choosed Disagree, 70% students was choosed Agree, and 10% students was choosed Really Agree. It can be concluded that most of the students 20%, disagree that the implementation of Google Classroom and Google form implementation on Second Language Acquisition online learning cannot help become productive students.

The third question showed that 0% students was choosed Really Disagree, 10% students was choosed Disagree, 80% students was choosed Agree, and 15% students was choosed Really Agree. It can be concluded that most of the students 10%, disagree that the implementation of Google Classroom and Google form implementation on Second Language Acquisition online learning was not usefulness.

The fourth question showed that 0% students was choosed Really Disagree, 5% students was choosed Disagree, 85% students was choosed Agree, and 10% students was choosed Really Agree. It can be concluded that most of the students 5%, disagree that the implementation of Google Classroom and Google form implementation on Second Language Acquisition online learning was not save the students' time.

The results of the ease-of-use aspect the data from the students of English Language Education Department, the first, second and third question showed the same result: 0% students was choosed Really Disagree, 0% students was choosed Disagree, 90% students was choosed Agree, and 10% students was choosed Really Agree. It can be concluded that most of the students 100%, agree that the implementation of Google Classroom and Google form implementation on Second Language Acquisition online learning was ease, simple of use, and user- friendly.

The fourth question showed that 0% students was choosed Really Disagree, 20% students was choosed Disagree, 75% students was choosed Agree, and 5% students was choosed Really Agree. It can be concluded that most of the students 80%, agree that the implementation of Google Classroom and Google form implementation on Second Language Acquisition online learning was familiar for the student eventhough without written instructions.

The fifth question showed that 0% students was choosed Really Disagree, 20% students was choosed Disagree, 80% students was choosed Agree, and 0% students was choosed Really Agree. It can be concluded that most of the students 80%, agree that the implementation of Google Classroom and Google form implementation on Second Language Acquisition online learning can recover instantly when the students making mistake.

The sixth question showed that 0% students was choosed Really Disagree, 5% students was choosed Disagree, 80% students was choosed Agree, and 15% students was choosed Really Agree. It can be concluded that most of the students 95%, agree that the implementation of Google Classroom and Google form implementation on Second Language Acquisition online learning can learn how to use fastly.

The results of the ease of learning aspect the data from the students of English Language Education Department, the first, second and third question showed the same result: 0% students was choosed Really Disagree, 5% students was choosed Disagree, 85% students was choosed Agree, and 10% students was choosed Really Agree. It can be concluded that most of the students 85%, agree that the implementation of Google Classroom and Google form implementation on Second Language Acquisition online learning the students cannot easily to remember the application.

The results of the students' satisfaction the data from the students of English Language Education Department, the first question showed the same result: 0% students was choosed Really Disagree, 20% students was choosed Disagree, 85% students was choosed Agree, and 10% students was choosed Really Agree. It can be concluded that most of the students 85%, agree that the implementation of Google Classroom and Googleform implementation on Second Language Acquisition online learning was satisfied with the application.

The second question showed that 0% students was choosed Really Disagree, 15% students was choosed Disagree, 75% students was choosed Agree, and 10% students was choosed Really Agree. It can be concluded that most of the students 85%, disagree that the implementation of Google Classroom and Google form implementation on Second Language Acquisition online learning was fun to used for the students.

The third question showed that 0% students was choosed Really Disagree, 15% students was choosed Disagree, 90% students was choosed Agree, and 5% students was choosed Really Agree. It can be concluded that most of the students 85%, disagree that the implementation of Google Classroom and Google form implementation on Second Language Acquisition online learning was work as aspected.

The fourth question showed that 0% students was choosed Really Disagree, 10% students was choosed Disagree, 40% students was choosed Agree, and 10% students was choosed Really Agree. It can be concluded that most of the students 90%, agree that the implementation of Google Classroom and Google form implementation on Second Language Acquisition online learning was great.

The fifth question showed that 0% students was choosed Really Disagree, 10% students was choosed Disagree, 85% students was choosed Agree, and 5% students was choosed Really Agree. It can be concluded that most of the students 90%, agree that the implementation of Google Classroom and Google form implementation on Second Language Acquisition online learning was convenient to use.

To sum up, the result on the of part Usefulness shows that most students do not find any difficulties in operating Google Classroom and Google Classroom is easy to use as a learning tool. This result is similar

with Iftakhar (2016), that among students' participants of his research agree that Google Classroom is effective and easy to use.

The part on Perceived Ease of Use shows that most students feel Google Classroom is useful in their learning process. This result is similar with Wijaya (2016), that they are already feeling the benefits provided by the e-learning itself. It also on Ease of Learning shows that students benefit when using Google Classroom. Respondents also said that Google Classroom can also increase the effectiveness in completing the tasks assigned by the faculty.

The part Students' Satisfaction shows that most students feel satisfy with Google Classroom as a learning tool. This result is similiar with Iftakhar (2016), the respondents said taht They can get so many uploaded files at a time. As they have been given Gmail id from the DIU (Daffodil International University), they can join the class by using class code from anywhere and anytime. In line with Shaharaneet al (2016) that many students feel satisfied with Google Classroom because of its effectiveness and efficiency.

Through the findings of this study, it can be inferred that most of the student have a positive perception about the implementation of Google Classroom and Google form implementation on Second Language Acquisition online learning. Students reported difficulties incommunicating with other members of the class due to bad internet connection. Thus, researchers provide some implications for further online teaching process for universities to consider the internet availability and accessibility hold a crucial role to ensure the success of online learning. Students should also be provided with free internet data bundles to ensure all students get the same opportunity to access course materials. Lastly, for the lectures should gradually evaluating their teaching strategy in order to develop an effective online learning environment.

4. CONCLUSION

The result of this study discovered learners' perception of learning using the online media during COVID 19 pandemic. Findings indicated general satisfactory among learners regarding instructional design and delivery of online learning including the provision of materials, supporting learning materials and instructions to tasks submission. Students felt the need for improvement in designing activities to engage their critical thinking. Formative assessment must also be provided timely through each course. Teachers along with policy makers of the institution have to reshape the dynamic of online learning delivery in order to create greater participation and engagement between students, not only in independent tasks but also tasks that involve group work. Then to create a meaningful classroom interaction, teachers must ensure all students get the opportunities to ask questions and receive immediate feedback. Then, accessibility to internet connection as the main medium to online learning holds important to bridge students and teachers in learning. Therefore, university needs to provide students with support to get access to internet through subsidized internet data.

ACKNOWLEDGEMENTS

I would like to deliver my deepest gratitude to those who have helped me arrive at this stage. I am also grateful to the English Department of UNIVERSITAS PGRI Jombang, UNIVERSITAS PALANGKARAYA, and UNIVERSITAS SYIAH KUALA for having granted me permission and support to help me recruit the participants for the data collection required for developing the preliminary research ideas and supporting all the processes in conducting this study. Last but not least, my wholehearted thanks to my teachers, relatives and friends in Jombang, Malang and Surabaya. My appreciation for all their generous help and remarkable support is beyond words.

REFERENCES

- Al-marroof and AlEmran. "Student Acceptance of Google Classroom : An Exploratory Study using PLS-SEM Approach." Malaysia. 2018
- Azhar. "Implementing virtual reality and mixed reality technologies in construction education : student's perceptions and lessons learned." *Proceedings of ICERI2018 Conference*. 2018.
- Burac et al. "Assessing the impact of learning system of higher education institution's intructors and student". *IOP Conf.Ser.:Mater.Sci.Eng.*482o12009. 2019.
- Cresswell, J.W., *Educational research : planing, conducting, and evaluating quantitative and research*, person merrill prentice hall, singapore. 2008.
- Fedynich, L., Bradley, K. S., and Bradley, J. "Graduate students' perceptions of online learning." *Research in Higer Education Journal* ,27(1), pp.1-13. 2015
- Fletcher, T., and Bullock, S.M. "Reframing pedagogy while teaching about teaching online : A collaborative self-study." *Professional Defelopment in Education*, 41(4), pp. 690-706. 2015.
- Gilbert, Jones. "The design of adaptive e-learning system based on student's learning styles." Yogyakarta. 2011
- Hasanuddin et.al. "Optimalisasi pemanfaatan google classroom sebagai media pembelajaran di smk negeri 1bangkinang." Riau. 2018.
- Hassan & Atan. "Student Engagement in Online Learning : Learners Attitude Toward E-Mentoring." Pulau Pinang. Malaysia. 2012.
- Husain and Al-Bahadili. "Competition-based learning : A model for the integration of competitions with project-Based learning using open source LMSopen source Thecnology : concept, methodologies,Tools,and Aplications." (PP.968-980) : IGI Global. 2014.
- Sahin, I., & Shelley, M. Considering students' perceptions: The distance education student satisfaction model. *Educational Technology & Society*, 11(3),216-223. 2008.
- Widiyastuti, A . et al. "Study on Awarness of COVID-19, Anxiety and compliance on social Distancing in Indonesia During coronavirus Disease 2019 (COVID-19) pandemic". Yogyakarta : Research Square. 2020.