

EFL STUDENTS' PERCEPTION TOWARD THE USE OF GOOGLE CLASSROOM AS A SUPPORTIVE TOOL IN LISTENING COURSE AT UNIVERSITY OF ISLAM MALANG.

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ABSTRACT

The present study addresses two objectives: 1) find out the EFL students' perception toward the use of Google Classroom in learning listening. 2) find out the aspects of perception are most interested by EFL students in learning listening. The subjects were 33 students of the English Department of the University of Islam Malang. They were required to complete 20 items of a questionnaire on aspect of perception. They are aspects of attractiveness, effectiveness, relevance, and motivation. The researcher used a quantitative descriptive design by analyzing data using the SPSS application. The result of the study showed that each aspect of perception was high (4.1-5) and medium (3.1-4), which explains that EFL students have a positive perception toward the use of Google Classroom in learning listening. Then, EFL students are more interested in aspect of effectiveness than other aspects of perception in learning listening. The conclusion was that Google Classroom as a learning media in listening course was attractive, effective, relevant to the course content, and also motivated students to learn listening.

Keywords: Perception, Google Classroom, Listening Skill

INTRODUCTION

Research on perceptions about the use of technology-based learning media is still a topic that is being widely studied today by foreign language learners such as Indonesians who study English. One of the technologies used today is digital-based learning. Digital-based learning is learning that uses technology effectively to enhance students' learning experiences. Students' Perception in learning is students responding to perception with exceptional perspectives through the potential to think, feel, and experience that individuals are not identical. The importance of perception in language learning is crucial due to the fact that it could affect success in learning. According to Rahman (2020) that one of the most important elements in considering the success of online learning is students' perception. Perception in student learning is how students understand to respond to subject matter and how to teach lecturers through the learning process. The importance of perception in language learning is crucial due to the fact that it could affect success in learning. According to Rahman (2020) that students' perception is an important element in considering the success of learning. It is important to ensure that students have correct perception and understanding of the material. Students who have a perception of the material will understand the subject matter so that they can achieve competence and learning objectives. This indicates that the perception of the students gives the argument or idea about something, especially in English learning because students can have different ideas, beliefs, and feelings about it.

According to Horton (2003) states here are several aspects of perception. The first aspect of perception is attractiveness, which means that a persons' perception toward learning media is enchanting, interesting, exciting, fun, not boring, varied, and creative. Moreover by, being fun and interesting, attractive media can make students get new experiences in used their learning. The second is aspect of effectiveness is a persons' perception of a successful learning process by

utilizing certain learning media to achieve the learning objectives that have been planned. The third aspect of perception is relevance that a persons' perceptions is related to the suitability between the media used in learning and the learning objectives. The last aspect is perceived motivation. Perceived motivation is a persons' perception toward the use of learning media in teaching and learning process that can generate new interest and desires, generate motivation, and stimulation of learning activities.

In identifying the students' perception in learning, there are two kinds of perception. According to Irwanto (2020), perception has two types. They are positive and negative. First, positive perception is responses from students that teaching and learning activities are appropriate or not aligned with learning objectives. It means that teaching and learning activities are going well in accordance with the learning objectives that have been planned. Second, negative perception is a responses from students that teaching and learning activities are not appropriate or not aligned with learning objectives. It means that teaching and learning activities are not going well in accordance with the learning objectives that have been planned.

One of the technologies used today is digital-based learning. Digital-based learning is a learning that uses technology effectively to enhance students' learning experiences. Google Classroom is an application that has been established by Google for Educational distribution, organizing and forming assignments. According to Citra (2016), Google Classroom is one of the features Google provides for classroom activities. The application of Google Classroom is very important in material contributions and indirect interaction between teacher and students especially in learning English. This application can be used on smartphones where teachers and students can access it easily.

Google developed a free platform for learning that is Google Classroom. The Application that connects with Youtube, Gmail, Drive, Hangout and Calendar for education. Google Classroom is an digital-based learning for education to create, distribute and give score assignments. Google Classroom is digital platforms that helps lecturers and students in this era in learning processes. Google Classroom become application in developing teaching and learning processes for education in Indonesia. Reseach that has been implemented in Indonesian tries to investigate the use of digital-based learning for both lecturer and students in learning. It focus on factors that make difficult for students in learning. Harjanto and Sumarni (2019) state that Google Classroom has variety of features, such as feedback, assignment, datelines, and announcements that allow students and lecturer to interact in online class. It also enables lecturer to share or create content for the students in the form of documents, videos, photos, and audios, and it aids students in discussion or interaction between themselves in the discussion board.

The feature of Google Classroom has its own function when used so it is easy to understand. Setiadi (2020) state that Google Classroom in general have features there are as follows: firstly is Posting and sharing. Lecturers can post links for students and post teaching material in online class. Secondly, assignment. lecturers and students are can create, distribute, and collect assignments into a quick and simple process. Thirdly is grading. The lecturer can assign score to the assignment and add feedback comments. The next is question. Lecturers can ask questions to students. And the last is the calendar. Google Classroom automatically creates an assignment deadline for students and lecturers to remind them about assignments.

Listening is a persons' skill to understand words or sentences taught by certain people or media. Bite (2013) stated that without the skill to listen effectively, messages are easily misunderstood. In learning English, listening skill are needed by students in understanding the

material presented by the lecturer. In listening class can be done using interesting learning methods. One of them is by using technology-based learning media. In this case, the teacher who teaches listening, whether listening lesson are effectively or not. According to Walberg (2004) listening skills is very important for learning because it allow students to gain insight and information. This allows the students to get information that is easy to understand. Furthermore, students need to practice and improve their listening skill in learning, so they can get information and insight from what they listen to.

There are some studies finding the students' perception toward the use of Google Classroom. Azmi and Bahing (2020) stated in their finding that students feel using this application make them easy to access and join the class. It was also supported to study by Rinanda, Yufrizal and Deviyanti (2021) conducted the same study and they found on them study that the application is ease of use. It means that application has attractive features and is easy to access anywhere and anytime. The study by Febriyanti, Srisudarso and Utami (2021) found in their discussion state that application help students in online learning. Internet access and digital devices is one reason because mobile access to interesting and easy to interactive learning material. Then, the study based on Syarifah (2021) in the discussion of her findings state that students use Google Classroom for submitting assignments, using stream feature to discuss with lecturer and friends, saving the material that are posted by lecturer and getting feedback from lecturer and peer. The last discussion based on previous study by Islami (2020) in the discussion of her findings state that Google Classroom is an effective tool made as substitute for offline learning based on aspect ease of access and perceived usefulness.

METHODS

In conducting this research, the researcher used a quantitative approach with a descriptive design. The population of this study were students of English Department, faculty of Teacher Training and Education at the University of Islam Malang, especially in the 5th semester. The subjects of this study were 33 students using purposive sampling. In this research, The researcher used a questionnaire as an instrument in this study. The questionnaire adapted from Ningsih et al (2021) contains of 20 items that must be answered. The questionnaire is a 5-grade Likert Scale (1 = strongly disagree, 2 =disagree, 3 = neutral, 4 = agree, 5 = strongly agree). The instrument is expected to measure EFL students' perceptions toward the use of Google Classroom in learning listening.

Table 1. Categories of Students' Perception Level

Level	Mean
High	4.1-5
Medium	3.1-4
Low	2.1-3

Table 1 shows that the categories of students' perception level in the high mean consists of 4.1 until 5 mean, the medium mean consists of 3.1 until 4 mean, and the low mean consists of 2.1 until 3 mean.

The procedure of collecting data was divided into three steps. First, the researcher introduces herself and explains the purpose of this study. The researcher validated the questionnaire before it was distributed to the participants. Furthermore, the researcher explained how to fill out the questionnaire, which provided a link in previously prepared Google form that was sent via

WhatsApp group. The last, The researcher suggests that students only fill out the form once and fill in honestly. The researcher also provided time limits for filling out forms so that the use of time runs effectively.

After the data that researcher need collected, then the next step is the researcher analyzed the data. The data analysis techniques that the researcher used in this study were descriptive statistics. The results of the analysis are entered into a tables and summarized using SPSS application. After that, researcher explained the results in a descriptively.

RESULT

In this study, the researcher presents the descriptive statistics to analyzed the data of students' perception toward the use of Google Classroom in listening class. The researcher divided four aspect of perception, namely attractiveness, effectiveness, relevance and motivation. To gain a greater understanding, the researcher presents the data analysis as follows:

Table 2. : Aspect of Attractiveness

No	Question	Mean	Category
1.	Google Clasroom has an interactive display because it can show students who have joined the listening class.	4.1	High
2.	Google classroom is interesting application because it is accessible and affordable so it doesn't require paper.	4.4	High
3.	Google Classroom is unique aplication because it has colorful theme so it is not boring.	4.1	High
4.	Google Classroom is an excellent tool to interaction among lecturer-students and student-student.	4	Medium
5.	Google Classroom has an unlimited storage features so it can contain a lot of material	4.2	High

Table 2 shows that Q2 (M = 4.4) gets the highest score, it explain that students strongly agreed that Google Classroom is accessible and affordable to use in listening classes. It also shows that in Q5 (M = 4.2), students strongly agreed with features in Google Classroom that can contain a lot of material so students can save it easily. In Q1 (M = 4.1), it explain that students strongly agreed that they could see the other students who joined in listening classes through Google Classroom. Furthermore, the same score in Q3 (M = 4.1), it explain that students strongly agree that they did not get bored using Google Classroom during listening classes because the application has colorful themes. However, the lowest mean score in Q4 (M = 4), it explain that students agreed that they have a good interaction between lecturer and peer. Google Classrooms' comments features is used to ask questions and provide feedback so students can interact each other. So, based on the students' answers to items from the attractive aspect that most students had a positive response toward Google Classroom in listening class which means that students strongly agree that Google Classroom is very attractive in their learning listening.

Table 3. : Aspect of Effectiveness

No	Question	Mean	Category
6.	Google classroom helps for me to submit assignment on time because there is deadline notification	4.4	High
7.	Google Classroom helps me to download material in the form of video link and documents easily because the application is connected to Google Drive.	4.5	High
8.	Google Classroom makes me to learn the material first before the lecture explain it in listening class.	4	Medium
9.	Google Classroom makes me easy for me to review the assignment before uploading it	4.3	High
10.	Google Classroom helps me to see announcements or new information provided by the lecturer	4.2	Medium
11.	Google Classroom helps me to re-learn the material that has been studied	3.9	Medium

Table 3 shows that Q7 (M = 4.5) gets the highest score, it explain that students strongly agreed that Google Classroom helps them download listening material easily because the application is automatically connected to Google Drive. In Q6 (M = 4.4), it explain that students strongly agreed that they could submit assignments on time because there is deadline notification. Furthermore, the same score in Q9 (M = 4.3), it explain that students strongly agreed that it was easy to review the assignment before uploading it. This makes it easier for students to check for errors from assignments to be submitted. In Q10 (M = 4.2), it explain that students strongly agreed that they could see announcements or new information provided by the lecturer. In Q8 (M = 4) get medium score, it explain that students agreed that they could learn the material first before the lecturer explain it in listening class. Furthermore, in Q11 (M = 3.9), it explain that students also agreed that they could re-learn the material that has been studied. So, based on the students' answers to question items from the effective aspect that most students had a positive response toward Google Classroom in listening classes which means that students agree that Google Classroom helps them in learning listening.

Table 4 : Aspect of Relevance

No	Question	Mean	Category
12.	The content of material distributed in Google Classroom is relevant for students needs to learn listening.	3.8	Medium
13.	The features in Google Classroom are in accordance with the ability of students when using it in listening class.	4	High
14.	The learning material and videos link shared in Google Classroom are in accordance with learning objectives in the listening class.	4.2	High
15.	The features available in Google Classroom are	4.1	High

relevant to support the types of online and offline teaching and learning methods.

Table 4 shows that Q14 ($M = 4.2$) gets the highest mean score, it explain that students strongly agreed that material and videos were sent to Google Classroom according to the learning objectives. Thus, they could find out what would be learned during listening class. In Q15 ($M = 4.1$) also gets a high score, it explain that students strongly agreed that the use of Google Classroom in their learning listening supports online and offline teaching and learning methods. In Q13 ($M = 4$), it explain that students agreed that they could use the Google Classroom as a learning media because the features suited their abilities. However, the low score in Q12 ($M = 3.8$), it explain that students agreed that the content of material distributed in Google Classroom is relevant for students needs to learn listening. So, based on the students' answers to items from the relevance aspect that most students had a positive response toward Google Classroom in listening classes, which means that students agree that Google Classroom is very relevant to their learning listening needs.

Table 5. : Aspect of Motivation

No	Question	Mean	Category
16.	Learning listening through Google Classroom motivates me to review the material to increase my listening skill	3.8	Medium
17.	Learning listening through Google Classroom motivates me to study enthusiastically to get good grades	4.1	Medium
18.	Learning listening through Google Classroom motivates me to more responsible in listening class.	3.8	Medium
19.	Learning listening through Google Classroom motivates me to learn the material independently to increase my listening skill.	3.8	Medium
20.	Learning listening through Google Classroom motivates me to learn more because I can study without a time limit	4	High

Table 5 shows that Q17 ($M = 4.1$) gets the highest score, it explain that students agreed that they motivated to study enthusiastically to get good grades. In Q20 ($M = 4$) get the medium score, it explain that students strongly agreed that they were motivated to learn listening material more because they could study without a time limit. In Q16 ($M = 3.8$), it explain that students agreed that they were motivated to review the material so that use of Google Classroom helps them find out how their listening skill are increasing. Furthermore, the same score in Q18 ($M = 3.8$), it explain that students agreed that they were motivated to be more responsible in listening class so that they are responsible for the assignment that has been given and re-learn the material that has been taught. And also, in Q19 ($M = 3.8$) get the medium mean, it explains that students agreed that they were motivated to learn the material independently to increase their listening skills. So, based on the students' answers to items from the motivation aspect that most students had a positive response toward Google Classroom in listening classes, which means that students agree that Google Classroom motivated them to learn listening.

Furthermore, in next part the researcher looked at the aspect of perception that students are most interested in learning listening course in the fifth semester of English Department at the University of Islam Malang. It is shown in the table below:

Table 6: High Mean Score

No.	Aspect of Perception	Mean	Question
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1.	Attractiveness	4.4	2
2.	Effectiveness	4.5	7
3.	Relevance	4.2	14
4.	Motivation	4.1	17

As shown in table 6 that each aspect of perception has a high mean score. The high score starts with the aspect of effectiveness. Aspects of effectiveness in Q7 (M = 4.5) explain that Google Classroom as a learning media used for material contribution is very helpful for students in obtaining material from lecturer easily. The next mean score is the aspect of attractiveness in Q2 (M = 4.4) explain that Google Classroom is easy to access and affordable, so when students use the application, it does not require paper.

The next mean score is the aspect of relevance in Q14 (M = 4.2) explain that the material distributed in Google Classroom in the form of soft files and video links is in accordance with the learning objectives in the listening class. The last aspect of perception that has a low mean score is the aspect of motivation in Q17 (M = 4.1) explain that students could study listening material enthusiastically. Therefore, it can be concluded that the aspect of perception that EFL students' in the 5th semester are most interested in based on the highest mean score is aspect of effectiveness in Q7 (M = 4.5).

DISCUSSION

EFL students' perception using Google Classroom in Listening Course

In this research, the aspect of attractiveness found that students had positive perception that Google Classroom has an interactive display, great for interaction between lecturer and students, easy to access and affordable so it is paperless. It supported by the statement from Rinanda, Yufriзал and Deviyanti (2021) that students have positive perception because the application has attractive features and easy to access. It was also supported by the study from Febriyanti, Srisudarso and Utami (2021). The results study found that Google Classroom was easy to access so interesting and interactive, easy to do assignment because it was paperless, and great for interaction, so students are interested to learn listening material. In aspect of effectiveness found that the most of students agreed that Google Classroom has effectiveness in terms of downloading and submitting material listening easily. The previous study conducted by Azmi and Bahing (2020) that Google Classroom help them to download material easily. It was supported by study from Syarifah (2021) that students could send and receive assignment, and submit the assignment on time.

In aspect of relevance found that using Google Classroom support the types of online and offline learning methods. It is related with the research of Islami (2020) stated that using Google Classroom was effective for offline learning. It means that Google Classroom support the kinds of learning method. The last in aspect of motivation found that the most of students agreed that Google Classroom motivated them to study enthusiastically to get good grades that can improve their listening skill. In the study by Islami (2020) also stated that factor influence students enthusiasm in learning English because passion.

The aspect of perception are the most interested by EFL students

In the aspect of perception which is divided into four categories, each of which has a different score. Students who have an interested in using of Google Classroom in listening course are rated based on the highest mean score.

The aspect of perception that has the highest score is aspect of effectiveness. The finding was similar to Azmi and Bahing (2020) and Rinanda, Yufrizal, and Deviyanti (2021) that the available features in Google Classroom make it easy for students to download material because it is accessible to use. The students use of Google Classroom to download listening material easily. In aspect of attractiveness, students are interested to Google Classroom because it is accessible and affordable so they do not require paper. It was also supported by previous study from Syarifah (2021) that students are enabled to access course materials, and receive and submit assignments. In aspect of relevance, the material shared in application are in accordance with learning objectives. It was supported by previous study from Rinanda, Yufrizal, and Deviyanti (2021) that the features of Google Classroom make teacher easy to share material to students. In motivation aspect students motivated to get good grades. It supported by previous study from Islami (2020) stated that the factor that influences students' enthusiasm in learning is passion. Students who have a good passion for learning to listen well will try to get good grades.

CONCLUSION

Based on the data analysis and results of the study, most of the participants from the fifth semester of the English Department had a positive perception of the use of Google Classroom in listening course. In each aspect of perception at the high (4.1-5) and medium (3.1-4) levels, it is explained that most students strongly agree with the use of Google Classroom in their listening course. The Google Classroom supports and helps students increase their listening skills, such as by helping them access the listening material easily, interact with the lecturer, submit assignments on time, and download material that aligns with the learning objectives. And also motivate them to learn listening, such as enthusiasm for getting good grades.

Furthermore, each aspect of perception has a high mean score. The high mean score in aspects of attractiveness with Q2 (M = 4.4), in aspect of effectiveness with Q7 (M = 4.5), in aspect of relevance with Q14 (M = 4.2) and in aspect of motivation with Q17 (M = 4.1). So, it was proven that 33 participants out of the 5th semester showed interest in aspects of effectiveness when using Google Classroom in listening classes.

Then, the researcher concluded that students had a positive perception toward the use of Google Classroom in their learning listening. They agreed that Google Classroom as a learning media was attractive, effective, relevant to the course content, and also motivated students to learn listening. Then, in the aspect of perception, students are interested in the effectiveness aspect because it helps them download the content of listening material that is relevant in the form of links to videos and documents. Therefore, the result showed students had a positive perception of the use of Google Classroom in the listening course, so Google Classroom can be used as a supporting application for the teaching and learning process of listening.

SUGGESTION

According to the research findings, the following recommendations have been made: for the lecturer who uses Google Classroom as a digital learning media for teaching and learning, he or she may manage the online class properly. Furthermore, the lecturer must be able to create a more lively online class atmosphere with the interesting features available in Google Classroom. For students who will use Google Classroom in their learning, may they be well-prepared and read the instructions clearly before using this digital media as a learning media.

Additionally, students should adapt to the use of digital based learning because in this era, teaching and learning activities are carried out online and offline. For the further researcher, it

would be better if she/he focused on other cases to find out students' perceptions of using Google Classroom as a learning media.

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