

# STUDENTS' PERCEPTIONS ON THE USE OF GOOGLE CLASSROOM ON LISTENING COMPREHENSION SUBJECT AT ENGLISH STUDY PROGRAM OF UNIVERSITAS RIAU

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Article Info	Abstract
<p><b>Received: 25 October 2021</b>  <b>Accepted: 13 October 2022</b>  <b>Published: 25 October 2022</b></p> <hr/> <p><b>Keywords:</b>            Google Classroom; students' perception; listening comprehension</p>	<p>The purpose of this study is to find out the students' perceptions on the use of Google Classroom on listening comprehension subjects during the course of the Covid-19 pandemic. In this study, the method was quantitative research and the instrument used was a questionnaire designed by Chyntia (2018) and Shahraneet al. (2016). There were 20 items in the questionnaire. Eighty-five students from the English Study Program at Universitas Riau participated in this study. The data were analyzed using <b>frequency</b> and <b>mean</b>. The findings indicate that the students positively perceive the use of Google Classroom on listening comprehension subjects. The results show that the Google Classroom used in listening comprehension subjects was efficient because the application became an alternative way to conduct learning activities from home. The students agree that Google Classroom is an efficient, comfortable, and economical application for listening comprehension subjects.</p>

## INTRODUCTION

In early 2020, several countries, including Indonesia, were experiencing problems caused by a virus called Covid-19. Covid-19 is an infectious disease caused by Coronavirus. This new virus and disease were unknown before. Because of the Covid 19 pandemic, all of the activities in our life have been changed, especially in the aspects of education. This pandemic outbreak forced many schools and universities to be closed temporarily. As one of the state universities, Universitas Riau also adheres to the health protocol from the

government; All lecturing activities and services are replaced using an online system to prevent the spread of Covid-19 surrounding Universitas Riau. However, due to soaring cases, an online learning system has been extended until now. Many online learning platforms can help in the learning process in this pandemic era, such as Zenius, Quipper, Edmodo, Rumah Belajar, WhatsApp, Google Classroom, Zoom, Google meet and many others.

Today, Google Classroom is one of the most popular applications used by teachers and students. Google Classroom has interesting and simple features that can support the learning process in this pandemic situation. According to Ifatkhar (2016), Google Classroom is regarded as one of the best tools for enhancing teachers' workflows. With such powerful features, Google classroom is an ideal tool for teachers. Teachers can save time, better organize their classes, and communicate with students more effectively.

According to Bayarmaa (2018), Google Classroom is a free application that integrates emails and documents to save into storage. Students can view, download, and access files, videos, announcements, and assignments uploaded by instructors. Melani (2020) states that Google classroom is equipped with Google Drive to create and distribute the assignment; Gmail for communication; Google Docs, Google Sheets, and Google Slide for writing; and Google calendar for scheduling. Google Classroom can also be used as a communication medium between students and teachers in organizing classes, especially when students and teachers or lecturers cannot do face-to-face learning. Teachers usually invite students to join a class through a class code. Each class automatically creates a folder in the respective user's Drive where students can submit assignments in a paperless way. Both students and teachers can attach files in audio, video, and other files in different formats. According to Hussaini et al. (2020), Google classroom can improve the teaching and learning process. It is possible for the teacher to monitor each student's progress, and give grades and private comments.

In the current Covid-19 pandemic situation, movement is limited, and daily activities create social distancing. So, implementing Google classroom as a learning medium will help students and teachers to stay connected, work together, create assignments, assess students, and take notes after class.

In Universitas Riau, especially in the English study program, most subjects already use Google Classroom for teaching-learning. One of the subjects is listening. Zebra (2020) states that Listening skill is one of the essential skills in mastering English. According to Aslım-yetiş et al. (2009), listening is essential as a receptive skill and the development of spoken language proficiency. Typically, the listening sessions were conducted in the language laboratory, but the system was changed online through Google Classroom during the pandemic time. The Google Classroom application can be applied by using a

laptop or smartphone. Commonly, the lecturers ask the students to submit the assignments directly. Through this application, students can submit their assignments easily, revise their assignments, and check their lecturers' scores.

However, based on the researcher's small observations, students face several obstacles when using Google Classroom, especially in the listening subject. The students' problems are different based on their environmental conditions. For example, constraints from a financial perspective, because the learning process through google classroom requires an internet package to support learning. Also, the network or signal conditions in the residence are sometimes not supportive, and difficult to understand lessons and assignments. These obstacles will undoubtedly lead to various kinds of perceptions from students such as the pros and cons.

Wilson et al. (1974, cited in Ermawati, 2020) defined the term perception as the shaping of information that someone obtains from the senses. It is a kind of neurological activity involving associative learning. Humans perceive something with their senses, and then interpret it with their actions and ideas. In this research, the perception will arise because the commonly used face-to-face learning technology changes to online learning using Google Classroom. Some students may think using Google Classroom in listening comprehension subjects is good, helpful, engaging, and attractive. Some students may think that using Google Classroom in listening comprehension subjects is not a good thing, useless, not interesting, and less attractive.

There are some previous studies related to the current studies. One of the recent studies was conducted by Hussaini et al. (2020). Their study investigates the effectiveness of Google Classroom as a digital tool in teaching and learning. The results show that Google Classroom is effective as an active learning tool. Another study was done by Setiadi (2020) that investigates students' responses to questionnaire items that explore opinions related to the ease of use and the performance of Google Classroom in language learning. In addition, a study by Annita (2018) explored the use of Google Classroom in English language education. The results show that students felt Google Classroom is helpful and accessible for communication and interaction, and Google Classroom is a good platform for online learning. However, it seems that there is no study conducted investigating the use of Google Classroom particularly in Listening subject classes at the faculty of teachers training (FKIP) of Universitas Riau. Thus, in light of these concerns, this research aimed to find out the students' perceptions of the use of Google Classroom on listening comprehension subjects at the English Study Program of FKIP Universitas Riau.

## METHODOLOGY

This study employed a descriptive quantitative research design and a survey as the data collection method. The population of this research is all of the second-year students of the English Study Program of FKIP Universitas Riau in the academic year 2019/2020. According to the recommendation of Taherdoost (2016), a sample size calculation with a margin of error of 5% is acceptable. For a total population of 100-150 or above, a sample size of 79 and above is acceptable with a 95% confidence level. Therefore, the researcher took a sample of 85 students from the total population. The data were collected using online questionnaires created with Google Forms, the researcher adapted and modified a questionnaire that was arranged by Shaharane et al., (2016) and Chyntia (2018). The online questionnaire contains 20 statements in the form of a Likert scale divided into five categories, Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. An indicator to measure the students' perceptions of Google classroom would be based on: Ease of Access, Perceived Usefulness, and Student satisfaction. Ease of Access is the indicator that measures how easy the application is for students to use, Perceived Usefulness is an indicator of the student's perception of the application, whether they find it useful or not, and students' satisfaction is an indicator of the student's perception of Google Classroom, whether they are satisfied or not.

The questionnaire was completed by 85 students. Descriptive statistics were used to analyze the data. Afterwards, the data were calculated to determine the perception level by the result of the percentages of each indicator. After analyzing the data, the researchers interpreted the mean scores using an interpretation of mean scores as proposed by Moidunny (2009) in Raamani & Arumugam (2018).

**Table 1.** Interpretation of Mean Score

No	Mean Score	Interpretation
1.	1.00 - 1.80	Very Low
2.	1.81 - 2.60	Low
3.	2.61 - 3.40	Medium
4.	3.41 - 4.20	High
5.	4.21 - 5.00	Very High

Source: Moidunny (2009) in Raamani & Arumugam (2018)

## FINDINGS AND DISCUSSION

### Findings

#### The Results of the Questionnaire

The following data in Table 2 shows the students' perceptions regarding Google Classroom's use in the listening comprehension course from 85 participants. The data were analyzed and calculated to derive a mean score and standard deviation. The mean score was compared with the Interpretation of the Mean Score to view the level of students' perception of the use of Google Classroom on the Listening comprehension subject.

**Table 2.** Students' perception on the use of Google Classroom

Indicator	Sample	Mean	Standard Deviation	Level Interpretation
Ease of Access	85	4.07	.824	High
Perceived Usefulness	85	3.70	.836	High
Students' Satisfaction	85	3.49	.876	High

This table summarizes the index percentages and mean values for each indicator. Ease of Access got a score of 4.07 with a standard deviation of .824, meaning that it belongs to the high category. Perceived Usefulness got a mean score of 3.70 and a standard deviation of .836, meaning this indicator belongs to the high category. Students Satisfaction, the third indicator, got a mean of 3,49 with a standard deviation of .876, placing this indicator in the high category.

In conclusion, the students agree that Google Classroom is easy to access, based on the results of the first indicator, Ease of access. The mean score for this indicator is 4.07, meaning that this is the highest score. The lowest mean score is found in the third indicator, Students' Satisfaction, with a 3.49 mean score. A detailed description of the data in Table 2 can be found in the following table:

*a. Ease of Access*

There are four subsections in the first section as shown below. Students' responses to this section - Ease of Access - are summarized in Table 3.

**Table 3. Ease of Access**

Items	Sample	Mean	Standard Deviation	Level Interpretation
Item 1	85	4.54	.665	Very High
Item 2	85	3.74	.804	High
Item 3	85	3.49	.917	High
Item 4	85	4.09	.910	High

Item 1 in the questionnaire refers to the statement, *I can sign in to Google Classroom easily*. Data shows that the mean is 4.54 with a standard deviation of .665. This means that the item is categorized at a very high level. As a result, most respondents agree that they can sign in to Google Classroom easily.

Item 2 in the questionnaire refers to the statement, *I can access the learning materials of listening comprehension by using Google Classroom*. Data shows that the mean is 3.74 with a standard deviation of .804. This means that the item is categorized at a high level. As a result, most respondents agree that they can access the learning materials by using Google Classroom.

Item 3 in the questionnaire refers to the statement, *I can send and receive assignments of listening comprehension subjects through Google Classroom*. Data show that the mean is 3.94 with a standard deviation of .917. This means that the item is categorized at a high level. As a result, most respondents agree that they can send and receive assignments on listening comprehension subjects through Google Classroom.

Item 4 in the questionnaire refers to the statement, *Google Classroom provides quick and easy access links to materials from Google, YouTube, and others*. Data show that the mean is 4.07 with a standard deviation of .910. This means that the item is categorized at a high level. As a result, most respondents agree that Google Classroom provides quick and easy access links to materials from Google, Youtube and others.

### *b. Perceived Usefulness*

There are eight subsections in the second section as shown below. Students' responses to this section – Perceived Usefulness- are summarized in Table 4.

**Table 4. Perceived Usefulness**

Items	Sample	Mean	Standard Deviation	Level Interpretation
Item 5	85	3.64	.884	High
Item 6	85	3.42	.943	High
Item 7	85	3.93	.737	High
Item 8	85	3.84	.670	High
Item 9	85	3.36	1.04	Medium
Item 10	85	3.81	.824	High
Item 11	85	4.00	.831	High
Item 12	85	3.62	.756	High

Item 5 in the questionnaire refers to the statement, *I think learning listening comprehension by using Google Classroom is excellent*. Data show that the mean is 3.64 with a standard deviation of .884. This means that the item is categorized at a high level. As a result, most respondents agree that learning listening comprehension by using Google Classroom is excellent.

Item 6 in the questionnaire refers to the statement, *the produced audio from the Google Classroom is pretty clear, so I can understand the material easily*. Data show that the mean is 3.42 with a standard deviation of .943. This means that the item is categorized at a high level. As a result, most respondents agree that the produced audio from Google Classroom is pretty clear, so they can understand the material easily.

Item 7 in the questionnaire refers to the statement, *Google Classroom helps me submit the listening assignment on time*. Data shows that the mean is 3.93 with a standard deviation of .737. This means that the item is categorized at a high level. As a result, most respondents agree that Google Classroom helps them to submit the listening assignment on time.

Item 8 in the questionnaire refers to the statement, *I have been helped in understanding listening comprehension subject after the teacher uses Google Classroom*. Data shows that the mean is 3.84 with a standard deviation of .737. This means that the item is categorized at a high level. As a result, most respondents agree that they have been helped

in understanding listening comprehension subjects after the teacher uses Google Classroom.

Item 9 in the questionnaire refers to the statement, *Google Classroom allows me to listen more effectively than face-to-face meetings*. Data shows that the mean is 3.36 with a standard deviation of 1.04. This means that the item is categorized at a medium level. As a result, most of the respondents are still confused about whether they chose to agree or disagree that Google Classroom allows them to listen more effectively than in face-to-face meetings.

Item 10 in the questionnaire refers to the statement, *The feedback for listening subject provided by the lecturer is useful to improve my listening skill*. Data show the mean is 3.81 with a standard deviation of .824. This means that the item is categorized at a high level. As a result, most respondents agree that the feedback for listening subjects provided by the lecturer is useful in improving their listening skills.

Item 11 in the questionnaire refers to the statement, *Google Classroom is very economical and affordable in internet consumption to use during online learning in listening comprehension subjects*. Data show the mean is 4.00 with a standard deviation of .831. This means that the item is categorized at a high level. As a result, most respondents agree that Google Classroom is very economical and affordable for internet consumption to use during online learning in listening comprehension.

Item 12 in the questionnaire refers to the statement, *The grading system in Google Classroom helps me in monitoring my performance*. Data show the mean is 3.62 with a standard deviation of .756. This means that the item is categorized at a high level. As a result, most respondents agree that the grading system in Google Classroom helps them in monitoring their performances.

### c. Students Satisfaction

There are eight subsections in the third section as shown below. Students' responses to this section – Perceived Usefulness- are summarized in Table 5.

**Table 5.** Students' Satisfaction

Items	Sample	Mean	Std. Deviation	Level Interpretation
Item 13	85	3.61	.874	High
Item 14	85	3.52	.854	High
Item 15	85	3.49	.959	High

Items	Sample	Mean	Std. Deviation	Level Interpretation
Item 16	85	3.28	.971	Medium
Item 17	85	3.35	.869	Medium
Item 18	85	3.55	.809	High
Item 19	85	3.71	.834	High
Item 20	85	3.46	.894	High

Item 13 in the questionnaire refers to the statement, *I like Google Classroom as a learning tool for listening comprehension*. Data show the mean is 3.61 with a standard deviation of .874. This means that the item is categorized at a high level. As a result, most respondents agree that they like Google Classroom as a learning tool for listening comprehension.

Item 14 in the questionnaire refers to the statement, *I understand listening subjects more easily by using Google Classroom*. Data show the mean is 3.52 with a standard deviation of .854. This means that the item is categorized at a high level. As a result, most of the respondents agree that they can understand the listening subject more efficiently by using Google Classroom.

Item 15 in the questionnaire refers to the statement, *Google Classroom allows me to communicate with classmates effectively*. Data show the mean is 3.49 with a standard deviation of .959. This means that the item is categorized at a high level. As a result, most respondents agree that Google Classroom allows them to communicate with classmates effectively.

Item 16 in the questionnaire refers to the statement, *I think Google Classroom makes me feel more involved in the class than a face-to-face meeting*. Data show the mean is 3.28 with a standard deviation of .971. This means that the item is categorized at a medium level. As a result, most respondents are still confused about whether they chose to agree or disagree that Google Classroom makes them feel more involved in the class than in a face-to-face meeting.

Item 17 in the questionnaire refers to the statement, *I am more enthusiastic about learning listening comprehension subjects using Google Classroom*. Data show the mean is 3.35 with a standard deviation of .869. This means that the item is categorized at a medium level. As a result, most of the respondents are still confused about whether they chose to agree or disagree that they are more enthusiastic about learning listening comprehension subjects using Google Classroom.

Item 18 in the questionnaire refers to the statement, *I think my score in listening comprehension subject is increasing by using Google Classroom*. Data show the mean is 3.55 with a standard deviation of .809. This means that the item is categorized at a high level. As a result, most respondents agree that they think their score in listening comprehension subjects is increasing by using Google Classroom.

Item 19 in the questionnaire refers to the statement, *In my opinion, Google Classroom is needed in learning listening comprehension subject*. Data show the mean is 3.71 with a standard deviation of .843. This means that the item is categorized at a high level. As a result, most of the respondents agree that Google Classroom is needed in learning listening comprehension subjects.

Item 20 in the questionnaire refers to the statement, *I do not face any difficulties and obstacles in using Google Classroom on the listening comprehension subject*. Data show the mean is 3.46 with a standard deviation of .894. This means that the item is categorized at a high level. As a result, most of the respondents agree that they do not face any difficulties or obstacles in using Google Classroom on the listening comprehension subject.

## **Discussion**

Based on 20 statements in the questionnaire, the findings show that students' perception of the use of Google Classroom on listening comprehension subjects is at a high level. More than half of the respondents chose Agree. In this study, seventeen of twenty statements gained positive perceptions.

The results of this research in part the ease of access to Google Classroom, most of the students agree that Google classroom contributes to their learning process in the listening subject. The students agree that they can sign in to google classroom easily and Google Classroom provides quick and easy access links to materials from Google, YouTube and others. From these statements, it can be seen that Google classroom is a good platform that is easy to access, the students can use their smartphone or laptop with an internet connection to connect to Google Classroom. These statements correspond to the previous findings by Simatupang (2022) that Google Classroom are easy to use, easy to understand, saves time, and is flexible and mobile friendly. So, they can access their learning materials and they also can send and receive assignments using their smartphones anytime. The lecturer can put the materials and the tasks on Google classroom, and students could access, download and save it. The students also could understand and have more time to evaluate the materials at home. In other words, Google classroom can be used as media to save assignments and materials.

Based on the results of the data about the perceived Usefulness of Google classroom shows that the students agree that Google classroom is very economical and affordable for internet consumption to use during online learning in listening comprehension subject. Google Classroom is a platform that is very economical and affordable for students. They can still follow the learning process without using a lot of internet consumption. Besides that, the students also agree that Google Classroom helps them to submit their assignments on time. Because in Google classroom there is a deadline provided by the lecturer when they share assignments with the students. If the students send the assignment late, there will be a notification in their Google classroom. These statements corresponded to the previous findings by Khairani (2020) that Google Classroom saves students time and increases their productivity. Then, in Google Classroom, there is a Grading system feature. Based on the results above, most students agree that the Google Classroom grading system helps them monitor their performances. With this feature, they can check the results of their assignments or tests. They also can revise it with the teacher's permission. This statement gained high interpretations, meaning Google Classroom positively affects students. These statements corresponded to the previous findings by Shaharane et.al (2016) that the Google classroom grading system helps students monitor their performances.

The students are satisfied with the experience of using Google Classroom on listening comprehension. Based on the data about 'students' satisfaction with the use of Google Classroom on listening comprehension subjects shows that they like Google classroom as a learning tool for listening comprehension subjects and their scores are increasing when they use Google Classroom.

As the researcher mentioned before, there were twenty statements, and seventeen are on high-level interpretations. And three statements are gained at a medium level. It means that the use of Google Classroom in listening comprehension subjects depends on the students and the situation. For instance, the students choose face-to-face communication is effective rather than using Google Classroom. It does not mean that communicating through Google classroom is not good, but students feel free if they interact face-to-face in the class. Furthermore, students are more enthusiastic about learning listening comprehension subjects face-to-face in the class than in Google classroom. Besides, most of them committed that they feel comfortable collecting or downloading their materials and assignments using Google Classroom because it prevents the loss of the tasks themselves. They are also satisfied with the benefits of Google Classroom because the interface is very straightforward, the views in Google Classroom are very clear, and the tools in Google Classroom are free and paperless.

## CONCLUSIONS

The results show that student's perception of the use of Google Classroom on Listening comprehension subject is high. The result indicates that the seventeen statements were at a high level: three statements were at a medium level, and there were no statements at a low level. It means that Google Classroom has brought many benefits and positive effects for the students in the Listening comprehension subject. Some features of Google classroom help students in their learning process. Students can share their assignments with teachers and easily access all materials through Google Classroom anytime and anywhere. The findings imply that Google Classroom is a good learning platform for teachers and students to facilitate the teaching and learning process, specifically in listening comprehension. In other words, this learning management system is still beneficial to be maintained, although the pandemic is now almost over.

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