Higher EFL Students' Perspective toward The Implementation of Google Classroom-Assisted Asynchronous Online Learning for Intensive English Course

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Abstract. This research aimed at identifying students' perspective toward the implementation of Google Classroom assisted the Intensive English Course online learning process. This research used survey method by administering 4 categories Likert Scale questionnaire of perspective to of the first semester students in English Language Education Program, Undiksha, hence after ELE, Undiksha. While the usage of Google Classroom in the Intensive English Course is the research's object, especially, on how first-semester students perceive it. The findings of the research demonstrated that 3,617 total responses were calculated with a mean score of 3.20 which belongs to the interval $2.75 \leq M \leq 3.25$. It was clear that first-semester students responded *positively* to Google Classroom's integration into the intensive English course's online learning environment. The majority of students concur that Google Classroom was a learning platform that offers great convenience for sending and receiving assignments, was full of features, was portable, and was simple to use. Students were content to use Google Classroom in the future due to its convenience.

Keywords: Perspective, Google Classroom, Intensive English Course.

1 Introduction

The existence of technology during this pandemic undoubtedly plays a significant role because it allows individuals to stay connected and assist one another in a variety of ways without having to leave their homes. Education is one of the industries that is intimately tied to and relies on technology. Conventional education is most definitely not supported by the government during this pandemic. Because of this, the government encourages that learning and teaching activities to be carried out online using already-available technology and learning resources. Online learning activities can be conducted using a variety of teaching tools, such as Zoom meetings,

Google Meet, WhatsApp, Google Classroom, and others. To ensure that learning activities go successfully, we must first make the necessary adjustments to the surroundings and circumstances surrounding the application of the platform in question. Google Classroom is one of the popular Asynchronous platforms, particularly among students and lecturers during online learning in Pandemic situations of 2020[1] and 2021. Google Classroom is a web-based learning tool that is used extensively to organize online classes for both high school and higher education [2]. Google Classroom is an online tool created to make it simpler for professors and students to send assignments without using paper, according to Martinez-Mones et al [3]. Because of the numerous options on this platform that might make it simpler for students to access readings or assignments from lecturers, it states paperless. Along with the lecturer, all students' learning results sent through Google Classroom can be downloaded and then checked easily anytime, anywhere. Students can easily download all the subject matter provided by the lecturer through Google Classroom and can study it anywhere without having to print it out in the form of a book. Google Classroom, according to Crawford [4], can support collaborative learning. Donal Yates [5] also expressed a similar understanding of Google Classroom, stating that it is a mixed-learning platform that makes it easier to do learning tasks like creating assignments and grading student work without the usage of paper. Based on the aforementioned issue, the goal of this study is to ascertain how the first-semester students at Prodi Pendidikan Bahasa Inggris, Undiksha, perceive the use of Google Classroom in the English learning process. The online learning process will function well with the use of Google Classroom as a learning tool, and students can also study independently at home by reviewing the course materials and sending assignments on time using Google Classroom. Based on the aforementioned issue, the goal of this study is to ascertain how the first-semester students at ELE, Undiksha, perceive the use of Google Classroom in the online Intensive English Course process. The use of Google Classroom as an asynchronous learning platform can ensure that the online learning process runs smoothly. In addition, students can study independently at home by reviewing the course materials and submitting their assignments on time using Google Classroom, which can be accessed from any location and at any time. Lecturers can keep track of students' attendance by giving out Google Classroom absence notices online and recording students' notes when they turn in homework. While the important role of Google Classroom in the English Teaching and Learning Process, specifically, 1) The availability of a feature that is directly connected to YouTube can make it simpler for lecturers to share links to English learning resources or English videos to aid students in getting additional information or additional material that can help them improve their English speaking skills. 2) There is a comment option that can give students and lecturers a place to connect in English while they are online. Additionally, the lecturer can give comments or corrections using this comment tool to students who use incorrect sentence structure or misspell words. From those explanations, the researcher was willing to investigate students' perspective toward the implementation of Google Classroom as an asynchronous platform in assisting the Intensive English Course online learning process The following research question is posed to direct the investigation:

1. How are students' perspectives toward the implementation of Google Classroom-assisted Asynchronous-Intensive English Course?

2 Method

A quantitative approach with a survey method was taken in this investigation. This study focuses on how students view the use of Google Classroom in the teaching and learning process. The first semester students of ELE, Undiksha, are the research subject. A questionnaire was employed in the data collection procedure. The questionnaire is one of the most useful instruments for finding research data in a structured and comprehensible form, according to Wilkinson. D., [6]. There were four steps conducted in collecting and analizing the data, including distributing the Google Form questionnaire already created for he sample, gathering the data obtained from the questionnaire, The results of the survey were rated using a numeric scale, with 4 representing "strongly agree," 3 "agree," 2 "disagree," and 1 "strongly disagree." The results of the questionnaire are shown in tabular form and include the students' responses to each statement. The data were entered into SPSS and the mean score was used to do descriptive statistical analysis on the results.

Table 1. Criteria for Classifying Student Response Scores (Adopted [7])

Skor	Kriteria
Mi + 1.5 SDi ≤ M ≤ Mi + 3.0 SDi	Very possitive
Mi + 0,5 SDi < M ≤ Mi +1,5 SDi	Possitive
Mi – 0,5 SDi < M ≤ Mi + 0,5 SDi	Neutral
Mi – 1,5 SDi < M ≤ Mi – 0,5 SDi	Negative
Mi – 3.0 SDi ≤ M ≤ Mi – 1.5 SDi	Very negative

3 Finding and Discussion

Table 2. The categorization of the total mean score

No	Criteria	Interval	Categorization	Criteria
1	Mi + 1.5 SDi ≤ M ≤ Mi + 3.0 SDi	3.25 ≤ M ≤ 4	Very High	Very Positive
2	Mi + 0,5 SDi < M ≤ Mi +1,5 SDi	2.75 ≤ M ≤ 3.25	High	Positive
3	Mi – 0,5 SDi < M ≤ Mi + 0,5 SDi	2.25 ≤ M ≤ 2.75	Average	Neutral
4	Mi – 1,5 SDi < M ≤ Mi – 0,5 SDi	1.75 ≤ M ≤ 2.25	Low	Negative
5	Mi – 3.0 SDi ≤ M ≤ Mi – 1.5 SDi	1 ≤ M ≤ 1.75	Very Low	Very Negative

The table above is the result of the analysis of student responses toward the implementation of Google Classroom in the Intensive English Course learning process. These results were obtained by accumulating the mean scores of each dimension contained in this questionnaire.

The first dimension was the *perceived usefulness*. There were five statements in this dimension, and the overall scores of the responses came to 423 who highly agreed, 665 who agreed, 97 who disagreed, and 22 who strongly disagreed. There were 1,207 responses in the total collected responses, with a mean score of 3.23 which belongs to the interval 2.75 ≤ M ≤ 3.25. It means

that the mean score of student responses related to the perceived usefulness dimension was in the "High" category and Positive Criteria. This demonstrated that the students' opinions of the convenience offered by Google Classroom were favorable. This was due to the fact that Google Classroom has numerous features that may accelerate students' work. Additionally, since Google Classroom can be accessed anywhere and at any time via a smartphone, students can upload and download files from Google Classroom more quickly. Additionally, students can exchange links, send PDF files, create PowerPoint presentations through Google Classroom, utilize Ms. Word through Google Classroom, and upload files in any format. Naturally, students will find this function to be incredibly user-friendly and time-efficient.

Besides, there were four statements with a total of 968 calculated responses in the second dimension, which was the *perceived ease of use*. It was found that 311 for highly agreed, 550 for agreed, 88 for disagreed, and 19 for strongly agreed. On this dimension, the overall mean score was 3.19 which belongs to the interval $2.75 \leq M \leq 3.25$. It means that the mean score of student responses related to the perceived ease of use dimension was in the "High" category and Positive Criteria. The mean score results show that students felt comfortable using Google Classroom, which is a favorable opinion. Users will naturally feel comfortable because of the convenience offered to them. Additionally, by being at ease, students will also feel secure when uploading or downloading files sent via Google Classroom. This is because the files can be directly stored on the drive, meaning that students won't need to worry if a file is accidentally deleted in the future because it is already stored there.

There are three statements and 716 total replies calculated in the third dimension, which is *the attitude toward using*. It was found that 426 for agree, 57 for disagree, 218 for highly agreed, and 15 for strongly agreed. The overall mean score based on these findings was 3.16 which belongs to the interval $2.75 \leq M \leq 3.25$. It means that the mean score of student responses related to the attitude toward using dimension was in the "High" category and Positive Criteria. This indicated that Google Classroom was well-liked and utilized by students. Students will naturally be able to accept and use Google Classroom in every learning and teaching activity because of the easiness, familiarity, and sense of security they experience as users of this platform.

Furthermore, there were 256 of total calculated responses for those who strongly agreed with all three of the statements in the last dimension which was *the intention to use*, 400 for agreed, 49 for disagreed, and 21 for strongly disagreed. A total of 726 responses were collected, with a mean score of 3.23 which belongs to the interval $2.75 \leq M \leq 3.25$. It means that the mean score of student responses related to the intention to use dimension was in the "High" category and Positive Criteria. These findings showed that students believe Google Classroom to remain a learning tool. Students accept Google Classroom as a learning tool because it gave them a sense of satisfaction and comfort, which motivates them to use the program frequently and share it with others.

Finally, 3,617 final calculations of the responses with a mean score of 3.20 were discovered when the complete number of responses was tallied and analyzed. After being accumulated by analyzing the total number of responses, 3,617 responses were found with a mean score of 3.20 which belongs to the interval $2.75 \leq M \leq 3.25$. It was clear that first-semester students responded *positively* to Google Classroom's integration into the intensive English course's online learning environment.

4 Conclusion

Results of surveys given to 242 students revealed that the majority of them had highly favorable perspective on Google Classroom. This is seen in the following computation of the mean score for each questionnaire dimension. With a mean score of 3.23, the first factor, perceived usefulness, was considered to meet the "positive" standards. This is also connected to the hypothesis put up by (Sukmawati & Nensia, 2019), which claimed that Google Classrooms can assist in facilitating students and lecturers because they have comprehensive features that can make it easier for students to finish their tasks. It was in line with Iftakhar's [8] assertion that Google Classroom is an effective learning tool for both students and lecturers to enhance teaching performance. The most crucial aspect of using Google Classroom is that it can save time. Perceived ease of use, the second dimension, gets a mean score of 3.19, which meets the "positive" standard. The positive outcomes for the factors of perceived ease of use are likewise connected to Janzen, M.'s viewpoint. According to Setiadi [9], he cites Google Classroom as being user-friendly, time-saving, cloud-based, adaptable, free, and mobile-friendly. This is also confirmed by the viewpoint offered by Alim et al. [3], who claimed that all students or lecturers needed to do to use Google Classroom was download the program and sign in with their respective emails. The third dimension, Attitude toward usage, was one of the "positive" criteria and had a mean score of 3.16. The final dimension, which deals with Intention of Use, had "good" criteria with a mean score of 3.23. This is also evident from how engaged and enthusiastic students are about turning in their projects on time. Besides, Alim et al, [3] in their research also noted the same issue, where students seem very happy and actively ask questions when using Google Classroom to learn because they feel that Google Classroom was very easy to use and that its features were also highly supporting. The average of all the mean scores came to 3.20, and the average score showed that Google Classroom had a beneficial effect on the ELE, Undiksha first-semester students. Because Google Classroom has comprehensive features, is simple to access from anywhere at any time, is affordable, and is directly connected to the drive, all forms of assignments or subject matter that were unintentionally deleted can be found on Google Drive. This is why so many students expressed satisfaction with the use of Google Classroom. These benefits encourage students to enjoy their online education when Google Classroom is used. In accepting, carrying out, and collecting assignments, they received assistance and felt assisted.

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