

STUDENT'S PERCEPTION ON THE SECOND LANGUAGE ACQUISITION (SLA COURSE) THROUGH GOOGLE CLASSROOM

Sela Selvia Ema Pramesti¹

Wardani Dwi Wihastyanang²

1,2 English Language Education, STKIP PGRI Jombang

Corresponding author, email address selaselvia113@gmail.com¹

dani.poobe@gmail.com²

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 learnin. According to journal article that conducted by Rahmawati et al(2019), the research was taken before the Covid-19 outbreak. As for other differences that exist in Rahmawati's study is that the researchers using different subjects that was taken from history classes and also they are using the interview method. 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 chapter presents the method which is used for collecting data in this research. This chapter will discuss the research design, subject of the research, instrument of the data, setting and time of the research, technique of collecting the data, technique of analyzing of the data and checking the validation of the data. This study will use 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 will used to describe the condition of existence and classifying the information. The respondents of this research is students of English Department of STKIP PGRI JOMBANG. They were 39 respondents. In this research, the researcher will use survey questionnaire as the instrument. The survey used online questionnaire which was adapted from Asnawi (2018). 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.

Key word : e-learning, student perception, google classroom, SLA(Second Language Acquisition)

CHAPTER I

1. INTRODUCTION

This chapter provides a clear introduction to the reseach it also includes

CHAPTER I

the background of research scope, and limitation statement of the problem, objective of the research significance of the study and definitions of the key terms.

A. The background of the research

Education plays an important role in efforts to improve human quality, both social, intellectual spiritual, and professional abilities. In Indonesia, in the context of education there are real changes in the implementation of the teaching and learning process. There are so many differences that occur; in the previous context most teaching activities took place in the classroom at the same time between teachers and students. But now in the world is not fine, all countries spread the virus covid-19. One of the affected countries is Indonesian. So in 16 March 2020 president of Indonesia have statement urges that work, study, and pray at home. Because phenomenon covid-19 virus is urgent for many people, human can't meet face to face to avoid a happen infection virus covid-19. Widastuti et al (2020) stated that in the field of education, this phenomenon certainly has a strong impact on how the learning process should be carried out such as computers, laptops or smartphones simultaneously. Issa, Husain and Al-Bahadili (2014) said that the progress of the digital world today should be a reminder for most educators to consider and develop new models of teaching and learning activities. These advances are computers, the internet, social media, and their distribution.

Perception is an internal process to select, evaluate and organize stimuli from the external environment. Rahmat (2003) said that “an individual perception on objects, events or relationships is obtained by inferring information and determining the message”. The process involves the interpretation process based on the experience of an event or object.

Based on the current events in Indonesia due to the COVID-19 pandemic, teaching and learning activities are hampered because there are no learning activities at schools and universities. This causes the teacher or lecturer to choose an effective e-learning application to deliver material that must be in accordance with the schedule of learning activities. With the existence of technology which is a supporter in learning, the use of technology as a supporter of the learning process by e-learning in delivering material. Burac et al (2019) stated that e-learning is a medium that uses the relationship between electronic networks to facilitate the learning process so that it can support the efficiency and effectiveness of learning. This makes it easier for teachers or lecturers to deliver good material depending on the place and time, so that the learning process can be anytime and anywhere. Kalesarah et al (2017) confirmed that smartphones are a type of device that we often encounter among the general public, so this device is very familiar to the public and is used by all groups, especially students. With a smartphone, teachers or lecturers are able to access various applications as learning support, one of which is Google Classroom.

Google Classroom is one of the learning platforms during (online) on Smartphone and personal computers (PCs) with an internet connection. Google classroom as a means of learning activities between teachers and students without face to face so it is more effective and can save time and space. In addition, Google Classroom is provided free of charge and more or less has been used as a fee. Hasanuddin et al (2018) confirmed that Google Classroom is an online-based learning media so that it can move the learning process without using paper anymore. Thus the use of Google Classroom learning will be easier with the interaction between teachers and students when face to face through online classes, so that students can learn, ask questions, share ideas, and send assignments remotely on Smartphone . So Google Classroom is an online learning platform that can be used on a Smartphone or PC with various useful features to facilitate the learning process.

Although the rapid growth of technology on the implementation of online learning might sound familiar for educators, it might not be the case for students. Depending on where the online learning takes place, students' learning style, and state of being, they might perceive different expectations and reactions toward certain kinds of learning mode. In online learning, students' perceptions, needs, and expectations are important for teachers to consider before designing and developing online course materials (Sahin & Shelly, 2008). Hassan & Atan (2012) revealed that 'students' attitude critically influences the success of e-learning.

activity. When students maintain positive attitudes during online learning, they tend to get involved better in learning process.

The level of satisfaction in online learning was found to be crucially determined by the amount and quality of interaction between teachers and students (Fedynich, Bradley & Bradley, 2015). The research revealed that students are mostly satisfied with the course materials' clarity and organization but perceived that there needs to be more variety in terms of instructional design. Some students stated their frustration for not getting immediate response to the course's questions (Fletcher & Bullock, 2015). Therefore, this study aims to identify the student's perception regarding Google Classroom and Google form implementation as learning during the COVID-19 pandemic. This study was conducted at the English Education Study Program of STKIP PGRI Jombang.

This course contains topics related to language acquisition including: theoretical views on first language acquisition, second/foreign language acquisition, language environment, factors that influence second/foreign language acquisition, the role of first language in second language acquisition/ foreign, acquisition of a second language/foreign language. Through this course, it is expected that readers, especially undergraduate students of English Language Education have a broad insight into various theories of how a person learns and masters a second language. The book used in this lesson is Kresen (1986). This book is concerned with what has been called the "Monitor Theory" of adult second language acquisition. Monitor Theory hypothesizes that adults have two

independent systems for developing ability in second languages, subconscious language acquisition and conscious language learning, and that these systems are interrelated in a definite way: subconscious acquisition appears to be far more important to learning.

According to journal article that conducted by Rahmawati et al(2019), the research was taken before the Covid-19 outbreak. As for other differences that exist in Rahmawati's study is that the researchers using different subjects that was taken from history classes and also they are using the interview method. 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.

2. RESEARCH METHOD

A. Scope and limitation of the research

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.

B. Statement of the problem

Based on the formulation of the problem above, the purpose of the study is to find out how much:

1. How does the student's perception regarding Google Classroom and

Google form implementation on Second Language Acquisition
online learning?

C. Objectives of Study

The researcher was intended to meet the following objectives:

1. To know the student's perception regarding Google Classroom and Google form implementation on Second Language Acquisition online learning

D. The Significant of the Study

This research has significance in terms of theoretical and practical.

Theoretically, the research gives contribution to modify the previous researches. Besides, the result of the research enriches the information about the use of Google Classroom as media in Second Language Acquisition class.

Practically, besides, this research gives more information and consideration to the teacher about the use of Google Classroom as Google Classroom as Second Language Acquisition. In addition, the student have good response and experience in the use of Google Classroom as Google Classroom as Second Language Acquisition and can be used as additional reference for the next research in doing further research on similar topic with different type or skill or subject level.

E. Definition of Key Terms

To avoid misunderstanding the researcher made to be clear with the definition as follows.

1. Students' perception refers to the positive or negative perception about Google Classroom and Google form implementation on Second Language Acquisition online learning.
2. e-learning is a medium that uses the relationship between electronic networks to facilitate the learning process so that it can support the efficiency and effectiveness of learning. In this study, the researcher use Google Classroom platform as the e - learning
3. Google Classroom is one of the learning platforms during (online) on Smartphone and personal computers (PCs) with an internet connection. Google classroom as a means of learning activities between teachers and students without face to face so it is more effective and can save time and space. Google Classroom is an online- based learning media so that it can move the learning process without using paper anymore.
4. Second Language Acquisition is a subject matter in curriculum of STKIP PGRI Jombang that given for sixth semester. This course contains topics related to language acquisition including: theoretical views on first language acquisition, second/foreign language acquisition, language environment, factors that influence second/foreign language acquisition, the role of first language in

second language acquisition/ foreign, acquisition of a second language/foreign language.

3. RESULT AND DISCUSSION

Factor	Questions	Scoring			
		RD	D	A	RA
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

A. SETTING AND TIME OF THE RESEARCH

This research has conducted through Google Classroom because the Covid-19 pandemic. The researcher has been conducted from Juni 2021 until this research finish.

B. TECHNIQUE OF COLLECTING THE DATA

1. The researcher searches for some studies related to this study.
2. The researcher makes a questionnaire in Google form by adapt from the previous researcher.
3. Prepare the questionnaire related to the impact of implementation of Google Classroom as SLA Second Language Acquisition student using Google Form.
4. Distributing the questionnaire online to the participant. Here will be distributed online in Google Classrom of SLA Second Language Acquisition subject 2018-A .
5. Collecting the data that were gained from the questionnaire.
6. Classification of the respondents' answer.
7. Then, the researcher recapitulates data from questionnaire results.
8. Finally, the researcher presents the perceptions of students in using Google Classroom result in a description.

C. TECHNIQUE OF ANALYZING OF THE DATA

Data analysis was performed using a Likert scale to measure people's opinions and perceptions. In determining the percentage of success used equation.

$$p = \frac{s}{n} \times 100\%$$

Where:

p: Percentage of success (%)

s: The amount of the acquisition value

n: The maximum number of values

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

Table 3. 2 Likert Scale

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

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The results of this are 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.

1. Usefulness Aspect

Table 1 shows 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 4. 1 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%

2. Ease of Use

Table 2 shows 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. 2 The Ease of Use of Google Classroom and Google form implementation

Factor	Questions	Scoring			
		RD	D	A	RA
Ease of Use	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%
	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. Ease of Learning

Table 3 shows 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 4. 3 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%

4. Satisfaction

Table 4 shows 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 4. 4 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%	10%	85%	5%
	13) Is this application fun to use?	0%	15%	75%	10%
	14) Does this application work as expected?	0%	10%	85%	5%
	15) Is this application great?	0%	10%	80%	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.

B. Discussion

The questionnaire is used to collect data about students' responses on the use of Google Classroom by the students of English Language Education Department. The researcher elaborated further on the results of file processing that have been discussed earlier.

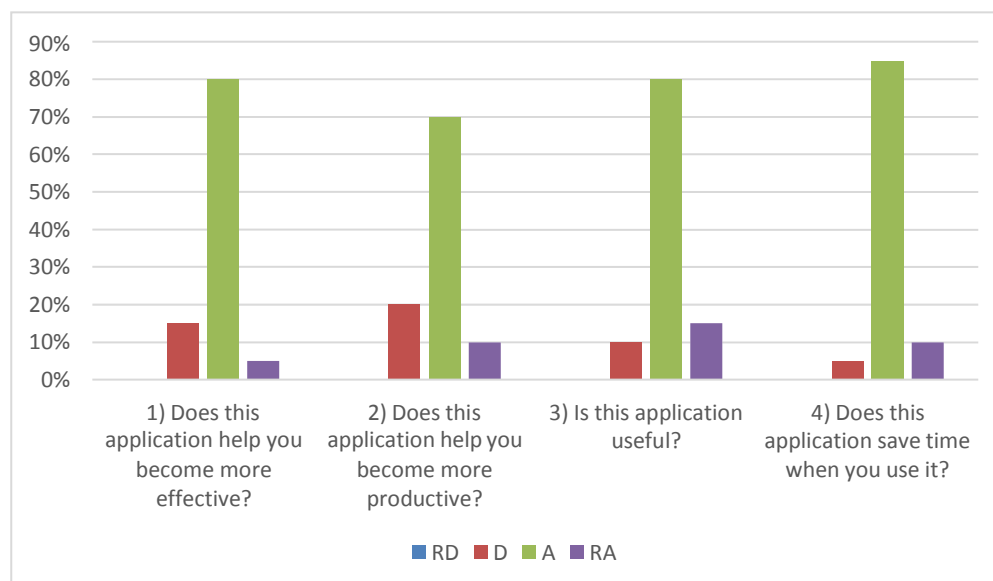


Chart 4. 1 The results of Usefulness aspect

The results of Usefulness aspect the data from the students of English Language Education Department, the first questions 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 questions 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 questions 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 questions 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 questions 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.

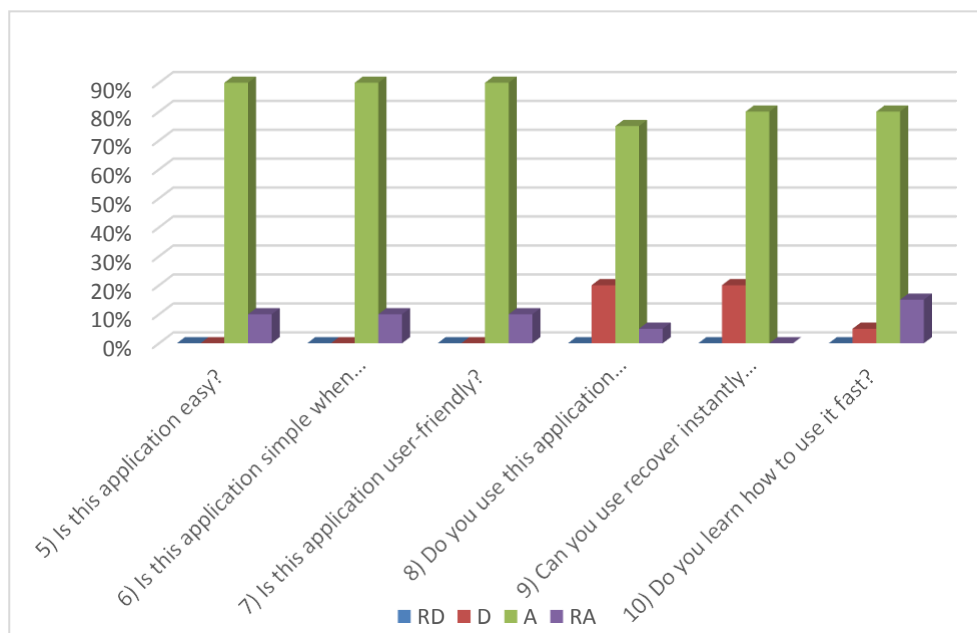


Chart 4. 2 The Result Ease of Use

The fourth questions 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 questions 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 questions 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.

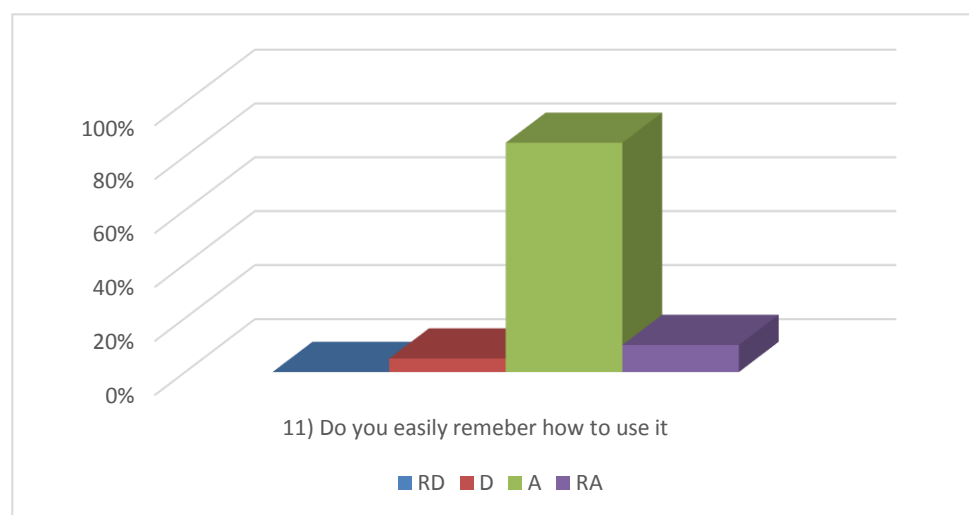


Chart 4. 3 The Result Ease of Learning

The results of the ease of learning aspect the data from the students of English Language Education Department, the first, second and third questions 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.

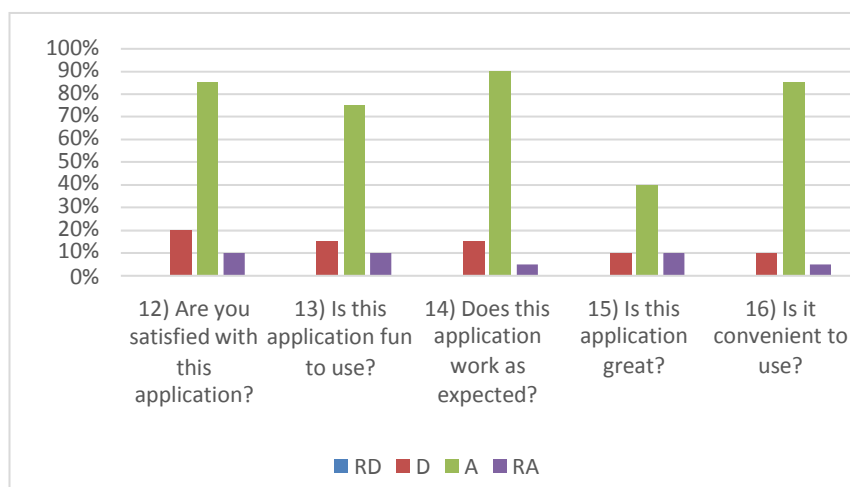


Chart 4. 4 The Result of Satisfaction

The results of the students' satisfaction the data from the students of English Language Education Department, the first questions 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 questions 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 questions 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 questions 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 questions 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 Shahraneet 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.

REFERENCES

- Widiyastuti, A . et al. (2020) *study on Awarness of COVID-19, Anxiety and compliance on social Distancing in Indonesia During coronavirus Disease 2019 (COVID-19) pandemic*. Yogyakarta : Research Square.
- Husain and Al-Bahadili. (2014) *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.
- Rakhmat j. (2003). *psikologi komunikasi*. Bandung (ID):PT Remaja Rosdakarya.
- Burac et al (2019)*Assessing the impact of learning system of higher education institution's intructors and student. IOP Conf.Ser.:Mater.Sci.Eng.482o12009*.
- Kalesarah et al (2017) https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=kalesarah+2017&oq=#d=gs_qabs&u=%23p%3D4lrtpU8VCKEJ
- Hasanuddin et.al (2018) *optimalisasipemanfaatan google classroom sebagai media pembelajaran di smknegri Ibangkinang.Riau*.
- Sahin, I., & Shelley, M. (2008). *Considering students' perceptions: The distance education student satisfaction model*. Educational Technology & Society, 11(3), 216-223.
- Hassan & Atan (2012) *Student Engagement in Online Learning : Learners Attitude Toward E-Mentoring*.Pulau Pinang. Malaysia
- Fedynich, L., Bradley, K. S., and Bradley, J., 2015. *Graduate students' perceptionsof online learning. Research in Higer Education Journal,27(1)*, pp.1-13
- Fletcher, T., and Bullock, S.M., 2015. *Reframing pedagogy while teaching about teaching online : A collaborative self-study. Professional Defelopment in Education*, 41(4), pp. 690-706.
- Gilbert, Jones (in surjono,2011) *the design of a daptive e-learningssystem based on student's learning styles*. Yokyakarta.
- (Perrotta,gulson,williamson,&witzenberger,2020) *Automation, Apls and the distributed labour of platform pedagogis in Google Classroom*.

(iftakhar,2016) *Google Classroom : What work and how?.Vol 3, 12-18.*

(Jamil&Rodz1,2016) *Google classroom as a tool for active learnin.* Malaysia :
AIP Publishing.

(wijaya, 2016). *Pengembangan kuisisioner untuk mengevaluasi usability E- Learning*.vol. 2, No. 1 : 1 Januari-Juni 2016 the indonesian journal of Ergonomic.

(Bhat,Raju, Bikramjit, & D'Souza,2018) *L everaging E-learning trough Google Classroom : A U sability Study*. Volume 31, No. 3,

(Ventyen, Estria, Guzman, Cabaluna, & Espinosa, 2017) *usability evaluation of google classroom : basis for the a daption of G suite E- Learning Platform*. Asia Pasific Journal of Education, Arts and Scences. Vol. 5

Al-marroof and AlEmran (2018) *Student Acceptance of Google Classroom : An Exploratory Study using PLS-SEM Approach*. Malaysia.

Azhar (2018) *Implementing virtual reality and mixed reality thecnologies in construction education : student's perceptions and lessons learned*. Proceedings of ICERI2018 Conference.

Mafa

(2018)

https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=Kalesarah+et+al+%282017%29+online+learning&oq=Kalesarah+et+al+%282017%29+online+learn#d=gs_qabs&u=%23p%3DGcyNisgfg0AJ

Asnawi,. M.F (2018). *Aplikasi Konfigurasi mikrotik sebagai manajemen bandwidthinternet gateway web*.

Cresswell, J.W. 2008, *educational research : planing, conducting, and evaluating quantitative and research, person merrill prentice hall, singapore*.