
The Use of Google Classroom As A Blended Learning Method For Eighth Grade English Learners SMP Muhammadiyah Rappang

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Abstract

In this study, Google Classroom's use as a web-based teaching tool for 8th-grade English courses at SMP Negeri Muhammadiyah Rappang is investigated. The research employed a qualitative descriptive approach to examine Google Classroom-related problems faced by teachers and students. In-depth interviews, questionnaires, and unbiased observation were used to gather the data. The outcomes demonstrated that students had favorable perceptions of utilizing Google Classroom. The study's first dimension was on how simple it was to utilize, download lessons, and send assignments. The majority of respondents—about 68%—agreed that Google Classroom improved learning productivity for eighth-graders. The effectiveness of Google Classroom was the second factor, and 44% of respondents concurred that it was simple to use. The third dimension addressed Google Classroom usage challenges such as slow internet connections, media availability limitations, and student aptitudes. Concerning network connection restrictions, 24 respondents (47.1%) agreed while 29.4% disagreed. The fourth dimension concentrated on internet quota and network-related solutions. The majority of respondents concurred that developing new networks, asking for support from the school or parents, or all three might aid in overcoming these obstacles.

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INTRODUCTION

Blended learning itself is characterized as the absorption of learning in the classroom with e-learning. In his article, Jordan Khan (2014) states that Google published a specific platform intended as a medium to support the implementation of learning, namely Google Classroom. The Google Classroom feature makes it easy for Teachers to design and organize or design assignments to students easily and quickly, provide direct feedback to students effectively, and make interactive communication with students without being limited by space and time Maman et al., (2021). Google Classroom is considered the best platform for improving teacher performance. Students can also make good use of the Google Classroom facilities. With the high requests on teachers to proceed with the educating and learning measure, teachers additionally utilize internet instructing media like Google Classroom or other media to help the web-based instructing and learning measure. From a few writing surveys, most teachers have not maximally embraced the utilization of Google Classroom. Particularly at SMP Muhammadiyah Rappang.

Teachers at SMP Negeri Muhammadiyah Rappang are struggling to fully embrace the use of online teaching media like Google Classroom. Many students come from oppressed families, making it difficult for them to access resources. Google Classroom offers an alternative to traditional classrooms, allowing students to learn from home. This research explores teachers' and students' challenges in using Google Classroom as a blended learning model in 8th-grade English lessons. Considering the current holes and the advantages of Google Classroom, this research needs to realize how to utilize Google Classroom as a blended learning model at SMP Muhammadiyah Rappang. What problems are encountered by teachers, and how do teachers and students suggest overcoming the problems they deal with in students using Google Classroom as the teaching method in 8th graders' English Lessons at Muhammadiyah Rappang? Based on

research conducted by Artatiningsih (2021), the study's results found that: 1) Implement the Google Classroom Utilization in Distance Learning Management AT SMK successfully done well as the learning method used during the Covid-19 pandemic. Students can follow the learning using Google Classroom media so that the teaching and learning process can occur effectively and efficiently. 2) Factors inhibiting the implementation of the Google Utilization classroom in distance learning management at SMK is difficulty getting an internet network. Supporting factors in the implementation of distance learning through Google Classroom is the side creativity of Teachers and students in the learning system. 3) The results of implementing the Google Classroom in distance learning management at SMK had positive results and were very effective.

Another previous research conducted by Bih Ni (2020) found that facilities accessed through computers and mobile phones benefit school teachers and students. Blended learning classrooms using traditional and technology-based teaching methods have become the norm for many educators. Using Google Classroom gives students access to online learning. Even if the teacher is not in the classroom, the teacher can provide learning. It is supported by the statement from Beaumont (2018) discovered that Google Classroom provides an intuitive and accessible interface for both staff and students. The other researcher conducted by Setiyani (2020) in her research explained that factors that affect students learning performance by using Google Classroom include; (1) communication and interaction, (2) collaboration, (3) coordination, (4) ease of access. Based on the explanation above, the researcher is interested in conducting research that focuses on the Utilization of Google Classroom, and the researcher chooses to write a thesis with the title "the Utilization of Google Classroom as a means of blended learning case studies in 8th-grade students of SMP Muhammadiyah Rappang". The researcher pays much

attention to the process by analyzing the obstacles or problems encountered and suggestions from teachers and students to overcome the obstacles they face in implementing Google Classroom in language learning for class 8th - graders students at SMP Muhammadiyah Rappang. Therefore, the researcher chose an English teacher and class 8.1 and 8.2 students at SMP Muhammadiyah Rappang as participants in this study.

RESEARCH METHODS

This study investigates the use of Google Classroom as a web-based learning method for 8th graders' English lessons at SMP Muhammadiyah Rappang. The research design is descriptive qualitative, using participant observation and case studies to examine social or human issues. The study is conducted at SMP Muhammadiyah Rappang. The research participants include English students, Head Master of SMP Muhammadiyah Rappang, and two English teachers. The study aims to understand the impact of Google Classroom on English learning in 8th graders at SMP Muhammadiyah Rappang during the 2022/2023 school year. The researcher selected 3-4 students for interviews and sample analysis. This study used various instruments to collect data, including documentation, interviews, and questionnaires. Documentation covers student activities in Google Classrooms, including attendances, assignments, materials, tests, and grades. Interviews were validated by a team of experts, with constructive comments on the interview guide, item clarity, research problem representation, and work time allotted. The study aimed to understand the effectiveness of these methods in enhancing student learning experiences.

RESEARCH FINDING

Researchers conducted interviews with the school principal, two English teachers, and four student representatives to understand the utilization of Google Classroom in

teaching English to eighth grader students at SMP Muhammadiyah Rappang. The results showed that Google Classroom is an effective web-based learning platform for students, enabling easier submission of assignments, assignment submission, and discussion with teachers. Students are happy with the platform's features, such as the ability to interact with teachers and students through discussion forums. Google Classroom has become an essential platform for interactive learning activities, allowing students to engage in discussions without being limited by space and time. The platform also provides convenience by integrating with other Google applications like Google Mail and Google Meet. The researcher found that English teachers at SMP Muhammadiyah Rappang used Google Classroom for teaching and learning. Teachers found it easy to use, with initial training provided. Students found it easy to access materials and assignments, and learning productivity increased. Students welcomed the use of Google Classroom, feeling more efficient and motivated. Although it did not significantly improve learning outcomes, students felt safe and comfortable using the platform. A questionnaire was used to collect data on the implementation process, understanding, obstacles, and solutions faced by students using Google Classroom as a blended learning tool for the 2022-2023 academic year. English teachers at SMP Muhammadiyah Rappang utilized Google Classroom for teaching and learning. Initial training provided, and students found it easy to access materials and assignments, increasing productivity. Although not significantly improving learning outcomes, students felt safe and comfortable using the platform. A questionnaire was used to collect data on implementation, understanding, obstacles, and solutions. The study reveals that students are satisfied with the convenience of Google Classroom in English classes, with most agreeing with its features. The effectiveness of Google Classroom is supported by its perceived convenience, user interest, and service quality.

The study reveals that teachers face

issues with inadequate electricity and internet access, while students face difficulties with low internet connections, internet quota packages, lack of notebooks or cellphones, schools not supporting facilities, and teachers not providing training or tutorials. These obstacles hinder the optimal use of Google Classroom for English learning. Students also express concerns about the lack of support from teachers and schools, with most agreeing that these issues hinder the effective use of Google Classroom as a blended learning medium. Teachers and students have suggested several ways to overcome problems with the Google Classroom teaching method. They suggest preparing electronic devices, conducting exercises, coordinating with the school principal to increase network power, and finding alternative public Wifi. Students also ask for quota packages from parents or siblings when the quota package runs out. During the Covid-19 pandemic, schools installed Wi-Fi to carry out online learning activities. A questionnaire revealed that 54.9% of respondents agreed that waiting for the network to continue the learning process using Google Classroom was necessary. However, 37.3% of respondents agreed that using the network school when the quota package runs out was necessary. Additionally, 49% agreed that students should borrow their parents' notebooks, laptops, or smartphones while studying using Google Classroom. Factors that support teachers in online learning include mobile phones, quotas, and a stable internet network.

The researcher found that English teachers at SMP Muhammadiyah Rappang used Google Classroom as a medium for learning English for 8th-grade students. The platform made it easy for teachers to post learning materials, send assignments, and provide results. Teachers can also discuss with students using Google Classroom, which allows them to send daily questions and homework assignments in the Google Form and send them in the assignment feature. This feature allows teachers to immediately provide feedback when students submit their

assignments. Google Classroom is a blended learning platform that allows developers to increase, share, and classify assignments without paper. The study concluded that teachers use Google Classroom for English learning for 8th-grade students at SMP Muhammadiyah Rappang. The platform's convenience and ease of use were prompted by the pandemic situation, which required teachers to continue teaching. The learning process is effective and efficient because students and teachers can access Google Classroom anytime and anywhere on electronic devices with internet networks. The researcher found that Google Classroom was effective in learning English in 8th graders at SMP Muhammadiyah Rappang. Students welcomed the use of Google Classroom, and teachers remained safe. However, there were obstacles such as inadequate electricity, poor internet access, and frequent blackouts. Some students faced difficulties with slow internet loading or packets running out, while others struggled with limited internet data packages. The ease of online-based learning was influenced by factors such as bad signals and limited internet data packages. Despite these challenges, Google Classroom was found to be a convenient and effective method for teaching English in 8th graders. However, obstacles such as network problems, frequent power outages, and internet quotas hindered its implementation. The interview results show that students often face challenges when using Google Classroom as a blended learning medium for English lessons for 8th graders at SMP Muhammadiyah Rappang. They often prepare or charge devices like cellphones and laptops, use a power bank to supply electricity, and seek alternative public Wi-Fi. However, 65% of students feel that learning with Google Classroom is inefficient, while 35% believe it is efficient. To overcome these obstacles, students often ask their parents for money to buy a new data package or find alternative public WIFI spots. The study also used a questionnaire to collect data on the implementation process, understanding, obstacles, and solutions carried out by

students during the 2022-2023 academic year.

This study surveyed 51 students at SMP Muhammadiyah Rappang, using Google Classroom as a blended learning medium. The results showed that students found Google Classroom to be faster, improve learning performance, increase productivity, and obtain a better understanding of learning material. They also found the features easy to operate, found Google Classroom to be fun, and had sufficient internet connection access for studying. Overall, the study suggests that using Google Classroom in English lessons can lead to better academic outcomes and increased productivity. Beaumont's research reveals that Google Classroom is a free web service that enables users to create virtual classrooms. The study found that students perceive the convenience of Google Classroom as effective in teaching techniques, easy to use, clear and easy to understand, flexible in obtaining announcements, materials, and assignments, and effective in downloading and uploading materials, assignments, and videos. The results suggest that Google Classroom is a valuable tool for improving English learning and communication. The third part of the study focuses on students' perceptions of the Google Classroom teaching method in 8th graders' English lessons at primary school level. The results show that low internet connections, internet quota packages, lack of notebooks or cellphones, schools not supporting facilities like internet quota packages, and teachers not providing training or tutorials about using Google Classroom are the main challenges faced by teachers and students. These obstacles include limited internet packages, network availability, and not all students have devices like smartphones and laptops.

The questionnaire reveals that students face various obstacles when using Google Classroom. Seven (13.7%) respondents strongly agree with waiting for the normal network to return, while 28 (54.9%) agree. The remaining respondents are neutral and do not agree. The majority of respondents use the school network when the quota package runs out, with a majority of respondents agreeing.

The majority of respondents ask for additional quota packages from parents or siblings, with a majority of respondents agreeing. The final statement, "Borrowing a notebook or laptop or smartphone from parents while learning to use Google Classroom," has a majority of respondents agreeing. Online media is effective in preventing the spread of Covid-19 in the educational environment, as educators can provide questions and materials via cell phones or laptops.

CONCLUSION

Based on the research results conducted by the researcher, it is obtained from interviews that the 8th-grader English teacher at SMP Muhammadiyah Rappang used Google Classroom as a blended learning teaching media platform. It is to overcome bad networks and power outages. The teacher also advised students to prepare for charging before beginning the teaching and learning process. The first dimension concerns the dimensions of Utilization of Google Classroom. There are four statements related to using Google Classroom as a Web-Based Learning Method in English Lessons. 8th-grade students of SMP where out of 51 respondents, around 35 (68%), or most respondents, agree that using Google Classroom as a blended learning medium for 8th-grade students of SMP Muhammadiyah Rappang can easily use it. Students feel happy because they can keep discussing, receiving, and sending assignments, increasing learning productivity. There are three sub-dimensions: 1) Internet connection problems, 2) Obstacles regarding media availability, such as laptops and smartphones, and 3) Obstacles in student abilities related to whether teachers provide training in using Google Classroom. The fourth dimension concerns the solution's dimensions in using Google Classroom as a blended learning medium.

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