



# The Effectiveness of English Learning Media through Google Classroom in Higher Education

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**Abstract:** *The industrial revolution's technological development, dubbed era 4.0, had a significant impact on the world of education, particularly higher education. The purpose of this study was to determine the efficacy of implementing education through teaching methods in the Covid 19 season. Online Education is one of the techniques used in blended learning. All academics at the tertiary institution participate in Teaching through blended learning. This research is a two-cycle trial, referred to as cycle I and cycle II. The results of the data are compared to the cycle of learning implementation. The results of the study describe blended learning, Google classroom as an alternative process of teaching English, and Google classroom as a process of teaching blended learning. Cycle I results are on average lower than Cycle II results in terms of learning (69 to 100 percent), active student (27 to 100 percent), accomplishments (89 to 96 percent), learning process (70 to 100 percent), complete score (25 to 86 percent), not complete ye (75 to 12 percent), and success (45 percent to 75 percent) Use of Google Classroom helps improve the average achievement of students enrolled in English education departments. The research concludes that this application is capable of operating effectively, assisting lecturers and students enrolled in English language education study programs in carrying out the learning process more intensely.*

**Keywords:** *the effectiveness; English education; Google classroom; higher education*

## I. Introduction

English is a communication medium in various worlds that has developed rapidly in social society and applies it in science (Jöns and Hoyler, 2013, Agussani and Ansari, 2020). To facilitate communication using English, other media are also needed to assist the implementation of English communication such as technology and information (Ma et al., 2015). The implementation of technology into the learning process provides opportunities for teaching staff, specifically lecturers, to enhance and develop their competencies, particularly professional competencies (Saiz-Manzanares et al., 2020). The use of technology in learning problems in the classroom is expected to be able to provide solutions in overcoming learning in the classroom. This is caused by the less optimal role of a lecturer in utilizing technology in the world of education (Shah et al., 2011, Sulam et al., 2019). One of the things that can be utilized by the world of education, especially lecturers in learning English through the use of learning applications, one of which is Google Classroom (Wats and Wats, 2009). This application extremely influential that Google Classroom is a new innovation on the menu for Indonesian educators (Ortega-Moran et al., 2020). This provider is supposed to be among the services involved in resolving classroom problems and challenges. As an example, consider the limited time available in class for discussing and studying an assignment or piece of material, particularly English, which is currently maximized by three SCS (Semester Credit System).

Researchers observe the fulfillment of daily needs in terms of technology and information that cannot be avoided anymore. According to the Indonesian Internet Network Providers Association (APJII), there were 132.7 million people in Indonesia in 2019. With a total population of 256.2 million, this corresponds to a 51.8 percent user population in Indonesia. The internet network is made available through the use of computers and mobile phones. The average age of internet users varies, depending on their preferred modes of communication, such as social media, entertainment, games, browsing, and buying and selling (Benito-Osorio et al., 2013, Hermann et al., 2016). It does not close the possibility, one of them is students in college and generation A (born in 2009) who prefer to use the internet more. The characteristics of generation Z and A have in common namely fluent technology, intense interaction through social media, and expressive.

Technology and education could be separated; they should coexist harmoniously. Blended learning activities should be used because e-learning is one of the methods for instructors and students to utilize technology (K. Hamid et al., 2019). Online education is one of the solutions that instructors can implement in the classroom (Czaplinski and Fielding, 2020, Jeganathan and Fleming, 2020). According to Hinneburg et al., (2020), blended learning is a way to combine the technology and innovation offered by online learning with the interaction and participation associated with traditional learning. Blended learning activities combine traditional and online learning (Tayebnik and Puteh, 2013). The integration of learning is tailored to the specific learning objectives at hand. The school system in question is one that makes use of a Learning Management System (LMS) (Soliman, 2014). A learning management system (LMS) is a software application that would be used to manage, document, manage, submit on, and service educational courses and training programs. LMS seems to be a term that refers to a learning management system designed to assist students and teachers in learning through software. ACS, Blackboard, CarPoint, Moodle, Canvas, and Google Classroom are all examples of LMS software that can be used (Jöns and Hoyler, 2013, Yuliana, 2013, Budiarta and Krismayani, 2014). According to the findings of a preliminary study of the various types of LMS, Google Classroom is a multiplatform application that users can access. Google classroom is a hybrid learning platform which Google developed for universities with the goal of streamlining the creation, distribution, and assignment of tasks in an entirely paperless manner.

## **II. Review of Literature**

### **2.1 New Media Theory**

According to Al Faruqi (2019), new media theory is a theory that discusses the evolution of media. There is a view of social interaction in new media theory that categorizes media according to their proximity to face-to-face interaction (Antony et al., 2015). Antony et al. (2015) define the World Wide Web (WWW) as an open, flexible, and dynamic information environment that enables humans to develop new knowledge orientations while also engaging in a more interactive and society-based democratic world of mutual sharing and power distribution (Khatib et al., 2011, Saiz-Manzanares et al., 2020).

One of the academics who introduced the term new media, but the new media in question is the same as the new media that is known today (Jeganathan and Fleming, 2020). New media in question is the development of communication technology that in history has expanded the reach of human communication. These developments culminated in the era of modern mass media. On the other hand use the term new media to mean something very similar to what is meant by new media today. New communication technologies that produce broad cultural effects are difficult to predict, and disrupt and change the dynamics of human relationships (Saiz-

Manzanares et al., 2020). Since the time of McLuhan, the term new media emerged and survived, and has various definitions in accordance with the context of its use. As stated in the book *Encyclopedia of New media*, there is not a single definitive answer regarding the definition of new media. Even what is called old media and traditional media were once called new media. New media is consistently changing and developing (Saiz-Manzanares et al., 2020).

## **2.2 Google Classroom**

Google Classroom is a Google Apps For Education (GAPE) feature that was released on August 12, 2014. Google Classroom is a web-based way of creating virtual classrooms. Google Classroom can be used to transfer assignments, collect them, and even grade them (Shahroom and Hussin, 2018). Google Classroom is a free option which is available to anyone who creates a Google Application for Education account. Google Classroom is an extremely useful application for online education because it is completely free and can be used on any device. A feature that adds sophistication to the application is its ability to be used collaboratively in groups. There are several advantages to using Google Classroom as a learning management system. (Soliman, 2014).

### **1. Setting**

Google Classroom's configuration process is extremely simple and inexpensive when compared to installing a local LMS or registering with an LMS provider. Lecturers register in to the Google Classroom and begin sharing assignments and study materials. Lecturers could obtain this by having to add a list of students or by connecting a unique code that allows students to access their Google Classroom online classes. Google Classroom is more straightforward, simple to use, and intuitive, which makes it ideal for lecturers with varying levels of e-Learning experience.

### **2. Saving Time**

Students are no longer required to select lecturer-assigned work. Lecturers need only to create and distribute student assignment files online. Additionally, lecturers can use the Google Classroom application to grade, provide feedback on, and administer assessments. Thus, both students and lecturers stand to benefit from significant time savings. Everything is done electronically, which eliminates the need for physical documents to be distributed, and students can complete their assignments correctly online, which makes it easier for them to meet assigned deadlines and online learning can be adjusted to their daily schedules.

### **3. Improve cooperation and communication**

One of the most significant advantages of Google Classroom seems to itself to be the ability for effective online collaboration. Lecturers can receive alerts to students encouraging them to participate in social dialogue or informing them with specific online learning activities. Students, on the other hand, can provide feedback to their peers directly through the Google Classroom conversation flow. Thus, they can solicit direct input from their virtual classmates if they require assistance with an assignment or wish to learn more about a particular subject.

### **4. Centralized data storage**

Everything is centralized in Google Classroom. Students can access all of their assignments in a single folder, lecturers can save instructional materials and activities for the entire school year in the cloud, and this application supports all grades / grades. There is no need to worry about missing documents or assessments because everything is securely stored in this free LMS.

## **5. Fast resource sharing**

Online facilitators have the ability to communicate directly with their students about information and online resources. Rather than maintaining e-Learning courses or sending individual e-mails to each student, they can simply access the Google Classroom application and distribute links to interesting online resources and additional e-Learning materials. This provides students with timely updates on current lessons, enabling them to gain a better understanding of the material and access multimedia equipment that enhances their e-Learning experience.

## **2.3 English Language Study Program**

The definition of students according to the Complete Indonesian Dictionary that students are individuals who study in tertiary institutions. College or university could serve as a vehicle or setting for the development of an individual's cognitive capabilities and personalities, particularly in the areas of verbal and quantitative skills, critical analysis, and moral reasoning (Mirmoghtadaie et al., 2020).

Which is one of the effective departments and objects in English language learning by using Google Classroom is Bachelor degree of English Education departments in Malang University of Malang. Both lecturers and students really use Google Classroom. Although some education stakeholders complain about their smartphone's limited network connectivity, this does not prevent them from using Google Classroom, as they receive information about their assignments and can upload learning materials at any time and from any place that has been uploaded by their lecturers (Ningsih et al., 2014, Soliman, 2014, Sulam et al., 2019).

Google Classroom can be accessed on a variety of platforms, including computers and mobile devices. Lecturers and students can access Google Classroom at <https://classroom.google.com> or via the Play Store on Android or the App Store on iOS by searching for the keyword Google Classroom. The LMS is provided for free, allowing for its use on an as-needed basis. The researcher demonstrates in this case that the use of e-learning systems (E-Learning Moodle, Google Classroom, and Edmodo) can increase student interest and motivation while also facilitating effective English instruction in Malang University's English language education program (Yuliana, 2013, Ortega-Moran et al., 2020). On the other hand, classes that use the Google Classroom Tools on the Google Classroom learning model have good, even very good, grades.

## **III. Research Methods**

This research is a quantitative descriptive study, with the explanatory survey method in which data from respondents are collected and then analyzed and processed using statistical theory as a means of solving problems faced so that this method will provide certainty in decision making. Explanation survey method is used when the writer wants to know why a certain situation or condition occurs or what influences something.

The population in this study was students of English language departments at Malang Semester VII University that actively uses Google Classroom. Based on the data obtained, the number of students English education departments at the Brawijaya University who actively use Google Classroom is 60 people, so that the total population is 60 people assuming two classes taught by researchers.

The technique used in determining the number of samples in this study is to use a random sampling technique, which includes people in the population, so that each member of the population has the same right to be a respondent in this study.

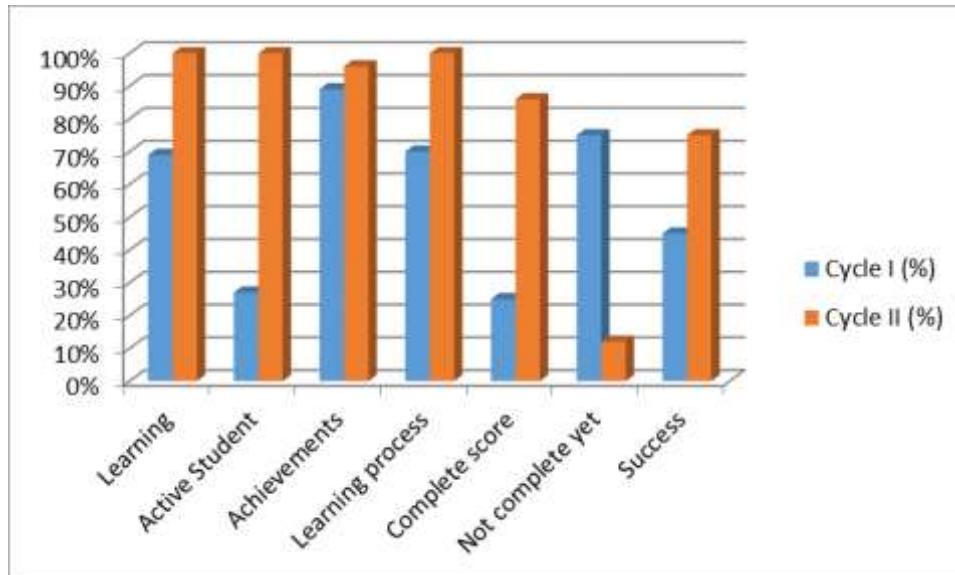
#### IV. Discussion

Based on the results of this study as described in table 1 and images 1. Male respondents accounted for the majority of respondents at 70 percent, while the remaining 30 percent were female respondents. This means that male respondents dominate more than half of the total compared to female respondents. Based on Semester VII students, most respondents were in the type of men who used online media and in this case in learning using Google Classroom.

**Table 1.** Results of the implementation of Google classroom online media based learning

Characteristics	Cycle I (%)	Cycle II (%)
Learning	69%	100%
Active Student	27%	100%
Achievements	89%	96%
Learning process	70%	100%
Complete score	25%	86%
Not complete yet	75%	12%
Success	45%	75%

Source: Researcher's Processed Data, 2020



**Figure 1.** Effectiveness of online classroom Google based learning media

#### **4.1 Effectiveness of Google Classroom Online Media Communication in Learning English**

Indicators used in measuring the effectiveness of a communication process in learning English in Semester VII (Table 1 and Images 1) include: Receiver, Content, Communication Media (Media), Format, Source and Timing

#### **4.2 Receiver / User Effectiveness**

The results of the calculation of the level of effectiveness of Google Classroom Online Media in Semester VII for English language study programs in English education at Brawijaya University on the Receiver indicator refer to Table 1 and Images 1, which means the scale is very effective. Therefore, the Recipient of the message / information from the Google Classroom online media in accordance with the intended recipient by the giver of information (English lecturer).

#### **4.3 Effectiveness of English Learning Content**

The results of the calculation of the level of effectiveness of English Language Learning Contents with Google Classroom Online Media in Semester VII for English language study programs in English education at Brawijaya Universities on the Content Message indicator refer to Table 1 and Images 1, which means the effective scale. This shows that the information provided by lecturers in Google Classroom is accurate, complete, and clear so that it is easily understood by English education students.

#### **4.4 Effectiveness of English Learning Media and Lecturer / Student Communication**

The results of the calculation of the level of effectiveness of English Language Learning Media with Google Classroom Online Media in Semester VII for learning English courses in English education at the University of Brawijaya on the indicators of Media classified as Very Effective (Table 1 and Images 1). Therefore, Google Classroom Online Media is the right media to facilitate the rapid delivery of information in English language education courses at brawijaya universities.

#### **4.5 Delivery Effectiveness Format English learning in the form of material (format)**

Based on the results of the calculation of the level of effectiveness of Google Classroom Online Media in English education study programs at brawijaya university on the format of the delivery of English language learning in the form of material classified on the effective scale (Table 1 and Images 1). This means that there is a conformity between the format intended by the lecturer and the student recipient. That is, any information contained in Google Classroom is able to effectively provide clear and concise meanings that are easy for students to understand.

#### **4.6 Effectiveness of English Learning Resources in the form of material (Source)**

Based on the results of the calculation of the level of effectiveness of Google Classroom Online Media in English language Education departments at Brawijaya University on the English Learning Resources indicator in the form of Source material classified on the Very Effective scale (Table 1 and Images 1). These results indicate that any information provided in Google Classroom has a clear source of truth that can be accounted for because it comes directly from the lecturer of the course in question.

#### **4.7 Effectiveness of Timeliness in the process of learning English (Timing)**

The results of the calculation of the effectiveness of the Google Classroom Online Media in the English education study program at the Brawijaya University on the timeliness indicator in the process of learning English (timing) are included in the Very Effective scale range (Table 1 and Images 1). Which means in providing information in Google Classroom lecturers do not have a time limit, so Google Classroom is a very effective media to be accessed in fulfilling lecture information.

#### **4.8 Effectiveness of Communication and interaction in lecture sessions (Rate)**

After presenting the calculation of the weighted average of each indicator, the next step is to determine the level of Communication Effectiveness and interaction at the recovery session which is a unity of each indicator that has been presented previously. Value of Effectiveness Communication and interaction in the recovery session is obtained using the following formula:

Based on the calculation results of Communication Effectiveness of Communication and interaction in the recovery session with Google Classroom Online Media in Table 1 and Images 1. This value is included in the Very Effective scale range. Thus it can be concluded that the Google Classroom Online Media has the Effectiveness of Communication and interaction in the recovery session between lecturers and students.

With six criteria for measurement results and the results of the Google Classroom Online Media Effectiveness Level in Semester VII for learning English English education courses at the University of Brawijaya on the Receiver indicator, refer to Table 1 and Images 1, which means the scale is very effective. Therefore, the Recipient of the message/ information from the Google Classroom online media in accordance with the intended recipient by the giver of information (English lecturer).

On the other hand the results of the calculation of the level of effectiveness of English Language Learning Contents with Google Classroom Online Media in Semester VII for English language study programs in English education at Brawijaya University on the Content Indicator indicator refer to Table 1 and Images 1 which means the Effective scale. This shows that the information provided by lecturers in Google Classroom is accurate, complete, and clear so that it is easily understood by English education students.

The acquisition of the results of the calculation of the level of effectiveness of English Language Learning Media with Google Classroom Online Media in Semester VII for learning English English education courses at the University of Brawijaya on the Media indicator is classified as Very (Table 1 and Images 1). Therefore, Google Classroom Online Media is the right media to facilitate the rapid delivery of information in English language education courses at Brawijaya universities.

Furthermore, the results of the calculation of the level of effectiveness of Google Classroom Online Media in the English education study program at Brawijaya University on the format of the delivery of English language learning in the form of material classified on the effective scale (Table 1 and Images 1). This means that there is conformity between the format intended by the lecturer and the student recipient. That is, any information contained in Google Classroom is able to effectively provide clear and concise meanings that are easy for students to understand.

The results of the calculation of the level of effectiveness of Google Classroom Online Media in English education courses at Brawijaya University on the English Learning Resources indicator in the form of Source material belong to the Very Effective scale (Table 1 and Images 1). These results indicate that any information provided in Google Classroom has a clear source of truth that can be accounted for because it comes directly from the lecturer of the course in question.

And finally the results of the calculation of the level of effectiveness of Google Classroom Online Media in the English language study program at brawijaya university on the indicators of timeliness in the process of learning English (timing) are included in the range of Very Effective scales (Table 1 and Images 1). Which means in providing information in Google Classroom lecturers do not have a time limit, so Google Classroom is a very effective media to be accessed in fulfilling lecture information.

## V. Conclusion

As a result of the preceding description, it is clear that learning English through Google Classroom simplifies the lecture process. Google Classroom applications are extremely effective at fostering new insights and motivating students to learn English. The Google classroom application makes learning enjoyable for students and helps them feel at ease. Indicators of Google Classroom's effectiveness in English education departments include learning, active students, accomplishments, learning processes, complete scores, not complete ye, and success. The use of Google Classroom can help improve the average achievement of English material among students enrolled in English study programs. The research concludes that this application is capable of operating effectively, assisting lecturers and students enrolled in English education study programs in carrying out the learning process more deeply.

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