# The Effectiveness of Using Google Classroom On Students Achievement In Learning English

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## Abstract

The purpose of this research was to investigate the impact of Google Classroom on the learning achievements of English language students at State Islamic University Of North Sumatra Medan. This form of research is a pre-experiment with the research design, specifically the One Group Pretest Posttest Design. The participants in this study were students in the eighth semester of the 2020 English Language Education Study Program. The independent variable in this study is online learning, while the bound factors are student learning outcomes. Methods for data collecting include distributing the questionnaire employed the G form, which was organized using the Likert scale approach. According to the research findings, respondents' final competence tests vary greatly based on the completion criteria. The validity test demonstrates that all indicator items are valid. The findings of the reliability test for the entire variable are reliable. The normality test indicates that all data is normal. The research instrument consisted of 30 multiple-choice questions. Data collecting strategies include pretesting and posttesting. The gathered data is then examined statistically, both descriptively and inferentially, using the SPSS 25 program. The results showed that the average pretest value was 40, while the average posttest value was 80. The independent sample analysis T test yielded a significance value of $p = 0.000 < \alpha = 0.05$. As a result, it is possible to establish that online learning influences student learning results.

**Keywords:** Google Classroom, Learning Achievements, Students.

## Introduction

In this modern era, teachers are required to use learning media that uses technology, because they follow current technological developments. Therefore, teachers must use technology to continue learning eventhough learning is done online. educational/learning technology is a process with a certain system to make it easier for students to learn and be able to examine learning problems, thus making learning more effective. Technology in education is very important for creating taste students' enthusiasm for learning. In fact, the use of technology in education can also increase students' interest in learning, because in this case students do not feel bored when learning. Aside from assisting in the creation of learning environments that are beneficial to students' mental health, information and communication technology also plays an important role in the learning process by providing a set of media and tools to simplify and speed up students' work, as well as advanced skills in the use of high technology (Jannah & Nurdiyanti, 2021).

Rapid changes today are caused primarily by technological advances. Technology can be considered a catalyst for change, namely making change revolutionary, very fast and intensive. In the world of education and knowledge, this revolution is ongoing and has a double dimension,

namely connecting the amazing modern brain research with the power of information and knowledge that can be accessed quickly and easily through information and communication technology (ICT). The combination of internet-computer-World Wide Web (www) has formed a new generation with new values, new social styles, new culture, and even a new economy called the digital economy (Nirfayanti & Nurbaeti, 2019). the use of digital technology allows students and teachers to participate in the learning process even when they are in different locations. The advancement of internet technology has had an impact on many parts of life, including governance, economics, society, and education (Nande & Irman, 2021).

In theory, Google Classroom is an application created by Google Inc. for educational purposes aimed at solving the challenge of creating, distributing, and organizing assignments without the need for paper. Google Classroom is a software that enables the establishment of virtual classrooms as it facilitates discussions, assignment distribution, and constructive evaluation of activities and assignments. According to Clark (2017), Google Classroom offers a platform where you can share resources, receive tasks, facilitate student collaborations, and give grades and feedback to students (Pada et al., 2022). Google Classroom enables educators to allocate more time to their students and reduce the amount of time spent on administrative tasks, which has now been further enhanced (Maulana, 2021).

Several studies have been conducted regarding the use of Google Classroom for university students, (Oktaviani, n.d.) researched University Students' Perspectives in Using Google Classroom for Learning during Covid-19, and the results stated that the majority of students like using Google Classroom. Students admit that Google Classroom makes learning and submitting assignments easier. They also acknowledged the ease of use of the platform and the ease of downloading study materials. However, students also experience problems with using Google Classroom. This includes problems with notifications, displays, and signals and quota. All of this shows that Google Classroom has been a great help for learning during the pandemic, but there are several issues that must be overcome for successful learning. looked at how well Google Classroom helped Malaysian students studying data mining. The results show that students are satisfied with the Google Classroom features (Kusuma et al., 2019).

They also said that Google Classroom made them more confident to talk to teachers and participate in lessons, which differentiated it from the face-to-face learning they were used to. Many researchers have done some research about Google Classroom, for example, According to Suhupawati, students can easily access Google Classroom applications and use it during lectures. Nevertheless, the utilization of Google Classroom is incapable of substituting in-person lectures, as students fail to comprehend the lecture content through the use of this application (Rahmatika et al., 2021).

Nevertheless, this application is highly efficient for utilization in assignment tasks as it can be accessed by students and allows for convenient submission of assignments without the need for direct interaction with the lecturer.By utilizing Google Classroom, students have the flexibility to joint in the meeting that had been made by lecturer at his/her convenience, regardless of location or time (Noviyanti & Franscy, 2021). Additionally, lecturers can adhere to the lecture schedule even when engaged in other commitments that may prevent them from physically being present in the classroom. Google Classroom offers numerous advantages for both educators and learners. It can serve as a means or platform for facilitating online education, particularly in times of a global health crisis like the pandemic (Javadikasgari et al., 2018). Google Classroom is an efficient tool for facilitating remote learning, enabling students to acquire knowledge despite being physically distant from their teachers (Khalil, 2018). Many students at Nusawungu Vocational School have a favorable opinion of Google Classroom when it comes to its user-friendliness, simplicity, and availability. Research shows that this platform helps

students improve their writing skills. Additionally, Google Classroom meets their needs more than any other platform (Kassim, 2024).

The successful use of the google classroom platform can be known from many relevant studies (Hidayet et al., 2019). Concluded that most students felt the ease and improvement in the quality of learning when using google classroom (Hidayat et al., 2019). In addition, Google Classroom is free of charge, only using a plan to be able to access it. Google Classroom itself is not necessarily accessible to students without access to an educational institution. But anyone can access all other applications, such as Drive, Docs, Sheets, Slides, and others, just by registering a Google account. In addition, the Goggles Classroom application can be accessed via laptop or mobile phone and requires a good internet network. But there are obstacles that often occur when the learning process uses the Google Classroom application, namely there are still students who do not have their own mobile phones or laptops or have bad connection. In the end, students do not collect, students are late in collecting assignments (Andewi & Pujiastuti, 2021).

In online learning, students are treated as subjects in the learning process. Students have the fundamental potential to develop optimally based on their capacities. The teacher only serves as a facilitator and guide for students, providing stimuli that challenge them to become active in the learning process ( et al., 2021). Learning by using Google Classroom is a challenge alone in increasing effectiveness student learning (Suryadi, 2007). This is because not all online learning previous using Google Classroom . So researchers are interested in conduct research with purpose find out the impact of using Google classroom on students learning achievement.Technology has become part of the current generation, and technological developments have made several researchers interested in researching the use of technology in the educational field, such as the use of Google Classroom. Google Classroom has experienced changes in its features since it was first released, therefore researchers are interested in finding out students' perceptions of using Google Classroom in English learning.

## Method

In this study the research methodology employed was quantitative research with the experimental research method. According a quantitative approach can be defined as a research method based on the concept of positivism that is used to study specific populations or samples. Sampling techniques are often used at random, data collecting and analysis are done with research instruments, and the data is analyzed quantitatively/statistically with the goal of testing prepared hypotheses."

To do this research, the researcher has to test the validity of the test (Pre-Test and Post-Test). Therefore, the internal validity (the quality of the implementation of the research design) can be high (Gunawan & Sunarman, 2018).The researcher employed an experimental methodology to assess the efficacy of Google Classroom in students learning achievement. asserted that an experimental investigation was conducted with the objective of determining the presence or absence of the observed variable's influence. This experimental design contributes to the conceptual framework in which the experiment is carried out. The necessary requirements are the suitable structure for examining the specific experiment's hypothesis.

The One-Group Pre-test Post-test Design is a unique pre-experimental design used in this study. The research was carried out at a university in Medan. The university was chosen because students seeking an English education degree at this institution had previously utilized the Google Classroom program as a teaching tool (Fuadi et al., 2020). This study examines the

whole student population for the 2020 academic year. For the 2020 academic year, the researcher used purposive random sampling to pick 30 students majoring in English education. Analyze data descriptively to provide a summary of research findings. The analysis conducted is a test. Data quality includes validity and reliability assessments. The validity and reliability tests in this study used SPPS version 25. This research uses pre-test and post-test instruments which use multiple choice questions to determine students' ability levels before and after treatment (Efendi & Widodo, 2019). Test the validity of the instrument using content validity, and the results are considered valid. After that, the reliability of the test was assessed using Cronbach's Alpha. The findings of the reliability assessment carried out on the instruments used in the research are presented below :

The data has been collected using questioner by Google Form, before using questioner the researcher test were carried out on the quality of the data questioner so that it can be declared valid. Therefore, a test needs to be carried out validity and reability test.(Efendi & Widodo, 2019) employ validity tests to ensure accurate data and present an overview of observed study topics. Validity tests against. The research questionnaire can be found in Table 1

Table 1. Research Design Eksperiment

| |
|---|
| **O1 x O2** |

Description:
O1: pre-test score (before treatment)
X : treatment given
O2: post-test score (after treatment)

From the description above it can be explained that the experiment.This is done by comparing the results of the pre-test and post-test. O1 refers to motivation and learning outcomes prior to therapy, whereas O2 refers to motivation and learning outcomes post-treatment. The data collection method used was a test questionnaire. There are two steps carried out: pre-testing and post-testing. The questionnaire comprises of questions about student learning motivation (Dewle, 2019). Meanwhile, the test consists of descriptive questions prepared according to indicators. The instrument in this research is a test of learning outcomes. The test questions are in multiple choice form, consisting of 30 questions with different levels of difficulty, namely 10 questions (very easy), 8 questions (easy), 6 questions (medium), 4 questions (difficult) and 2 questions (very difficult).

## Results
### Normality Test
Researchers used the Paired Sample T Test to assess the data they collected. Before undertaking analysis, researchers evaluate the data for normalcy. Because there are fewer than 50 participants in this study, the Shapiro-Wilk technique is used. The normalcy results suggest that the sig value of the V1 variable is 0.357. Next, a parametric paired sample t-test can be used to determine if the alternative hypothesis is accepted if the sig. (2-tailed) value is equal to or less than 0.05. The considerable difference between the average pre-test and post-test scores indicates that the treatment was successful. Table 2 is the diagram of the normality test :

**Table 2. Diagram of Normality Test**



Normal Q-Q Plot of x2
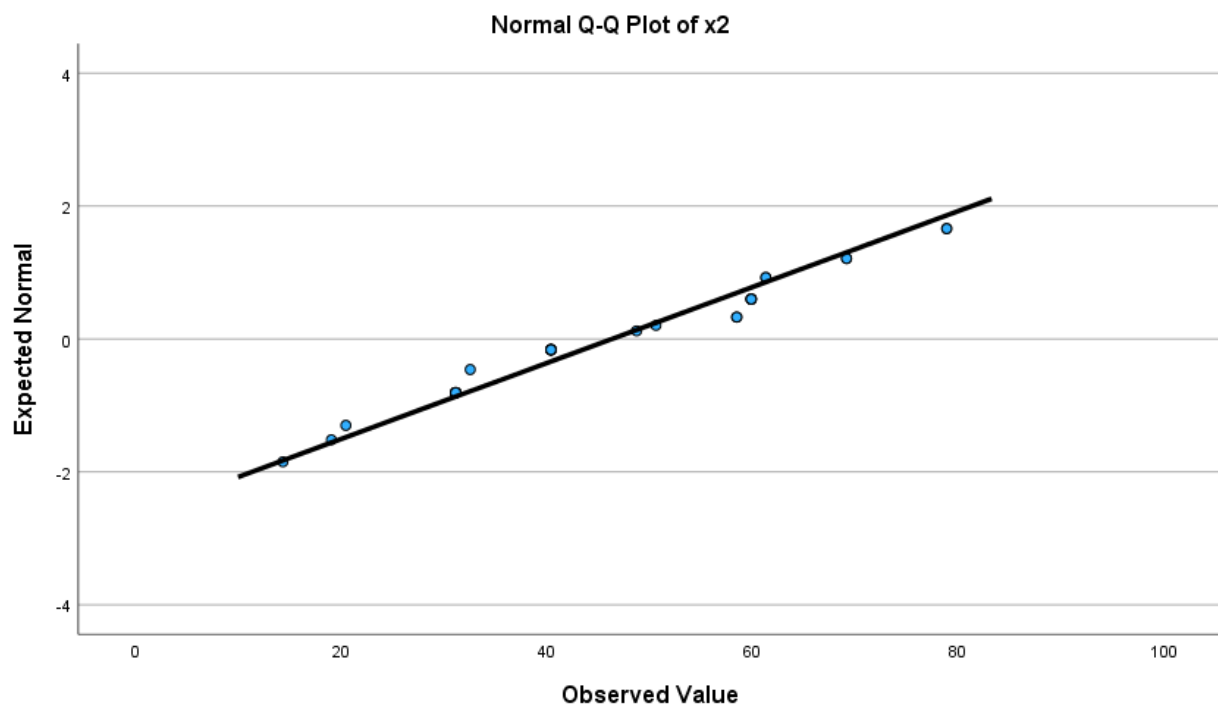
**Tests of Normality**

|  | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
|  | Statistic | Df | Sig. | Statistic | df | Sig. |
| v1 | .156 | 30 | .060 | .962 | 30 | .357 |
| x2 | .166 | 30 | .034 | .948 | 30 | .153 |

a. Lilliefors Significance Correction

This research aims to examine the effect of using the Google Classroom application on the learning outcomes of students majoring in English Education at the State Islamic University of North Sumatra, Medan. Based on the results of descriptive data analysis that has been carried out, it shows that the average value of student learning outcomes is different before and after the treatment. Where the average pretest score is 40 while the posttest score is 80, it has increased after implementing learning using the Google Classroom application. Below is a table of pretest   and posttest data on student learning outcomes:

| Pre Test | | | | Post Test | |
|---|---|---|---|---|---|
| Category | Value | Frequency | Persentage (%) | Frequency | Persentage (%) |
| Very Good | >80 | 0 | 0 | 2 | 10 |
| Good | 61-80 | 2 | 10 | 15 | 60 |
|  | 41-60 | 12 | 40 | 10 | 25 |
|  | 21-40 | 15 | 48 | 3 | 5 |
|  | <20 | 1 | 2 | 0 | 0 |
|  | Result | 30 | 100 | 30 | 100 |

According to the above table, following the treatment, more pupils fell into the good and very good categories than before. This is because, even though they study utilizing online programs,

pupils remain enthused, do not whine, and do not become bored while learning. Because the activities presented vary, sometimes in the form of group assignments, sometimes individual assignments completed in the Google Classroom forum part with cooperation from the course instructor. Then, administer a quiz by asking questions to each students have equal opportunity, and it will be a point of conflict if they are unable to respond or provide incorrect answers.

The inferential data analysis technique used to determine the effect of the independent variable (learning using the Google Classroom application) on the dependent variable (learning outcomes) in this research is the Independent Sample T Test (t-test) analysis. The results of the analysis are presented in the table below:

**Paired Samples Test**

| | | Paired Differences | | | | | | | |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | T | Df | Sig. (2-tailed) |
| | | | | | Lower | Upper | | | |
|---|---|---|---|---|---|---|---|---|---|
| Pair 1 | pre test - post test | -11.833 | 11.061 | 2.019 | -15.964 | -7.703 | -5.860 | 29 | .000 |

The Sig (2-tailed) value is 0.000 < 0.05 as seen in table 4 of the t test results (Paired Sample T-test). This means that Ho is rejected and H1 is accepted. The results show that there is a significant influence on student learning outcomes in learning to use the Google Classroom application after receiving treatment. Student learning outcomes are reported to increase with the use of the Google Classroom application.

## Discussion

It can be concluded that there is a learning effect online based on Google Classroom on the learning outcomes of English Language Education students at the State Islamic University of North Sumatra, Medan. This is because students actively participate in the learning process. They are able to provide sources of information in the form of articles and discussion videos related to learning other than those provided by lecturers/researchers. Then the teaching material provided by the lecturer is in the form of PowerPoint, videos from YouTube, URLs, and sending quiz questions to students so that students actively engage in discussions. During the learning process with Google Classroom application, students are given time to respond or fill in absences (Daniati et al., 2020). This matter attempts to monitor students' earnestness and focus while receiving learning instructions. According to the researchers' observations, discipline improved during the learning process. Discipline might be observed in the student's process of filling out absence forms or uploading coursework.

Some students ask questions, some answer questions, and some add to the answers given by other students. Then students also complete and submit assignments according to the deadline set by the lecturer on the Google Classroom platform. This shows that the nature of responsibility and discipline has been formed in the students (Marchna et al., 2021). Google Classroom is an effective tool for online learning that engages both lecturers and students. Making learning easy wherever children are isn't restricted to classrooms and books. Google Classroom allows for flexible learning that is not limited by time or place. Every student can participate in learning, no matter where they are. Students can access lesson materials and complete assignments using Google Classroom rather than paper. This provides a novel

experience for English Language Education students at State Islamic University Of North Sumatera Medan, allowing them to save time, energy, and other learning resources.

In the 21st century, instructors who have favorable perspectives and expertise with ICT (information communication and technology) can offer instructional materials more effectively. Aside from that, instructors require motivation to use ICT effectively. In accordance with Minister of Education and Culture Regulation Number 3 of 2020, the learning process must be interactive, holistic, integrative, scientific, contextual, themed, effective, collaborative, and student-centered (Sihombing & Ambarita, 2022). In online learning, the educator serves as a guide, facilitator, and motivator. Lecturers must incorporate interactive learning activities, including the use of ICT, to increase insight, equip students with skills, and foster collaboration.

The following are some of the advantages of using Google Classroom for learning: Lecture preparation is simplified as students can plan classes and invite attendees. On the class assignment page, they can share assignment information, questions, and materials, effective and efficient because education can make it happen classes, assigning assignments, and communicating through these media and better management, as students can view assignments on the assignment page and the class leaderboard. Everyone received the material and was able to save it to their Google Drive storage (Astuti & Indriani, 2020). Email allows students to share materials, leading to better communication. Educators can easily monitor if students have finished assignments and receive email notifications if they have. Additionally, it is cost-effective and safe. Google Classroom is free of charge for schools, institutions, and people (Okmawati, 2020).

However, it cannot be denied that changes in learning that were previously carried out face-to-face in class are now carried out entirely online. As a result, when kids are having difficulty learning, we are unable to effectively guide them. However, each pupil must be able to learn to adapt to such an environment. Habituation learning is the process of developing new habits or refining current ones in response to something or new conditions. Study habits involve establishing oneself through learning, reading, assignments, and time management. To develop positive attitudes and practices among students. This is very important for future scientific progress because students are more open-minded and simple.

## Conclusion

Based on the findings, it is possible to conclude that online-based learning through Google Classroom has an impact on the learning outcomes of English Language Education students at North Sumatra State Islamic University in Medan. The average pretest score was 40, and the average posttest score was 80. The Independent Sample T Test analysis yielded significant findings (p = 0.000 < α = 0.05). This suggests that Ho is refused, whereas H1 is approved. Further research might compare learning in Google Classroom to learning in other applications that do not use a camera or video throughout the learning process.

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