The Students' Perception of Google Classroom in English Phonology Class

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Abstract. The study aims to investigate students' perceptions on the use of Google Classroom in English Phonology Class, English Department in an Islamic College, Indonesia. This research used a survey study. The participant of this research was 48 students enrolled in the English Phonology Class. They were asked to fill out an online survey through the Google Forms at the end of the course to investigate their perceptions on the use of Google Classroom. The result shows that students have a positive perception of the use of Google Classroom in English Phonology Class. Future studies are expected to conduct research and development on the content of the material used for google classroom.

Keywords: perception, google classroom, phonology

1. INTRODUCTION

The integration of information and communication technology (ICT) and education has become a common phenomenon of the 21st century. Therefore, the use of ICT must be able to provide authentic material accessible to students in the class, so the use of ICT is not only taught about technology or how to use technology but also has to motivate students to use technology to improve knowledge and skills. The teacher should be able to make integration of content, pedagogical, and ICT [1].

We are in the era of industrial revolution 4.0 now. It enhances the attainment by such synergetic linking technology as cloud computing, the internet of things, with further enhanced artificial intelligence, and virtual augmented realities [2]. Globalization is very possible for us to communicate wherever we can, so the students are expected to take advantage of this because of the effects of globalization in the world of education. The development of information and communication technology must support ICT-based learning activities to improve student competency [3], [4].

One of the online learning (e-learning) that is currently popular and easy to use (user-friendly) is using google classroom. Google classroom is an application specifically for online learning media or the term is online class so it can make it easier for teachers or instructors to create, share, and collect all assignments without using paper anymore [5], [6], [7], [8].

The application can be used free of charge using a computer or cellphone. Google Classroom is a web-based E-learning Application developed by Google. In 2014, Google introduced Google Classroom as part of Google Apps for Education [9]. Google Classroom can post the materials in the form of links from websites, youtube, or files in the form of word and excel. In addition, Google Classroom can make it easier for us to communicate with students in one class, post announcements, post assignments, and take exams online.

Google Classroom is a Learning Management System provided by Google for Teachers. This application provides a central service for communicating with students, making questions, and making assignments. In addition, this application provides activities to create classes, create class themes, add titles, descriptions, and location of rooms, add learning resources from files, Youtube Videos, and Websites, and can add teaching assistants in learning [10].

The implementation of Google classroom makes the learning process easier. The teachers and students can download this application for free on smartphone devices in PlayStore for Android-based smartphones or Appstore for iOS-based smartphones[11]. In addition, google classroom can also be used via a Laptop or Personal Computer (PC) by visiting the website https://classroom.google.com.

If we use a laptop or computer (PC), the following are the steps in using Google classroom:

a. Open any browser whether it's Mozilla Firefox, Google Chrome, Opera and others. Then we open the link https://classroom.google.com/h
b. Lecturers and students must have a Google account or Gmail account.
c. The teacher or lecturer invites students through Gmail if the teacher already has a list of Gmail addresses of students or students. Teachers can also share class code with students so students can join independently.
d. Lecturers can disseminate discussion information through the assignment page or discussion page available in google classroom.
e. Lecturers can also provide material in the form of text, video, and website in accordance with the course they teach on the Google Classroom page.
f. Students can discuss and ask the lecturer if there is something unclear about the material presented by the lecturer. [12]

Phonetic and phonology are concerned with the ways in which humans produce and hear speech [10] . In phonetic studies, according to experts, it is divided into two main branches, namely Articulatory Phonetics and Acoustic Phonetics [14]. Articulatory phonetics which is the main focus in the English Phonology course has the understanding that this study examines the workings of human speech organs functioning in producing language sounds, and examines the way the sounds are grouped. Whereas Acoustic Phonetics is not studied in lectures, because this study requires expensive and impractical electronic devices to be taught in class. The acoustic phonetic study is the study the sounds of a language that is investigated for its vibrational frequency, amplitude, and other characteristics of sound [14]

Phonetic articulation is the study of how to produce language sounds using human speech organs, it studies how speakers produce sounds using speech organs [15]. In the Articulation Phonetic study, the organ of speech used is very important to learn. There are several organs used for speech, including Lips, Teeth, Tongue, Alveolar ridge, Hard palate, Soft palate, Uvula, Vocal cords [16]

In relation to English phonetics, there are two kinds of sounds namely Consonants and Vowels. To be able to say the sound, we must be able to know the articulation or how to sound it through the human speech organ [17]. Consonant is sound in which some breath is obstructed by teeth, lips, or tongue. There are 21 consonant letters in English letters and 24 consonant symbols in English. Consonants are usually produced together with vocal sounds [18]. Vowels are produced with little restriction of airflow from the lungs out of the mouth and/or nose. Vowel quality depends on the shape of the vocal canal when air passes. Different

parts of the tongue may be high or low in the mouth; lips can spread or contract; velum can be raised or lowered [19]

The previous studies on student perspective on online-based learning has been conducted before [17], [21]. [17] investigate the students' perceptions levels of Edmodo and Mobile learning and to identify the real barriers of them at Taibah University in KSA. Findings indicated that students' perceptions of Edmodo and Mobile learning is in "High" level in general, and the majority of students have positive perceptions towards Edmodo and Mobile learning since they think that learning using Edmodo facilitates and increases effective communication of learning, and they appreciate Edmodo because it saves time.

Balbay investigates students' experiences and perceptions towards the use of the YouTube channel in speaking class. The results indicated that the majority of the students benefited to a large extent from the videos on the playlists of this specifically-designed supplementary material YouTube channe [18].

The other research has been conducted by Dathumma & Singhasiri who investigate how students perceive teacher feedback on Google Docs [19] . The results show that every participant understood the teacher feedback on Google Docs. They also had positive attitudes towards using Google Docs in giving feedback. Reasons for their satisfaction were also reported. However, the participants also revealed the problems of using Google Docs in giving feedback.

Tristiana & Rosyida (2018) also conducted research about students' perception of the integrating of information and communication technology (ICT) in Indonesia. From the research finding, the researchers got the information that the students have a positive perception in ICT for TEFL methodology class, the students have a positive attitude in learning, and integration of ICT for TEFL brings both strengths and weakness.

Tugrul investigates students' perceptions of how incorporating a technological tool into the classroom education, the use of video camera for recording as well as discussing in-class group project presentations, influences their oral presentation, communication and career-related skills, learning motivations, and overall course evaluations The findings illustrated that students evaluated the video-recorded presentations integrated into learning environment as highly effective at enhancing the learning outcomes and enriching the classroom education [21] .

This research is different from previous research because this study wants to investigate the students perspective on the use of Google Classroom in English Phonology Class. The research question of this research: What is the students' perception of the use of Google Classroom in English Phonology Class?

2. METHOD

This study aims to investigate students' perception of the use of Google Classroom in English Phonology Class, English Department of State Islamic Institute of Metro (IAIN Metro) Lampung, Indonesia. With this aim, it was designed as a 'survey study'. The research was conducted with 48 students enrolled in the English Phonology Class. They were asked to fill out an online questionnaire through the Google Forms at the end of the course to investigate their perceptions on the use of Google Classroom. The questionnaire was based on Likert-scale with five options varying from "strongly agree" to "strongly disagree." The questionnaire was based on one made by [21] and modified to suit the purpose of this study. All of the 48 students responded to the questionnaire.

The Procedure of teaching

The following is a teaching procedure using Google classroom for learning English phonology:

Table 1. The Procedure of the Teaching

No.	Activities
1.	The teacher created a class in Google Classroom
2.	Students join google classroom through class codes
3.	The teacher shared video material and e-books in google classroom
3.	The teacher asked students to read e-books and watch videos about consonants, vowels, diphthongs, and intonation
4.	Students are asked to watch videos and imitate English pronunciation repeatedly at home.
5.	The teacher asked students to fill out questionnaires about their perception after using Google classroom

The participant

The number of participants is 48 Students. In accordance with the demographics of the participants, the majority of them were female (87.5%) while 12.5% were males. It can be seen in the figure below :
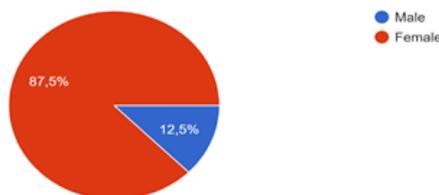

Figure 1. The Distribution of Gender

Their age distribution is 17 years old (10.4%), 18 years old (58.3%), and 19 years old (31.3%). It means that most of them are 18 years old. All of them are the first semester students of English Department of State Islamic Institute (IAIN) Metro Lampung, Indonesia.

3. FINDINGS

The following is the result of research conducted to investigate students' perceptions of using Google classroom in English phonology class. There are 11 items that have been responded by students through google form. The descriptive statistics about the items in the survey are provided in Table 1.

Table 1. Students' Perception of the Use of Google Classroom

No	Likert Item	M	SD
1.	Using Google Classroom made the class more interesting	3.77	0.77
2.	The Material used were relevant to the course content.	3.81	0.72
3.	Using Google Classroom has been more effective than looking at slides	3.70	0.88

4.	Using Google Classroom motivated me to practice pronunciation	3.79	0.99
5.	The videos in Google classroom motivated me to watch more presentations than the ones in the playlists.	3.66	0.77
6.	The videos used in Google classroom increase participation to study	3.72	0.80
7.	Using videos in Google Classroom increased my comprehension of the lesson content	3.52	0.84
8.	Watching videos in Google classroom had beneficial effects on developing my pronunciation ability	3.77	0.89
9.	The videos in Google Classroom are a good source for practicing listening comprehension	3.93	0.71
10.	The videos we were asked to watch helped me improve my pronunciation and intonation	3.91	0.78
11.	If I were a teacher, I would use a Google Classroom in my courses	3.64	0.94

According to the results, as seen in the table above, descriptive statistics indicated that students' perceptions of the Google Classroom made the class more interesting has a mean score of 3.77 over 5.00. The findings also showed that their perceptions of the Material used were relevant to the course content (M=3.81), the efficiency of Google Classroom over slides (M=3.71), Google Classroom motivated students to practice pronunciation (M=3.79), The videos in Google classroom motivated students to watch more presentations than the ones in the playlists (M=3.66), The videos used in Google classroom increase participation to study (M=3.72).

In addition, the findings indicated that according to their perceptions of the videos, the increase of their comprehension on the lesson content has a mean score of 3.52 over 5.00, whereas the benefit of the videos on the development of their pronunciation ability was (M=3.77). Being a good source for practicing listening comprehension was (M=3.93), the support by the videos to improve their pronunciation and intonation (M=3.91), and the intent to use google classroom in the courses if they were the teacher (M=3.64). Table 2 depicts that all of the students' average scores for the five questions are close to 4 value, meaning that they all have positive perceptions about the use of google classroom on English Phonology Class.

4. DISCUSSION

Based on the result, it can be concluded that undergraduate students at State Islamic Institute (IAIN) Metro Lampung, Indonesia have positive perceptions towards google classroom because it has benefits to improve the students' pronunciation ability because the students imitate the videos from google classroom repeatedly. The videos in Google classroom motivated the students to learn English Phonology because it can be a good source for practicing listening comprehension or identifying the sound from a native speaker. The result of this study is in line with the previous research who has conducted the students' perception on the use of ICT in ELT Class. The students have positive perception in ICT for ELT Class, [23], [24]. The use of Video in ELT class has a positive impact to the students in learning English [21]. The majority of students have positive perceptions towards e-learning and

Mobile learning since they think that learning using e-learning facilitates and increases effective communication of learning, and they appreciate e-learning because it saves time [20].

5. CONCLUSION

The result of the study shows that the students have a positive perception of the use of Google Classroom in English Phonology Class. It means that the materials in google classroom really help students to understand correct English pronunciation. After finding the students' perception, it is suggested that google classroom needs to be implemented in a teaching-learning process. The teacher should be able to create interesting material so that the material will be posted into Google classroom.

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