TEACHERS' PERCEPTION ON THE USE OF GOOGLE CLASSROOM TO ASSESS STUDENTS' ENGLISH SKILLS DURING COVID-19 PANDEMIC

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ABSTRACT

This study aimed to describe of teachers' perception on the use of Google Classroom to assess students' English skills during COVID-19 pandemic. This study used qualitative research method. The research participants were 18 teachers who were teaching senior high school level in Pasuruan, East Java. The data were collected by using open questionnaire and interview. The data were analysed by using narrative analysis. The results of this study showed that most teachers used Google classroom to assess students' English skills. They preferred to use Google classroom because it was simpler and faster. This study suggests teachers use Google Classroom while assessing students' English skills by providing more online assessments activities.

Keywords: Teachers' Perception, Google Classroom, Learning Activity

INTRODUCTION

During the Covid-19, the learning activity was miserable. This pandemic gives the huge impact in education sector. The teacher and the students must be doing the learning process at home. However, the learning process must run well. The learning activity, which is online, should give a huge impact in education sector. The teachers are expected to use various platforms to facilitate assess the students. However, the students and teachers must adapt with the condition during the COVD-19 pandemic with the online learning system. Due to the COVID-19 pandemic also forced the teachers to conduct the teaching and learning process in form of blended learning. The educators are forced to adopt the other way of teaching that could cover the learning process itself (Setyowati *et al*, 2021). In this case, one of the solutions to deal with this situation is the use of digital technology. Maryuningsih *et al* (2020) and Setyowati *at al* (2021) state that during the COVID-19 pandemic, online learning is considered as the best learning solution. Moreover, online learning as part of technology also contribute to the development of education in Indonesia (Zainuddin & Keumala, 2018). During the pandemic technology takes control in education by giving numerous medias for helping the education sector. it is called E-Learning. It helps the teacher and the students a lot during the learning activity process. One of the E-Learning which is commonly used recently is Google Classroom.

Google Classroom is a platform that is designed for educational purposed to support the learning environment. It is a virtual classroom which serves the teachers in creating and posting the materials, such as videos, pictures, and also link, then inviting students, conducting quiz, assigning students and managing administrative. According to Mafa (2018), Google Classroom has some benefits in supporting the learning process, such as Classroom management, flexibility, promote collaboration, safety and security. From these benefits, it can help the teachers in learning activity which is online recently. Google Classroom has some specific functions, such as easy to distribute the assignment, simplify the students and teacher's communication, and easy to grade the students' assignments. During the learning activity, teachers usually assess the students in online learning. According to Sukmawati and Nensia (2019), teachers could have a complete vision concerning the progress of each student through Google classroom, and students could return their work by getting the necessary feedback so that they could revise their assignments. The role of Google classroom gives an

impact for teachers while assessing the students' learning activity specially to assess students' English skills during the COVID-19 pandemic. Assessing English skills need to be considered because teachers will need a platform to discover the teaching learning system. From those explanation, this paper describes how the teachers perceive on the use of Google Classroom to assess students' learning activity during COVID-19 pandemic.

Definition of Assessment

Assessment can be defined as the process to determine knowledge and skill of the students through assessment of their study and performance (Taras, 2005). Assessment also has meaning of collecting information from students' achievement and performance (Büyükkarci, 2014; Marshal, 2005). As an additional, Büyükkarci (2014), assessment can be clarified into two based on timing while implementing it, such as formative assessment and summative assessment. Formative assessment usually implements in learning process which is informal. This kind of assessment is usually done to get the information about the development of the students' understanding in the learning process (McKay, 2006). Through this assessment, the learning process will become more worth it because the information will be used as reference to improve the learning quality (Clark, 2012). Whereas the summative assessment is done in the last semester or the program has purpose to assess the students' ability in certain period of time (McKay, 2006: Büyükkarci, 2014).

Types of Assessments

Assessment takes the important role in learning system. It aims to consider the students' learning result. Assessment is able touse to show the improvement of the students about the learning concept which becomes as the reflection to understand the difficult part or doing the remedial to increase the students' understanding.

Dubec (2019) explained clearly the concept of assessment of learning aims to assess the summative assessment. This is used to compare one student to another and report this as their learning report. Assessment for learning is the type of formative learning which is used by the teacher to get the understanding of students' knowledges and skills while leading the learning process. Meanwhile, assessment as learning is the type of formative assessment which focuses on metacognitive learning process to the students. The purpose of this assessment is to evaluate their own learning process and adapt with the assessment which students use as the reflection and do the self-assessment. Assessment for learning makes the teacher decide for the next step in enhancing the students' learning. The aspect which is assessed is the developing of the students and the students' needs in relating with the result of curricular. The function of assessment result is to give the descriptive feedback accurately to the students for developing the learning process. Assessment as learning aims to guide and give the chance to every student in monitoring and critically do the reflection in their learning and also identify the next step taken. The aspect which is assed is the students' critical thinking in doing the learning process, the strategy which the teachers can use for the learning process, and also the mechanism of students' adaptation in learning process. The result of the assessment is used to give every student accurate and descriptive feedback will help them to improve their independent learning habits. Assessment of learning aims to decide or inform to someone else about the students' ability related to the result of learning curriculum. The assessment aspect is how the students are able to implement the key concept, knowledge, skills, and behaviour of the students in the result of learning curriculum. The assessment result is used to decide the students' understanding as the basic learning in discussing about the placement or the promotion which gives the information fairly, accurately, and detail which can be used to decide the next step in students' learning (Dubec, 2019).

All types of assessment are extremely important to be understood by the teacher and the teacher must be able to develop the instrument in every assessment which has not done at school so that is the state of the art in this assessment.

METHODOLOGY

Research Design

This study used the qualitative descriptive research method. Gravetter and Forzano (2016) explain that the design of the qualitative research was a research approach in purposing, interpret, and report the information for data in the narrative. The study was focused on investigating the teachers' perception of the use of Google Classroom to assess students' English skills during COVID-19 pandemic. This study was conducted in Pasuruan, East Java. The teachers were from Senior and Vocational High School. There were 18 teachers who became the research subject. The teachers' age were around 23 to 58 years old.

To collect the data, some research instruments were administered. The research instruments were observation sheet, questionnaire, and interview guide. The observation was conducted for knowing the experience of the students to operate, use, and explore Google Classroom so that students would experience it well while using the Google Classroom. The questionnaire was given by giving it online to the teachers. The researcher shared the link of the questionnaire to the teachers. The questionnaire was created using the google form. The questionnaire was using the Likert scale for measuring the scale. There were 17 statements that teachers need to answer it by choosing 5 options for answering it which had to be resonated with their point of view and their experience before. The 5 points were for measure it as their scale. The options consist of strongly agree, agree, neutral, disagree, and strongly disagree. The last collecting data was the interview. The interview was conducted online by using Zoom as the media for the virtual meeting with the teachers. The researchers recorded the virtual meeting as evidence of the data. The researcher gave them 7 questions to be asked to the students. The interview used purposive sampling to get the answer as the data from the students in the Zoom meeting. After getting all of the data, the researcher would like to gain the data of the questionnaire and interview. Then, the researchers interpreted the findings from those instruments and made the conclusion based on the data collection.

FINDINGS

Having analysed the data, it was found that:

Data from Questionnaire

The questionnaire was chosen as the first instrument to get the data. The questionnaire used in this study was the Likert scale questionnaire. There were five options to choose as an answer for them in each number, start from strongly agree, agree, neutral, disagree, and strongly disagree. The questionnaire was constructed based on indicators that related to the theories used. There were 17 statements that related to the teachers' perception on the use of Google Classroom to assess students' English skills during COVID-19 pandemic

Tabel 1. Teachers' Perception towards Google Classroom

No.	Statements	Answers				
		Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %
1.	S1	44.4	50	5.6	0	0
2.	S2	27.8	50	22.2	0	0
3.	S3	27.8	44.4	27.8	0	0
4.	S4	22.2	55.6	16.7	0	5.6
5.	S5	16.7	55.6	27.8	0	0
6.	S6	11.1	72.2	16.7	0	0
7.	S7	16.7	66.7	11.1	5.6	0
8.	S8	16.7	38.9	27.8	16.7	0
9.	S9	16.7	55.6	11.1	16.7	0
10.	S10	16.7	55.6	11.1	16.7	0
11.	S11	27.8	55.6	5.6	11.1	0
12.	S12	27.8	44.4	22.2	5.6	0

13.	S13	33.3	55.6	11.1	0	0
14.	S14	27.8	55.6	16.7	0	0
15.	S15	22.2	61.1	11.1	5.6	0
16.	S16	27.8	61.1	11.1	0	0
17.	S17	27.8	50	22.2	0	0
	Total	24	50	16	4	6

There were 18 teachers who answered the questionnaire. Their age were 24 to 58 years old. The questionnaire used on this study was Likert scale questionnaire. There were five options to choose as an answer for them in each number, start from strongly agree, agree, neutral, disagree, and strongly disagree. The questionnaire was constructed based on indicators which related with the theories used. There were 17 statements which related with the teachers' perception on the use of Google Classroom while assessing students' learning activity during COVID-19 pandemic.

Questionnaire was given it online by using google form which shared the link to the teachers using WhatsApp. There were 18 teachers who answered the questionnaire. From the questionnaire was shared by giving 17 statements, most of teachers chose agree for their answers by having 50% from the total percentage and the others chose strongly agree by having 74 from the total numbers. Through the questionnaire we can conclude and knew that teachers who chose agree and strongly agree was having perception that the use of Google Classroom while assessing students' English skills during COVID-19 pandemic was effective. It can be seen from the higher numbers in totalling the teachers' answer scale.

Data from Interview

The interview was chosen as the second instrument for this study. According to Bergman and Coxon (2005) interview was used to get realistic opinion and experience from students in concerning to the research interview based on the teachers' perception. On this study, the researcher interviewed 4 teachers through Zoom meeting to get the purposive sampling. The researcher prepared the interview guideline. There were 7 questions that researcher asked to the teachers. The interview was recorded in order to help the researcher to memorize and transcript the data. From the interview, the researcher found some points based on the teachers' answers. Based on teachers' answer from the interview, the use of Google Classroom was easy, efficient, and simple. It did not need big quota to use the application during the learning activity. it made the process in learning activity run well while assessing the students. The teachers usually used multiple choices and open-ended question like making an essay for assessing the students. They commonly use writing to assess the students, specifically in students' reading comprehension and grammar by making assignment through Google Form, then share the link of it to Google Classroom. Besides, for assessing the students' speaking, only one teacher who told that using video for assessing students' speaking by uploading the video through Google Classroom, the other teachers chose Voice Note from WhatsApp for making it simpler and faster.

Furthermore, the teachers got some obstacles while assessing the students during the learning activity. Based on the teachers' explanation, some students who stayed in a place which less signal, was hard to join into the online learning activity so that some of the teachers need to wait the students while submitting the assignment. The other reason was no supporting device and less understanding in technology. Because some of the students were from low to middle economy level. The students did not have modern device which support for downloading the Google Classroom application. The no supporting device made the students had less understanding in technology while operating it so that making the teachers struggled in assessing students' learning activity.

From those teachers' perception through interview, there were three teachers who recommended this application to other teachers for using it because it was simpler and faster, then easy to assess

students' works by sharing link of Google Form to Google Classroom and having the big storage by keeping it to Google Classroom, then directly connect to Google Drive so that the students' assignments could be saved online.

On this interview, the researcher found the positivity and negativity during this interview to get the teachers' perception on the use of Google Classroom while assessing students' learning activity for students' English skills during COVID-19 pandemic.

DISCUSSION

This research had conducted this study by using qualitative descriptive research method. The data of this research ware collected by using questionnaire and interview. From the data collection, the researcher found the results of the study. From the questionnaire which was given to some teachers in Pasuruan, East Java who taught English in Senior and Vocational High School gave their answers to 17 statements by having Likert Chart type for the questionnaire. There were 5 options that teachers could choose to be as their answers, from strongly agree, agree, neutral, disagree and strongly disagree.

The first statement, the teachers knew Google Classroom, most of the answers were agree by having 50% from the total percentage. This application is the most popular because it was developed for academic purposive and supported mixed learning academics (Hasbi and Sari, 2020). The second statement, the teachers knew how to operate Google Classroom, most of the answers were agree by having 50% from the total percentage. The third statement, the teachers could organize the class on Google, most of the answers were agree by having 44,4% from the total percentage. The fourth statement, Google Classroom was one of the online learning systems that teachers used to assess students' learning activity, most of the answers were agree by having 55,6% from the total percentage. The fifth statement, assessing students' learning activity was easier while using Google Classroom, most of the answers from the teachers were agree

by having 55,6% from the total percentage. Google Classroom is easy to be used to do learning process by the teachers and students (Iftakhar, 2016). Because of the use on Google Classroom was easy for the teacher and the students, they can use and assess it without any struggles. They operate and manage the class while using it. The sixth statement, Google Classroom was effective in assessing students' learning activity, most of the answers were 72,2% from the total percentage. The seventh statement, the teachers had experience in using Google Classroom while assessing students' learning activity, most of the answers were agree by having 66,7% from the total percentage. The eight statement, the teachers assessed students in the beginning of learning activity through Google Classroom, most of the answers were agree by having 38,9% from the total percentage. The ninth, the teachers assessed students during the learning activity through Google Classroom, most of the answers were agree by having 55,6% from the total percentage. The tenth statement, the teachers assessed students in the end of learning activity through Google Classroom, most of the answers were agree by having 55,6% from the total percentage. The eleventh statement, the teachers shared the material for learning activity through Google Classroom, most of the answers were agree by having 55,6% from the total percentage. The twelfth statement, the teachers shared the assignment for learning activity through Google Classroom, most of the answers were agree by having 44,4% from the total percentage. The thirteenth statement, Google Classroom could help the teachers in learning activity, most of the answers were agree by having 55,6% from the total percentage. The fourteenth statement, Google Classroom was effective for doing the learning activity, most of the answers were agree by having 55,6% from the total percentage. Alim *et al* (2019) stated Google Classroom was the effective instructional media. Besides, measuring the effectiveness of the communication was mentioned by Hardjana (2003) about the effectiveness of messages recipients, Effectiveness of content, effectiveness of communication media, effectiveness of

messages format, effectiveness of source, and effectiveness of timing. That effectiveness of communication could be used by the teacher while teaching the students in blended learning context by using Google Classroom. The fifteenth statement, the use of Google Classroom gave me benefit in assessing students; learning activity, most of the answers were agree by having 61,1% from the total percentage. The sixteenth statement, Google Classroom helped the teachers in assessing students' learning activity, most of the students were agree by having 61,1% from the total percentage. The seventeenth statement, the teachers recommend the use of Google Classroom for the other teachers while assessing students' learning activity, most of the teachers chose agree as the answer by having 50% from the total percentage. From some statements explained above, Google Classroom gave some benefits which can cover the explanation of the statements above. Sudarsana et al (2019) mentioned the benefits of Google Classroom as an LMS (Learning Management System) in Indonesia, such time saving, improving teachers' quality, eco-friendly, student's internet wisely used, improving cooperation and communication without time limit, facing the distance of the residence, and document storage.

The next collecting data was interview. The researcher chose 4 teachers from Pasuruan, East Java to become the interviewee. They were all taught English in high school, 3 of them taught in Vocational High School, then, 1 of them taught in Senior High School. The researcher gave them 7 questions which must be answered by them. This study was using purposing sampling. The questions related to how they implemented Google Classroom while assessing students' English skills in learning activity during COVID-19 pandemic. From the interview, the researcher found some points based on the teachers' answers. Based on teachers' answer from the interview, the use of Google Classroom was easy, efficient, and simple. According to Sukmawati and Nensia (2019), Google Classroom facilitated the teachers for creating and organizing the assignments

quickly, providing feedback efficiently, and communicating with people online or having blending learning style of teaching gave many advantages in the teaching style. Because it run using internet, Google Classroom did not need big quota to use the application during the learning activity. it made the process in learning activity run well while assessing the students. The teachers usually used multiple choices and open-ended question like making an essay for assessing the students. They commonly use writing to assess the students, specifically in students' reading comprehension and grammar by making assignment through Google Form, then share the link of it to Google Classroom. It was explained by Fronseca and Peralta (2019) on their research that Google Classroom plays a main role in motivating students to practice their writing skills, an innovative tool could affect students writing kill in a positive manner. Besides, for assessing the students' speaking, only one teacher who told that using video for assessing students' speaking by uploading the video through Google Classroom, the other teachers chose Voice Note from WhatsApp for making it simpler and faster. Google Classroom could help the students in save time while finding teachers comments toward students' speaking performance and it could improve students speaking skills when teacher gave them a feedback (Quyen & Ha, 2021).

Furthermore, the teachers got some obstacles while assessing the students during the learning activity. Based on the teachers' explanation, some students who stayed in a place which less signal, was hard to join into the online learning activity so that some of the teachers need to wait the students while submitting the assignment. The other reason was no supporting device and less understanding in technology. Because some of the students were from low to middle economy level so that the students did not have modern device which support for downloading the Google Classroom application. No supporting devices made the students had less understanding in technology while operating it so that making the teachers

struggled in assessing students' learning activity. From the struggles above Hasbi and Sari (2020) mentioned some recommendations while using Google Classroom, such as suggesting students to find a way for having better internet connection while having distance classes, always giving deadline while collecting and rechecking the Google Classroom, giving direct feedback to students who were discussing on comments column, giving concise, clear, and simple test via Google Classroom.

From those teachers' perception through interview, there were three teachers who recommended this application to other teachers for using it because it was simpler and faster, then easy to assess students' works by sharing link of Google Form to Google Classroom and having the big storage by keeping it to Google Classroom. Based on Law no. 20 of 2003 article 31 paragraph 1 explained that teachers and also students must not worry about missing documents, materials, assignments, grades, attendance etc because all of the data already saved on storage called LMS (Learning Management System) for free (Sudarsana *et al*, 2019). The data saved directly connected to Google Drive so that the students' assignment could be saved online.

Through questionnaire and interview, the researcher found the strengths and weaknesses from the data collection to get the teachers' perception on the use of Google Classroom while assessing students' learning activity for their English skills during COVID-19 pandemic.

CONCLUSION AND SUGGESTION

Google Classroom is one of the online learning platforms which helps teachers to assess students learning activity for their English skills, especially in COVID-19 pandemic. It can be proved from questionnaire which most answers chose agree on using Google Classroom while assessing students. Then, based on interview, teachers preferred to use Google classroom because it was simpler and faster.

The teachers also recommended the use of Google Classroom while assessing students' learning activity for their English skills.

The limitation of this study was concerned on teachers' perception on the use of Google Classroom while assessing students' English skills during COVID-19 pandemic. As a suggestion, hopefully, this study can give contribution to the teachers in using Google Classroom while assessing students' English skills in learning activity for making it simpler and faster, then for the researcher, hopefully this research study can be as their references for their future research.

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