Google Classroom Based Instruction In Teaching English

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Abstract

The use of Google Classroom in English Language Teaching is common nowadays. This research aims at finding out the implementation on Google Classrooms based instruction in teaching English in the EFL classroom, teachers' perception on Google Classroom based instruction, and the impacts of Google Classroom based instruction on students' learning achievement. This research is a case study using single-case study type. This research was conducted at Junior High School of 1 Pallangga Gowa. The subject of the research was two English teachers and selected using purposive sampling technique. This research found that teachers used Google Classroom for conducting online English teaching and learning at SMP 1 Pallangga Gowa. Teachers used Google Classroom as alternative platform to maximize the learning and obtained an effective online learning. In addition, it used to reduce the cost for online learning. Teachers had a positive perception on Google Classroom. Google Classroom is considered more practical and inexpensive for conducting online learning. Google Classroom has an impact on students' achievement. However, it cannot be ascertained that the assignments submitted by students are actually done by them or not.

Keywords: Google Classroom, English Language Teaching, Online Learning

INTRODUCTION

Nowadays, incorporating technology into the educational process is commonplace and has become an emerging idea for our schools and universities, particularly during this pandemic period. Teachers of English are increasingly leaning toward technology through the use of various technical instruments, which have transformed the conventional method into current information and communications technologies (ICT) based method.

In Indonesia, numerous educational institutions have been formed to teach English at various levels, from preschool to adult. According to Albana (2016), the Indonesian government prioritizes English as the sole foreign language to be taught at all levels of formal education in Indonesia. According to the history of the English language in Indonesia, it has been introduced to be taught since the country's Independence Day in 1945.

Chotipaktanasook (2016) acknowledge that many students have low motivation and unwilling to participate in the class because conventional teaching methodology delivered by teacher is not interesting for them. Therefore, the teachers must give attractive options in their teaching active in order the students may involve themselves in learning process. One of the solutions to solve those problems in ELT is by using technology. The development of information technology in the world of education 4.0 has influenced the way students to learn and the way the teacher teaches.

Larsen-Freeman and Anderson (2011) argued that technology augments instructional resources and integrates learning experiences into the world of learners. Through the use of technology, learners can be supplied with a variety of authentic materials and encouraged to learn a language. Additionally, Shyamlee and Phil (2012) claimed that conventional ELT has undergone significant changes as a result of the introduction of technology, which gives teachers with an infinite number of opportunities to make teaching more fascinating and appealing for their students. They assert that this also boosts the productivity of English education, demonstrating that technology is a significant enabler of not only linguistics, but also social transformation.

Nowadays, English teachers are facing many problems in the online class. Two of the problems are lack of motivation and unwilling to communicate in the class whereby those condition lead to underperform in the classroom. During the learning process, the students experience different situation and conditions. Then, they have certain perception and motivation to deal with the learning process.

Due to the rapid advancement of technology information, numerous applications and websites can be employed as educational medium. For creating a memorable learning experience and facilitating teachers-student communication out of the school, the researcher proposes state of the art technology namely Google Classroom. Google Classroom is software which comes from Google Corporation that facilitates student and teacher collaboration; also teacher can create and distribute assignments in an online classroom for free (Beal, 2017).

Google Classroom is a flat form for learning. Google Classroom is a Google-hosted virtual classroom. Academic institutions must develop blended learning in order to ease the process of creating, distributing, and grading assignments. Thus, teachers can interact with students online by giving materials, conducting discussions, and submitting homework. By using Google Classroom, the teacher can inspire students to approach learning materials in a more creative manner. Apart from being accessible via their own smartphones, students can conveniently access the learning process anywhere and whenever they choose.

Based on to the situation above, the researcher did some observation and interviews with the teachers at SMPN 1 Pallangga that used Google Classroom for teaching and learning. Some teachers used Google Classroom as a media for learning. The teachers give material and assignment through Google Classroom. It is very accessible because the students easily to install that application in their phone. The students can easily to access the material and do the assignment without using paper, their just send their assignment through Google Classroom.

Several earlier researchers have also conducted research on Google Classroom. Some of the advantages of teaching English utilizing technologies both for teacher and the students include quicker access to a wealth of material and a more exciting learning experience due to the variety of applications and features. According to Jorge (2006: p.211), e-learning is the use of

communication technology to give learners a greater control over the material, learning sequences, learning pace, time and frequently used media; it enables learner to customize their experiences and fit their learning objectives. Technology enables the use of powerful cognitive tools that students can use to address complicated and authentic challenges. However, technology should be utilized by students, not the teacher (Herrington & Kervin, 2007: p220). As a result, they can investigate any necessary materials without depending on the teacher; this can assist students in developing into independent learners. Additionally, they will participate more effectively and take proactive role in the learning process.

However, in this study the researcher discovers phenomena in the use of Google Classroom in EFL teaching deeply and how if this study conducts in a Junior High school which none of the previous researchers have not been revealed. Based on preliminary observations made by previous researchers, today's teachers mostly use Google Classrooms-based learning in English learning which is done from home. Therefore, the researcher proposes a study related to Google Classrooms-based learning as a title to know the implementation of google classroom in teaching English and determine teacher perceptions of using implementations in English learning. Google Classrooms instructions are applied in teaching English in EFL classrooms. This research has been conducted at SMPN 1 Pallangga Gowa.

METHOD
This research was conducted using qualitative method. According to Gay, Mills, and Airasian (2018), qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (non-numerical) data to gain insights from a particular phenomenon of interest. Qualitative method is considered relevant to the present research since is involved the data collection for describing the existing of students learning performance by using Google classroom as learning managements system.

This research employs a case study. A case study is a qualitative approach to study a phenomenon, focusing on a unit of study or bounded system. A case study related to the real-world setting (Yin, 2018). A case study that was used in this research is a single-case study design. A single-case study design is a study containing a single case with a single unit of analysis. A single-case study design is analogous to a single experiment, and many of the same conditions that justify choosing a single experiment can also justify a single-case study (Yin, 2018). The purpose of a case study in this research is to gain the data in-depth about understanding how Google Classroom based instruction is implemented in teaching English, and the teachers' perception on Google Classroom based instruction in EFL classroom

This research was at Junior High School of 1 Pallangga Gowa which located in Jl. Pembangunan No. 3 Kecamatan Mangalli. The participants in this study were English teachers in Junior High School of 1 Pallangga Gowa. For choosing the subject, the researcher uses purposive sampling technique. There are 4 criteria for taking sample: 1) The process of teaching and learning has been supported by computer laboratory. 2) The school has an internet connection. 3) The participants can operate computer or gadget. 4) The participants have used Google Classroom based instructions in the teaching and learning process. Moreover, SMP Negeri 1 Pallangga is located in Gowa; South Sulawesi has met the criteria points 1 and 2. Furthermore, the teacher has point 3 and 4. Finally, the researcher will choose 2 English teachers that have used Google Classroom based instructions in the teaching as participants.

Data is information that has been collected by conducting research. To obtain reliable data, researchers must use several techniques to collect data. Data collection techniques are an important step in research because the purpose of this study is to obtain data. Data collection can be performed in any setting, regardless of source, and by any means. There are three data collection techniques. These techniques including: observation, interviews, and documentation.

In qualitative research data collection is mostly carried out on participant observation, in-depth interviews, and documentation. Participation in settings, direct observation, in-depth interviews, and documentation review. In this study, researchers used interviews supported by documentation.

To obtain the data needed in this study, the researcher took several steps. In this research, the researcher did observations and interviews with the teachers. At the first meeting, researchers interviewed English teachers at the Junior high school of SMPN 1 Pallangga who have been using Google Classroom for a long time and to find out their perceptions about the Google Classroom they use. Furthermore, the researcher made an appointment for the next meeting to ask for permission to be able to observe teacher activity in its implementation in using Google Classroom-based learning. And the last is semi-structured interviews with teachers related to the implementation.

Sources of data to be explored in this study consist of main data sources in the form of words and deeds, as well as additional data sources in the form of documents, namely written data sources and photos. So that some of the data sources used in research at junior high school of Pallangga 1 were observation, interviews, and documentation.

Instrument is a tool which is chosen and used to catch and to dig deeply a phenomenon that observed. Gay, Mills, and Airasian (2018) state that instrument is equipment which used to gain information.

1. Observation

People often interpret observation as a narrow activity, paying attention to something with the eye. In a psychological sense, observation, also called observation, includes the activity of paying attention to an object using all the senses. In conducting online observations, researchers used the Student Learning Activity Observation Format where observations used to describe situations and activities in the classroom and obtain information to answer research questions related to the teachers' perception and about how Google Classroom-based instruction is implemented by the teacher in teaching language understanding English in EFL classroom.

The researchers have been monitoring and descriptions on this teaching and learning activity. Some points that the researchers want to observe when observation taking place. The focused of the observation is teaching and learning related to the teachers' perception and about how Google Classroom-based instruction is implemented by the teacher in EFL classroom at Junior High School 1 Pallangga Gowa.

So, the researcher observes want to know and need for gaining the information. In the observation of this study, the researches observe the online class activities.

2. Interview

Interviews between researchers and teachers help add all information about the class group before conducting observations and interviews regarding Google Classrooms instructions in teaching English in the EFL class at SMPN 1 Pallangga Gowa.

This interview was used to find out teachers' perceptions of Google Classrooms-based teaching in teaching English in EFL class at SMPN 1 Pallangga Gowa.

The semi-structured interview was conducted to gain information about teachers' perceptions on the use of Google Classrooms based Instruction in EFL classroom. The interview consists of some core questions related to teachers' perception in teaching English activity using Google Classrooms. However, these core questions can be developed as the developing interview process. Creswell (2012) also classifies interviews into four types: one-on-one, focus group, telephone, and electronic E-mail.

According to the types of interviews mentioned above, the researcher conducts one-on-one interviews. According to him, a one-on-one interview is a method of data collecting in which the researcher asks questions and notes responses from only one study participant at a time. The researcher develops eight questions pertaining to strategies for vocabulary acquisition through the use of English. The researcher follows certain protocols for gathering interview data. These include (1) developing an idea for the questions to be asked of the topic and (2) transcribing the results of the interview.

The researcher employed the triangulation technique in this study. Cohen (2000) defined triangulation as "the employment of two or more data gathering methods in the study of any aspect of human behavior." Thus, triangulation implies that the researcher collects data using two or more methodologies to ensure its validity. Triangulation is used to strengthen the reliability and validity of research findings.

In analyzing data of classroom observation and interview, the researchers used qualitative data analysis based on Miles and Huberman's theory (2014) which consists of four steps, namely data reduction, data display, data condensation, Conclusion drawing and verification.

FINDINGS AND DISCUSSIONS
1. The implementation on Google Classroom for English teaching at SMP 1 Pallangga Gowa
a. Determining the purpose of a test

Perform a goal test. Why is this test created by? What is its significance relative to the lesson for example, for increasing overall proficiency or placing students in a lesson? After setting the main goal of a test, setting goals becomes easier. As they gain experience, a teacher can try more daring designs. In that spirit, then consider some practical steps in building tests in the classroom. The first and perhaps most important step in designing any type of classroom assessment and considering the overall purpose of the practice your students are doing. The extent to which the test achieves the desired criteria or objectives. It can be seen in the following extract:
Extract 1

So the first thing I did was give them the material first to find out if my students understand the material I gave, then send them assignments via Google Classroom, and the assignments I give are of course in accordance with the material I provide.

(Subject 1, Question 2)

From the extract of the teacher, said that before Covid-19 appears the teachers in the school use some application, one of them is google classroom. Google classroom is practical for creating a test. This statement is reinforced by the following extract with the same question:

Extract 2
Google classroom is usually used when we want to send materials and assignments for students.

(Subject 2, Question 2)

By the result of the teachers' interview above, it could be concluded that the teachers had good way in determining the assignment by using google classroom. It can be seen from the extract above; the first teacher explained the material to the students until the students understood about the material. The teacher also measures the students understanding and saw the students' feedback about the material. Next, the teacher gave the students assignment by using google classroom. That is why the researcher said that they are good in determining the purpose of the test because they did not only give the test by google classroom but also they checked the students' understanding by giving question and answer to the students.

Extract 3
So before giving assignments to students, we must understand the level of difficulty of the questions, if we know the level of difficulty of the questions, because if students have low understanding while we give rather difficult assignments, students will have difficulty.

(Subject 1 Question 3)

Extract 4
During the lesson, first explain to the students about the material that I will give, and then I give them the opportunity to ask questions about the material. After that I gave assignments through google classroom to find out feedback from students. But before I send my assignment, first, I give an idea of whether the student is able to answer the assignment.

(Subject 2, Question 3)

From the extract, it could be seen that the teacher did not only gave the students test but also they measure the students understanding about the material that had given. If they know that the level of understanding about the material that had given. If they know that the level of understanding is low, while they give them the test which is a bit difficult to answer, they would not give them the assignment because it would make the students difficult to answer.

Extract 5
After I give the material then I give questions related to the material, so I can measure the level of student difficulty.

(Subject 1, Question 4)

To measure the progress of students we give them assignments, and from these assignments we can find out how far students understand the material given.

(Subject 2, Question 4)

By the extract above, it could be seen that the teacher did the measurement of students' learning progress by giving them explanation about the material and let the students answer them. If the students had understood about the material, it means that the students learning outcomes was achieved by using google classroom.

b. Defining abilities to be assessed

After knowing the purpose of the test, it's important to be as specific about what you want to test. The students should "know" which should be based on the material that the student is responsible at the point in the curriculum. Every curriculum must have appropriate framework, assessable construct that are expressed in terms of students' performance. So, the main task in designing the test is to determine the abilities that students want to demonstrate.

Extract 6

Yes, before I give assignments, first, we need to understand the level of difficulty of the questions and whether the students are able to answer the questions or not. Because we can assess the ability of our students, because we are the ones who face the students directly in the learning process.

(Subject 1, Question 8)

Extract 7

Yes, I usually determine the ability of my students first, to find out students' understanding of the material I teach. And to measure the student's ability, we assess it refers to the learning outcomes that I have stated before.

(Subject 2, Question 8)

By the extract above, it could be concluded that in defining of the students' abilities, the teachers determine of the students that we will be assessed; it refers to the learning outcomes that the teachers gave previously in the teaching and learning process. So, the teacher will be easier giving the students' test because they knew the students' abilities.

Extract 8

As I explained earlier, the way to determine students' abilities is by giving them assignments and then looking at the students' difficulty level from their answers. Are they able to answer the questions I give or not?

(Subject 1, Question 11)

From the extract above, it could be seen that the teacher determines the students' abilities. So, the researcher concluded that the teachers not only give the students the test that would be assessed but also they made sure that their students already know the material that had given.

Extract 9

The way I determine students' abilities, I see from their daily lives. Whether they understand or not, the abilities I want to assess are knowledge and activeness of students in learning.

(Subject 2, question 11)

From the extract above, the teachers not only focus on what she had given. She did not make the students really understood, but she focuses on the student knowledge and activeness of students in learning.

c. Drawing up test specification

For designing a test, it is necessary to make sure that it has a structure that logically follows from the lesson it is testing. Class objectives should be presented on the exam through various types of assignment as appropriate. These tests are usually kept confidential so that the institution that designed the test can confirm not only the validity of the next test forms but also its safety. One aspect of preparing students effectively for exams is giving them the types of items and assignments they were be facing.

Extract 10

The way I determine the test items that I use is by looking at the students' abilities after the learning process, I mean, that after I give the material I can see students' responses and understanding. So, I can determine the type of test I use, whether it is multiple choice or essay.

(Subject 1, question 16)

Based on the extract above, the researcher concluded that in determine type's item in test, the teacher usually used multiple choice or essay. Depending on students' understanding and response to the material.

Extract 11

I prefer to use multiple choice, because it is easier to evaluate and faster to calculate the value obtained by students. Likewise, with students, they are more enthusiastic about working if the form of the test is multiple choices.

(Subject 2, question 16)

By the explanation above, the researcher concluded that in determining types of item in test, the teacher mostly used multiple choice, because she thought that multiple choice was easier in calculate the result of students' assignment and also easier to evaluate students' abilities.

Extract 12

I usually use an essay test, multiple choice, true false, fill in the blank or matching the words. It depends on the material I give. But for mid semester assessment, I usually used multiple choices."

(Subject 1, Question 19)

From the extract above, the teacher used more than two types of test items. The teacher used google classroom in various types of items. So the researcher concluded that the teacher categorized as highly implemented in using google classroom, while teacher 2 is categorized as moderately implemented in using google classroom in teaching English. It could be seen from the extract below:

Extract 13
Usually I used essays or multiple choice when giving assignments, after I gave the students material, I gives an essay form so that they can better express their opinions through writing.
(Subject 2, question 19)

From the extract above, the teacher used multiple choice and essay in her assessment. According to the researcher, teacher two is categorized as moderately implemented in using google classroom in teaching English because she is less varied in giving assessment.
Based on the statement above, the teacher uses some types of the item test. In the daily assessment, teacher used essay items to determine students' ability to understand the material. While for mid semester, the teacher used multiple choice because it easier to calculate the score of the students.

d. Devising test items
Assignments should be practical to have content validity; it should reflect assignment from the course or lesson, it must also be authentic and scores can reliably evaluate.

Extract 14
Well… in my personal opinion, the practical type of item is multiple choice when compared to other test items.
(Subject 1, question 30)

So the types of items that are practical are multiple choice and essay. But I prefer to use multiple choices.
(Subject 2, question 30)

Based on the extract above, the teacher prefers to use multiple choices than the other test items. Because it so practical and easier. They did not face any difficulties in using of their test. It made them easier to evaluate the result of the student test. This statement is reinforced by the following extract:

Extract 16
Yes, so the reason I prefer multiple choice over other test items is because the questions tested cover most of the material I provide, student answers are easier, faster and the assessment is objective.
(Subject 1, question 33)

Extract 17
As I said before, sometimes I use multiple choice or essay in giving assignments to students. But I prefer to use multiple choices because it's easier to check and it's also very practical to do in Google Classroom.
(Subject 2, Question 33)

By the teachers' explanation above, it could be concluded that the usage of multiple choice gave big impact in giving their students test, because multiple choice was easier and faster to

evaluate students test. And most of the students' happier if the teacher gave them multiple choices because it's not taken a long time to answer the question.

e. Administering the test

After designing a test carefully, construction, and specification. Consider some steps you can take to ensure that the actual exam administration gets everything you wanted. There are two list of instruction, namely pretest consideration and giving feedback.

Extract 18

So before we give exams or assignments, first I send a grid or description of the questions the day before the exam takes place. And the grid that I gave of course was in accordance with the KD being taught. And for questions that will be sent to Google Classroom, it is very easy and practical.

(Subject 1, Question 41)

By the explanation above, it could be seen that the teacher designing the test by making grid before send the question test in google classroom. That is why the teachers categorized become highly implemented in google classroom based instruction in teaching.

Extract 19

Well, in my personal opinion, the way I design the questions…by looking at the level of ability of students in the class while teaching. Sometimes I use zoom to see directly my students, whether they easily understand the material I teach or not.

(Subject 2, Question 38)

Meanwhile, teacher 2 designed a test based on the abilities and difficulties of her students when teaching learning process. Based on this, compared to other teacher, teacher 2 is categorized as moderately implemented in google classroom based instruction in teaching English.

Extract 20

Before I gave the exam, first I give a grid to my students so that the material is more concise and makes it easier for students to understand the material quickly.

(Subject 1, Question 41)

From the extract above, it could be seen before the teacher gave the test to the students, they made gird based on what they had taught to make the students easier the material. Therefore, teacher 1 is categorized become highly implemented in google classroom based instruction in teaching English.

Extract 21

First I checked material I have given, and see the level of student difficulty through student responses during the learning process.

(Subject 2, Question 41)

Meanwhile, the teacher 2 selected the material that what she had given to the students, she also gave the test based on the students' difficulties in the material by the teacher. Therefore, teacher 2 is categorized become moderately implemented in Google classroom based instruction in teaching English.

f. Scoring, grading, and giving feedback

For every test, the way results are reported is an important consideration. Scoring, grading, and feedback is expected to appropriate forms of feedback on test was vary, depending on their purpose. A section on scoring and grading would not be complete without some consideration of the forms in which you can offer feedback to your students. The goal is for such feedback to become beneficial wash back.

Extract 22

Yes… I am very grateful that the existence of Google Classroom as an online learning media, it makes very easy for me to check and assess student assignments in a practical and flexible. So wherever and whenever I can login Google Classroom to check their assignments.

(Subject 1, Question 47)

Extract 23

That's right… So Google Classroom really makes it easier for me to check the results of student work. Even when I was in the village, I could still check their work.

(Subject 2, Question 47)

Based on the extract above, it could be seen that google classroom gave the easier both students and teacher, because this application are flexible, paperless, and practical. The teacher is not difficult to check the students' result. So the researcher categorized them into highly implemented in google classroom based instruction in teaching English.

Extract 24

After I checked their assignments, of course I gave feedback regarding the assignments I gave, so the students felt cared for by the teacher. Well, there's definitely a difference between a teacher giving feedback and not giving feedback.

(Subject 1, Question 52)

By the extract above, it could be seen that the teacher gave feedback to the students. So, the students felt that they did not only do the test but they would felt appreciated what they had done and the students would be satisfied of their test. So, the teacher is categorized as highly implemented in google classroom based instruction in teaching English.

Extract 25

Yes… after I gave the assignment, I didn't immediately give them feedback in Google Classroom, but I just explained the assignment in general at the next meeting.

(Subject 2, Question 52)

By the extract above, the teacher didn't give feedback immediately to the students, but she just explained the assignment in general at the next meeting. So, that is why the teacher did not give feedback to the students. So, the researcher concludes that the teacher 2 is categorized as moderately implemented in google classroom based instruction in teaching English.

2. Teachers' Perception on the Google Classroom for English teaching at SMP 1 Pallangga Gowa

Based on the result of interview, it is found that teachers perceive positively the use of Google Classroom for online English teaching and learning at SMP 1 Pallangga Gowa. The results of this research are presented in detail explanation as follows:

Based on the result of the interview with two teachers regarding the use of Google classroom-based instruction at SMPN 1 Pallangga Gowa, it is found that the teachers have a positive perception on the use of Google classroom for teaching in the EFL classroom. It is revealed that Google classroom is perceived positively by the teachers. All teachers who use Google classroom have a positive opinion toward the use of Google Classroom because it is considered more practical, efficient, and can be operated easily by them.

From the first interview of the teachers is to know perception of the teachers on Google Classroom-based instruction in teaching English about the indicators of experience, motivation and emotion. Those indicators are aimed to answer the question of teachers' perception on Google Classroom-based instruction in teaching English.

The use of Google classroom, especially for organizing teaching that found in this research, gives many benefits to the teachers in terms of efficiency in time and energy, suitability to the students' characteristics in pandemic era, less cost, more detail result, and it equipped with so many helpful features.

The researcher asserts that the teachers are highly perceived on Google Classroom-based instruction in teaching English based on three indicators. They are experience, motivation, and emotion in using Google Classroom based instruction. These results can be seen from the teacher's responses in the following as follows:

a. Teachers' experience in using google classroom

In this section, the researcher gives several questions to the teachers to find out their experience using Google Classroom-based instruction in teaching English. The teachers were supporting the use of Google Classroom for online learning English. It can be seen from the extract as follows:

Extract 26

My opinion about the google classroom application, at first I wasn't interested before trying it, and after I learned it and I used it to teach it turned out to have many advantages and it is very easy to use than the other application.

(Subject 1, Question 4)

From the extract above, it can be concluded that the use of google classroom in the EFL classroom in SMPN 1 Pallangga are supported by the teacher. She has positive view on the use google classroom. Because this application has many advantages, and it is very easy to use that the other application. Google classroom is more inexpensive and simple. The fact is paperless encouraged teacher to manage the class using technology, not requires much paper and printed worksheet.

Extract 27
In my opinion, this application is very helpful for teachers to provide material flexibly, and very easy to operate. It is also easy for students to join classes created through Google Classroom.
(Subject 2, Question 4)

From the extract above, this application is very helpful for all the teachers to provide their material. Beside it very easy, flexibly, and also paperless. It means that the teacher has positive view about this application.
Beside that the researcher also found that the teacher has some challenge in using google classroom based instruction in teaching English. It is shown from the extract below:

Extract 28
Yes…so besides the many advantages of Google Classroom, I also have challenges when using it, especially network problems. Sometimes the network is stable sometimes the connection is bad. This causes the material cannot be delivered on time. Therefore, if the network is unstable I use whatsapp groups to send materials.
(Subject 1, Question 10)

The teacher said that the challenge in using google classroom in teaching English is network problems. The other challenge can be seen from the extract below:

Extract 29
The challenge is that we have to improve our IT skills; especially many teachers don't understand IT. So it's a challenge to learn more about IT.
(Subject 2, Question 10)

Based on the extract above, teacher 2 said that the challenge in using google classroom is to improve the teachers' ability in IT. So, the researcher concluded that the teacher 2 is categorized as highly perceive in google classroom based instruction in teaching English. Meanwhile teacher 1 is in the category of moderately perceive in google classroom based instruction in teaching English.
From all the statement above, according to the teachers, google classroom is more inexpensive, easy, and flexible. The fact that this system is paperless also encouraged teachers to manage the class using technology.

b. Teachers' motivation in using google classroom

In motivation can affect a person's perception because motivation to something can encourage someone to give a good or bad perception of something. In this interview, the researcher also gave several questions to the teachers to find out their motivation to use Google Classroom-based instruction in teaching English. Based on data obtained from teacher interviews, researchers found that teachers were motivated in using the Google classroom because apart from motivating or encouraging students to work on questions, this application also improved student answers. In addition, they are very enthusiastic in completing assignment if the teacher uses this application rather than just asking them to answer it in their notebooks so that it makes some students a little reluctant to write in doing their assignments. This can be seen from the following quote.

Extract 30

"I am very interested in using Google Classroom because apart from being easy to operate, the features in it really support us as teachers in carrying out learning, assignments and others. In addition, we don't need a quota as big as when we use other applications such as Zoom meetings."

(Subject 1, Question 15)

"I'm very interested, if it's up to 100% because before there was google classroom I taught manually using whatsapp groups by making learning videos, if the duration of the video was heavy it couldn't be read by Whatsapp, it's different from google classroom because there is a feature that can compress videos which even long duration can still be read."

(Subject 2, Question 15)

Based on the extract above, it can be concluded that using Google Classroom is also considered more effective by the teachers. Because, it does not require teachers to have a big quota and excellent quality of internet connection. Moreover, it was easy to be operated or used. The same opinion also comes from teacher 2 who said that Google Classroom is good and she is interested in using it because it so much better than using Whatsapp.

From the teachers' statements indicate that teacher the teachers are highly motivated in using Google classroom-based instruction in teaching English because this application makes easier their job in teaching. Not only that, but also they use it in everyday in the class; they will use this application both in daily use and in large-scale tests. In the sense that every time they learn English, they use this application in giving assignments and material.

Extract 31

I am very enthusiastic, because without Google Classroom I find it difficult to teach.

(Subject 1, Question 14)

Very enjoyable because this application is able to improve cooperation and communication.

(Subject 2, Question 14)

From the statements of the teachers, the teachers expressed their considerable interest and enthusiasm in the use of Google Classroom-based instruction in teaching English in EFL classrooms. Beside that they were interest and enthusiasm by using this application, they also

like it because the students already known about this application so, they do not have to explain more about this application.

c. Teachers' emotion in using google classroom

Emotion is one of the personal characteristic that influence someone perception. Emotion such as happiness, fear and anger may influence someone toward an object. According to the interview result with teachers, the researcher found that they were very happy after using Google classroom based instruction in their teaching. It was shown in the following extract below:

Extract 32

"What i feel during using google classroom is very satisfactory because the materials that have been taught are automatically stored and can be viewed anytime."

"I am very happy and feel satisfied after teaching using this application"

(Subject 2, Question 17)

The teacher said in the extract above that they were happy by using this application because this application gave big influence to them. So, the researcher categories those in highly category in the use of Google classroom in teaching English in EFL classrooms. That is why the teachers felt happy to use this application. This application also gave big influence to them. It can be seen from the extract below:

Extract 33

"Very influential. This means that the effect is very positive. Many things have a positive impact, namely, as I said earlier, it is very easy to teach. And all materials from the first material to last material can be opened anytime and anywhere."

(Subject 1, Question 18)

The teacher said in the extract above that they were happy by using this application because this application gave big influence to her. So, the researcher categorized her in highly category in the use google classroom based instruction in teaching English. Beside this application gave big influence, this application also gave her easier, especially the teacher and the students can recheck the material. That is why the teacher felt happy to use this application.

Extract 34

Well, google classroom is very influential when learning, especially during this Covid-19. Well, but anyway we can't check the student directly, whether he is working on his own assignments or from the help of others. Hopefully we can go back to face-to-face learning so we can be monitored directly.

By the extract above, it could be seen that the teacher was happy to use google classroom during this pandemic. But at the end in her interview, she said that even this application gave a good influence in teaching but we do not know the students' understanding, did they understood about the material that had given or they only do the assignment without knowing the material. That is why she stated that face to face teaching is more effective. So, the researcher categorized her to moderately category in the use google classroom based instruction in teaching English.

3. The impacts of Google Classroom on students' learning achievement at SMP 1 Pallangga Gowa

Based on the result of interview with the teachers regarding the use of google classroom based instruction in teaching English in SMPN 1 Pallangga can give an impact on the students learning achievement. This interview consists some questions about reading comprehension. King and Stanly in Darlis (2004:8) state that reading has five components contained in reading text, which are appropriate with the junior high school curriculum. They are:

a. Finding factual information

Factual information requires readers to scan specific details. The factual information questions are generally prepared for students and those which appear with WH question word. There are many types of questions: reason, purpose, result, time, comparison etc. in which of the answer can be found in the text. Based on the teachers' interview regarding the components of reading comprehension, the researcher asked the teacher about finding information. This can be proven in the following extract below:

Extract 35

"Hmm.. so the way I know my students' reading comprehension is to find out factual information especially narrative text, well, it can be measured by asking questions about what the author meant, what the author said, and what was stated in the reading. I think so."

(Subject 1, Question 2)

"So, I can measure the level of understanding of my students from their ability to capture information or ideas conveyed by the author through reading"

(Subject 2, Question 2)

From the extract above, the material related narrative text. In this component, in finding information. The teachers said that the students understood the text if they know about what the author meant, what was stated in the reading and also the teacher 2 said that she can measure the level of understanding from their ability to capture information or ideas through reading.

b. Finding main ideas

Recognition of the main idea of a paragraph is very important because it helps the students not only understand the paragraph on the first reading, but also helps them to remember the content later. The main idea of a paragraph is what the paragraph develops. According to the teachers' interview regarding the components of reading comprehension, the researcher asked about finding the main idea. It can be seen from the extract below:

Extract 36

Well, so when I explain about narrative text, I explain how to determine the main idea in the reading. So I say that the main idea is sometimes at the beginning of the reading, sometimes at the end of the reading. Then I give them an example so they understand better.

(Subject 1, Question 5)

I measure the ability of my students, when I give those questions about narrative text, and from the reading I give some questions related to finding the main idea of the reading.

(Subject 2, Question 5)

By the teachers' explanation above, it could be seen that in finding the main idea the teacher explained how to find it in the text. After that, they explained each text in order to make the students understand about the text. Then, the teacher gave the students test to measure them.

c. Finding the meaning of vocabulary in context

It means that the reader could develop her guessing ability to the word which is not familiar with her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. Based on teachers'' interview regarding the components of reading comprehension, the researcher asked questions regarding finding the meaning of vocabulary. It can be shown from the extract below:

Extract 37

Well, when I give them the reading text, I ask the students to look up the vocabulary that is difficult or that they don't know. Well, that's where I explain the vocabulary they don't understand. So I told you to take notes or list the vocabulary and include the meaning.

(Subject 1, Question 6)

In my opinion, the way I measure students' ability to find the meaning of vocabulary, is by giving the form of questions related to vocabulary, such as I give 1 sentence from the reading, then underline one of the vocabulary words to find synonyms.

(Subject 2, Question 6)

From the explanation above, it could be seen that in finding the meaning of vocabulary in a text, teacher asked the students to find out the meaning of the test in order to make the students got more vocabulary. And also the students are required to develop the ability to finds the synonym of the words in the text.

d. Identifying references

In English, as in other language, it would be clumsy and boring to have and repeat the same word or phrase every time. Instead of repeating the same word, after it has been used we can usually refer to it than repeat it. For this purpose, we use reference words. Reference words are usually short and very frequently pronoun, such as: it, she, he, they, this, etc. according to the teachers' interviews related to the components of reading comprehension, the researcher asked questions regarding identifying references. It can be seen in the following extract below:

Extract 38

Yes, so besides giving me new vocabulary from reading, I also teach them the form of pronouns. So I give a simple example that is easy for them to understand. For example, the subject is ayu, and then the substitute vocabulary is "she".

(Subject 1, Question 8)

Ummm, so when I have explained it, I will give the text and I will give you questions related to pronouns, if there are still many who don't understand, I will explain again with an example that is easier for them to understand.

(Subject 2, Question 8)

From the explanation above, it can be seen that to measure students' understanding of their reading, the teacher asks students to identify references or personal pronoun in the reading. So, it can make students understand more about the text.

e. Making inferences

Inference is a skill where the reader has to be able to read between lines. King and Stanley divide into two main attentions, namely draw logical inferences and make accurate prediction. Based on the teacher interviews regarding the components of reading comprehension, the researcher asked about the questions in making inferences. This can be proven in the following extract below:

Extract 39

Hmm… when I give the readings, I ask them to understand the readings, if there are words they don't know, I tell them to list them and then give them an understanding. Well, if they already know the meaning of the reading, it will be easier for them to conclude the reading.

(Subject 1, Question 10)

I made a question about concluding a reading, now that's where I have checked whether my students understand the explanation I give.

(Subject 2, Question 10)

By the extract above, it could be seen that to measure the students understanding, the teacher asked the students to make conclusion based on the text. By that way, it could make the students understand about the text. And also the teacher gave them exercise to see the students understand.

Based the result above, it indicates that the use of Google Classroom in EFL teaching and learning give a positive impact on students' achievement and motivation in learning. Students can use Google Classroom to do their assignments and can get knowledge through the learning process via Google Classroom.

CONCLUSIONS

Teachers were using Google Classroom purposefully to conduct an effective online learning in the EFL classroom at SMP 1 Pallangga Gowa. It was used through steps of the procedures that commonly started by explaining the learning goals, uploading the learning materials, giving feedback, and giving assignments/test.

Teachers at SMP 1 Pallangga Gowa perceive the Google Classroom positively because the teachers received many benefits from using Google Classroom. Beside practical, it was also inexpensive and easy to be used. In addition, it can be used anywhere and anytime. However, teachers said that Google Classroom has disadvantage because they cannot establish direct interaction (synchronous learning) with the students because it does not have the feature attached on this platform.

Google Classroom has an impact to the students' learning achievement. By using Google Classroom, students' learning achievement is increased. However, it cannot be ascertained whether the assignments or tests were done by students themselves or not.

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