

THE STUDENT'S PERCEPTION OF THE USE OF GOOGLE CLASSROOM IN LEARNING BASIC TRANSLATION

Wulan Maghfirah^{1*}, Septhia Irandana², Faudi³

¹²³ English Education Department of Universitas Serambi Mekkah, Indonesia

*wulan_magfirah@gmail.com

ABSTRACT

This study aimed to figure out the student's perception of the use of the Google Classroom application as the platform for learning English Basic Translation Course. The data was collected using an online questionnaire focusing the investigation on three areas; (1) the student's former experience and knowledge of online learning, Google Classroom and Translation Study, (2) the student's discrete perception of online learning, Google Classroom and Translation Study, and (3) the student's perception on learning translation online using Google Classroom platform. The participants were 15 undergraduate students from Semester 7 and Semester 9 of Universitas Serambi Mekkah English Education Program who had taken the Basic Translation Course by the time of the data collection. In the aspect of former experience, the finding shows that the majority of the participants have relatively adequate experience with online learning, have used Google Classroom and have heard and learned translation studies before the data collection. The discrete perception of the three variables shows that the students mostly agree that online learning is not better than face-to-face one, but learning with Google Classroom is advantageous. Translation study is perceived as a difficult but important subject by more than half participants. The result shows that learning Basic Translation Course using Google Classroom is easy and effective as it helps the learner store and access the materials easily, enables them to practice more often, and motivates them more to complete the tasks. Overall, the students perceive Google Classroom as a helpful platform to learn Basic Translation Courses.

Keywords: Student's perception, Google Classroom, Translation Study, Online Learning

1. INTRODUCTION

As we know, since the Covid-19 pandemic, many universities have used online applications as a tool for learning, as it is believed that the implementation of online learning is necessary to overcome the lack of meetings in the classroom (Mandasari & Aminatun, 2019; Sinaga & Pustaka, 2021). Google Classroom is very helpful for both the teacher and students because they can still meet and do the teaching and learning although they are far away. With Google Classroom, a teacher can give assignments, directly assess them and inform the results of the students. Students can also ask the teacher in-group or privately about the lessons that they do not understand. Research conducted by Deiniatur (2020) shows that students view Google Classroom as fun and useful. The research that was conducted at IAIN Metro Lampung reported that students feel benefited from the 24-hour availability of pronunciation practice materials provided by the teacher in the Google Classroom as they can click and hear it whenever they need.

The advantages of using Google Classroom for running an online class have been reported in numerous studies, particularly in the contexts of online language classes, such as speaking, listening, and many more. It can be assumed that learning a language online is not only possible but also can be more effective if it is conducted with

a suitable platform. Translation study or translation subject is one of the courses commonly offered in English Programs. In the English Department of Universitas Serambi Mekkah, Aceh, Courses on Translation are given in two modules; The 2-credit Basic Translation, a basic lesson that learns how to translate Indonesian into English at the sentence level; and The Advanced Translation, the other 2-credit course that offers translation study in a higher level of difficulty. It is important to investigate if modules like translation can also be delivered effectively using the Google Classroom platform. In a study conducted by Mariadi et al (2019) about the perception of undergraduate students towards Google Classroom as a medium for collecting translation course assignments, it is reported that Google Classroom is a good platform for the objective. The students of the English Department of FKIP UMMY Solok, where the study was conducted, expressed that they can share their assignments easily as no paper or printers were required (Mariadi et al., 2019).

The present study aimed to figure out if the Google Classroom platform is also considered a good choice for studying the Basic Translation course in the English Department of Universitas Serambi Mekkah. It focuses on the following research question: What is The Student's Perception of the use of Google Classroom in learning basic translation? Thus, the study aims to find out the Student's Perception of the Use of Google Classroom in Learning Basic Translation among fifth and seventh-semester students at Universitas Serambi Mekkah

2. METHODS

The research design is quantitative using a close-ended questionnaire as the main and only instrument. The participants were 15 Universitas Serambi Mekkah undergraduate students majoring in English Education who have taken the module of Basic Translation. They were all from semester 7 and semester 9 during the data collection, while the Basic Translation course is given in Semester 6. The students who participated in filling out the questionnaire received their Basic Translation course through online learning mode. The lecturer had been using Google Classroom as the medium of teaching and learning the course.

2.1 Instrument

The tool used for collecting data was a questionnaire. The questionnaire was designed to measure 3 matters; (1) the participant's experience with online learning, Google Scholar and Basic Translation in general, (2) the participant's perception of online learning, Google Scholar and Basic Translation, and (3) the participant's specific perception on learning Basic Translation course using the Google Classroom. The total number of items in the questionnaire was 32. Each item is addressed using the Likert-

scale technique where the participant is to choose one choice out of 5, from strongly agree to strongly disagree.

2.2 Data Analysis

To get the results from the questionnaire data the researcher used the percentage formula and the researcher used the Google Form to distribute the questionnaire to the sample. This study was using the formula from Sugiyono (2012) as follows:

$$P = \frac{F}{N}$$

P = Percentage

F: Frequency of students' answer

N: Number of samples

3. RESULTS & DISCUSSION

3.1 Results

Tables 1, 2 and 3 below illustrate the percentage of respondents on three matters examined.

Table 1. Experience with Online Learning, GC and Translation Courses

No	Experience	SA (%)	A (%)	N (%)	D (%)	SD (%)
1	I am familiar with Online Learning	46.7	33.3	13.3	6.7	0
2	I am familiar with Google Classroom	46.7	33.3	13.3	6.7	0
3	I am familiar with Translation Course	20	46.7	26.7	6.7	0

Based on Table 1, it can be concluded that all participants have had experience with online learning, Google Classroom and the translation course before. As high as 46.7 % of participants say that they are strongly familiar with the mode of learning, and 33.3 % are familiar. The same percentage applies to Google Scholar in which more than 50% of the total participants declare that they are familiar with Google Scholar, 13.3 % do not respond and 6.7% declare their unfamiliarity with the platform of learning.

While in Table 2, the perception the participants have towards online learning is mixed. Half of the total participants perceive online learning as a platform that takes quite a lot of time, makes them study harder, and pushes them to do more assignments than face-to-face learning, yet the majority believe that online learning helps them understand the material more easily.

Table 2. Perception of Online Learning, GC and Translation Course

No	Perception	SA (%)	A (%)	N (%)	D (%)	SD (%)
1	I feel that online learning takes quite a lot of time.	26.7	33.3	20	20	0
2	For me, there is no difference between face-to-face and online learning.	13.3	26.7	6.7	20	33.3
3	Studying online makes me study even harder.	20	46.7	13.3	20	0
4	There are more assignments given by lecturers during online learning compared to face-to-face.	33.3	40	20	6.7	0
5	Online learning helps me understand learning materials so it becomes easier.	13.3	46.7	26.7	13.3	0
6	I feel comfortable learning using the Google Classroom application.	20	26.7	33.3	20	0
7	Learning using Google Classroom is more effective than face-to-face.	6.7	20	26.7	40	6.7
7	Google Classroom makes it easy for me to store material documents and important assignments.	26.7	40	13.3	6.7	13.3
8	Google Classroom display is very clear and easy to understand.	26.7	46.7	20	0	6.7
9	By learning Basic Translation I can improve my	33.3	46.7	20	0	0

	English translation skill					
10	Basic Translation is a fun subject	26.7	13.3	60	0	0
11	Basic Translation is a very useful	33.3	46.7	20	0	0

The final part of the questionnaire provides an overview of the participants' perception towards the use of Google Classroom for learning translation (see Table 3). It is claimed by 60% and more of the participants that learning the Basic Translation Course using Google Classroom is effective for them personally, better than using any other online learning platform that they know, helps them understand the course easier, and makes the course easier to learn.

More than 60% of the participants also express that learning basic translation using Google Classroom is easy, comfortable and suitable for learning the course. They believe that Google Classroom increases productivity in practising translation tasks and makes them more motivated to complete any task given.

Table 3. Perception of Studying Translation Course using GC

No	Perception	SA (%)	A (%)	N (%)	D (%)	SD (%)
1	Learning Basic Translation using the Google Classroom application is effective for me.	33.3	26.7	33.3	6.7	0
2	Learning Basic Translation using google classroom is better than using any other online learning platform that I know	20%	40	33.3	6.7	0
3	Learning Basic Translation using the Google Classroom application helps me understand the course easier.	26.7	40	20	13.3	0

4	Learning Basic Translation using the Google Classroom application is very easy.	33.3	26.7	26.7	6.7	6.7
5	Google Classroom makes it easy for me to learn basic translation.	26.7	40	26.7	6.7	0
6	I am comfortable learning basic translation by using the Google Classroom application.	20	40	40	0	0
7	Using the Google Classroom application helps me in storing the basic translation material that has been given by the lecturer.	33.3	40	26.7	0	0
8	Google Classroom increases productivity in practising translation	20	40	33.3	0	6.7
9	Using the Google Classroom application allows me to complete basic translation tasks.	33.3	40	13.3	0	0
10	Google Classroom is suitable for learning Basic Translation.	26.7	40	26.7	6.7	0

3.2 Discussion

According to the findings reported in the previous section, overall, the students perceive Google Classroom as an effective platform to learn the Basic Translation course. The platform is believed to be easy to use, and suitable for learning courses that contain a high degree of practice such as basic translation that requires practising sentence-level translation tasks. As the participants are all confirmed to have had experience with online learning before and are categorised as an age group that uses more digital technology, their learning demands flexibility (Muliyah et al., 2020). As Google Classroom is an online-based platform, learning materials are easy to access anytime and this benefits the learners with the characteristics mentioned above. Learning using smartphones and other types of digital gadgets is reported as supporting individual learning in the classroom (Anshari et al., 2017). It is confirmed by the findings that show a relatively high percentage of participants believe the Google Classroom make them easy in storing and accessing the learning material, and increases their productivity in learning. This finding is consistent with that reported by Mariadi et al. (2019) in their study on the Google Classroom benefits in testing translation subjects. The study reported that the online submission method offered by the platform is flexible, easy and practical as no physical tools such as paper or printer are needed.

The finding also resonates with that reported in other relevant studies such as by Deiniatur (2020) and Choirunnisa & Mandasari (2021). In Deiniatur (2020), the students also show a positive perception of using the application but for learning the course of Phonology. In the study, Google Classroom is believed to be fun and useful as the students are allowed to practice sounding out language sounds individually and privately within 24 hours (Deiniatur, 2020). Thus the flexibility of learning time and online-accessible materials are what makes the tool considered effective by many of its users.

4. CONCLUSION

The present study has provided insights into how the users of Google Classroom who use the application for learning basic translation courses regard the application as an effective one. The platform is excelled in at least two ways; providing flexibility in learning anywhere and anytime, and providing the opportunity to store and access the materials of learning more easily as everything is stored in digital form. The perception of the teacher as the other type of Google Classroom user is though not covered in this study's objective, and should be the focus of any related studies in the future.

5. ACKNOWLEDGMENTS

I would like to thank my family and university for supporting me with this work.

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