

The Application Of Google Classroom To Vocabulary Learning During The Covid-19 Pandemic

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Abstrak

Secara luas kosakata diyakini sebagai hal yang sangat penting untuk berbagai keterampilan dalam bahasa Inggris. Di tengah pandemi Covid-19, sekolah menggunakan berbagai media dan teknologi pembelajaran online seperti aplikasi Google Classroom yang sering digunakan. Peneliti melakukan penelitian ini untuk mengetahui persepsi siswa tentang kegunaan Google Classroom dalam pembelajaran kosakata. Pengumpulan data dilakukan dengan melakukan semi wawancara dengan siswa kelas 9 SMPN 2 Klari yang memiliki pengalaman belajar bahasa Inggris menggunakan Google Classroom. Hasil penelitian menunjukkan bahwa siswa memiliki cara yang sama dalam memahami dan mengartikan kosakata dengan menerjemahkannya melalui Google, Google Translate dan juga kamus. Dalam hal ini guru terkadang membantu siswa dan terkadang tidak membantu siswa. Hasil penelitian juga menunjukkan adanya persepsi positif dan negatif, peserta mengatakan bahwa Google Classroom membantu mereka dalam belajar kosakata meskipun terkendala sinyal, jaringan internet dan kuota internet.

Kata kunci: Pembelajaran Kosakata, Media Pembelajaran, Google Classroom.

Abstract

A widely accepted belief is that vocabulary is essential to various English skills. In the midst of the Covid-19 pandemic, schools use a wide range of media and online learning technologies to teach such as Google Classroom, which is among the most popular. To discover the students' perceptions on Google Classroom's utility for vocabulary acquisition, the researchers carried out this study. Researchers have employed a qualitative approach to answer research issues, Data were collected by conducting semi-interviews with 9th grade students of SMPN 2 Klari who had experience learning English using Google Classroom. The results showed that students have the same way of comprehended and translated vocabulary by translating it through Google, Google Translate and also a dictionary. In this case the teacher sometimes helps students and sometimes does not help students. The results also showed positive and negative perceptions, participants said that Google Classroom helped them in learning vocabulary even though it was hampered by signals, internet networks and internet quotas.

Keywords : Vocabulary Learning, Learning Media, Google Classroom.

INTRODUCTION

Apart from grammar and pronunciation, the development of English language learning in schools in Indonesia. Students must have a firm foundation in vocabulary acquisition in order to succeed in the use of English in school and beyond; "...without sufficient vocabulary knowledge, they will be unable to communicate effectively," Viera stated (2017). Nation (2001) states in Munawwarah (2021) that mastering vocabulary items is critical for all language skills (i.e. listening, speaking, reading, and writing). And vocabulary acquisition is critical to English acquisition because it enables pupils to achieve all types of communication; oral and written (Kose, Yimen and Mede, 2016). Given the critical nature of students learning vocabulary while offline learning in schools, pupils will be able to ability the aspects and other English skills. There are still many children who struggle with vocabulary acquisition, to the point that they occasionally have difficulties pronouncing new vocabulary words.

According to Susanto (2017), vocabulary was covered throughout the learning sessions. The 2004 and 2006 curricula, dubbed the Competency-Based Curriculum (CBC) and the school-level curriculum, dubbed the KTSP (Kurikulum Tingkat Satuan Pendidikan), placed a premium on the development of communicative competence, which encompassed linguistic, discourse, sociocultural, and strategic competence. Linguistic competency, in particular, comprises elements such as grammar, vocabulary, and pronunciation. According to the curriculum's four-stage teaching and learning process, vocabulary is expected to be addressed at the very beginning.

Even in the midst of the Covid-19 pandemic, learning vocabulary is critical in English, even if it is done online. This condition is consistent with the rapid advancement of science and technology during the Covid-19 pandemic, which means that schools must continue to teach vocabulary even when it is done online. Online learning is a type of learning that takes place remotely via the internet, with students accessing a variety of learning platforms or applications such as Edmodo, Quipper, Google Classroom, and Quizziz. According to Siahaan (2020), "by utilizing these capabilities, users can exchange any type of information in a variety of formats, including text, image, video, and sound." This means that students and teachers can use their smartphones or personal computers to access platforms or applications that assist them in acquiring vocabulary. However, Van, et.al (2020) emphasized that the total online learning experience for students includes non-teaching variables such as convenience, learner characteristics and readiness, and situations that can promote teaching quality. This compels teachers to design suitable instruction to ensure that pupils retain their ability to learn vocabulary effectively. Lectures in college and teachers at school both make extensive use of Google Classroom's online learning platform. According to Wikipedia, Google Classroom is a free web tool that Google developed for schools with the goal of simplifying the process of generating, distributing, and grading assignments. Thus, Google Classroom can facilitate the online learning process for students and teachers during the Covid-19 pandemic.

Google Classroom is being used as a media for English learning amid the Covid-19 outbreak. Students must acquire a variety of characteristics or skills while studying English, including reading, listening, writing, and speaking. However, there is something more critical than these talents; before pupils can learn diverse skills in English, they must first acquire a sufficient amount of vocabulary through extensive learning. Baron (2020) stated in his article that some study has been undertaken on a variety of English language skills, including vocabulary, using online applications or platforms.

Vocabulary is a term that refers to a word or collection of words that are frequently used in English to assist someone in conveying messages or information through speaking, writing, or other means. Vocabulary may also be referred to as a stock or collection of words that an individual already knows or owns, which will often grow over time as long as the individual continues to study English vocabulary. According to Susanto (2017), the most critical aspect of learning a foreign language, particularly English, is developing a vocabulary. Vocabulary is seen as a critical component of English language learning and is critical for language learners. Vocabulary is critical for pupils to acquire before they can master other parts or skills in English. Learning vocabulary first can assist pupils in acquiring all of the necessary skills and features of English learning.

METHODS

Research Design

This research employs a qualitative approach with a narrative inquiry method. The term "narrative research" refers to the process of eliciting and then commenting on people's lived experiences (Josselson, 2007). Narrative inquiry is a method for comprehending and enquiring into experience that involves collaboration between the researcher and participants over time, in a particular location or sequence of locations, and in social interaction with milieu (Clandinin & Connelly, 2000). Conducted by eliciting a thorough account of a condition or life experience shared by a group of people. Narrative research is a literary form

of qualitative research with significant connections to literature; it enables us to write in a persuasive, literary style. It is more concerned with the microanalytic picture—individual stories—than with the larger image of cultural norms, as ethnography is, or with abstract ideas, as grounded theory research is (Creswell, 2012, p.502).

Additionally, this research entails students. They were interviewed, and the researcher listened to or communicated their post-research opinions or perspectives. According to (Heigham and Croker 2009:47), narrative inquiry is well-suited for documenting how people's circumstances change over time and the influence these new circumstances can have on many elements of an individual's life, including language learning. Researchers questioned students about their attitudes about or perceptions of the usage of Google Classroom for vocabulary learning during the Covid-19 outbreak, and then interpreted their accounts through narrative writing. From there, the pupils' viewpoints on vocabulary learning during the Covid-19 pandemic will be recounted and conclusions drawn.

FINDING AND DISCUSSION

The researcher conducted semi-interviews with students via contact or conversation directly at school, following established protocols and with the approval of the headmaster and English instructor. Interviews were conducted by recording the pupils' voices. The researchers discovered three findings from the interviews conducted: (1) the way students comprehended and translated; (2) students' positive responses; and (3) students' negative responses to learning vocabulary using Google Classroom. The researcher recounts a dialogue with students regarding their thoughts on the usage of Google Classroom for vocabulary acquisition during the Covid-19 pandemic. This debate is based on the findings of a data collection study conducted on junior high school students who use Google Classroom for online learning. Many of them encountered difficulty while attempting to study language via Google Classroom during the Covid-19 outbreak. However, despite their obstacles, they continue to feel aided by Google Classroom. The study's findings indicate that there are both good and negative attitudes on utilizing Google Classroom to learn vocabulary.

According to the findings above, students who participated in this study had both favorable and negative attitudes toward the usage of Google Classroom for vocabulary learning. Participants discussed their experiences with Google Classroom and how they comprehended and translated the vocabulary acquired through the use of Google Classroom. Thus, researchers can classify it into two categories, positive and negative.

Almost all responders, from the first respondent (R1) to the fifth respondent (R5), have a consistent method for comprehending and translating the language they acquire while studying English through Google Classroom. They begin by reading the English materials provided by the teacher in Google Classroom or by opening the YouTube link supplied by the teacher in Google Classroom. If they come across new terminology or words they don't understand, all responders look up the definition on Google or Google Translate. Along with Google Translate, the fourth respondent (R4) and fifth respondent (R5) checked up the definition in a dictionary. If the fourth respondent (R4) continues to be perplexed, she questions the teacher or searches for a solution video on YouTube. While the fifth responder (R5) requested assistance from the teacher in determining the right meaning of newly acquired vocabulary, as she frequently encountered discrepancies between the dictionary and Google Translate. In comparison to the first respondent (R1), second respondent (R2), and third respondent (R3), who seldom inquired of the teacher.

According to the findings of the interviews, the majority of students perceived themselves to be confined by the internet signal or network, and the third respondent (R3) stated that she did not have a daily online allowance. Even the first respondent (R1) did not have a mobile when online learning began. This impedes their ability to acquire vocabulary and also causes them to fall behind in their English studies and complete assignments late. Additionally, the first respondent (R1) and the second respondent (R2) acknowledged to not receiving notifications from Google Classroom when the teacher posted materials or assignments, citing an overload of messages on their cellphones. Some respondents, such

as the first respondent (R1), had difficulty using Google Classroom because she was unsure of which link to click to begin learning. She was also unsure of where to go (feature) to collect assignments if given an assignment due to the teacher's lack of Google Classroom teaching instructions. The teacher distributes assignments using the material feature, leaving only the comment column visible without the task feature, which causes confusion for the first respondent (R1). In this situation, the first respondent (R1) stated that the teacher rarely assisted her, while the third respondent (R3) stated that the teacher only assisted pupils on a rare occasion, despite her express request via personal Whatsapp message. According to the fourth responder (R4), the barrier she encountered when learning vocabulary through Google Classroom was the shortened learning time. Meanwhile, the second respondent (R2) identified parents as a barrier to her success, owing to their lack of knowledge of online education. Where her parents frequently chastised her for holding a cellphone. While the second respondent (R2) is engaged in online education.

Additionally to the hurdles they encountered. Additionally, they acknowledge that there are benefits to acquiring vocabulary through Google Classroom. Among them, the first responder (R1) stated that learning with Google Classroom made it easy for her to open Google for vocabulary translation; she also revealed that she was able to retain English words or sentences through these activities. Additionally, she stated, "I enjoy learning vocabulary on Google Classroom since it is so user-friendly." As a result, materials and tasks may be shared easily over Whatsapp, allowing the students to create an application that is specifically designed for learning.

The second respondent (R2) stated that if Google Classroom assisted in acquiring vocabulary, it was beneficial; the third respondent (R3) stated that it was beneficial because learning could take place at home. Additionally, if there is a task, the advantage can be performed at any moment. And she can simply revisit content at any time by navigating to the English class in Google Classroom and clicking on the English class. The advantage of adopting Google Classroom, particularly for learning/adding vocabulary for the fourth respondent (R4), comes from the material provided by the teacher, from the video provided by the teacher, and from setting up Google Classroom in English. Finally, for the fifth respondent (R5), the benefits and drawbacks are that it is simpler to acquire vocabulary and faster to react without feeling bored because the teacher gives a Youtube link containing information with animated displays.

According to the interviews done, the majority of students have challenges or difficulties when it comes to acquiring vocabulary with Google Classroom. The teacher's communication of vocabulary learning is still unclear, causing students to become confused during the learning process. Despite numerous challenges, students reported feeling the benefits of Google Classroom. Indeed, all respondents indicated that learning persisted during the Covid-19 pandemic through the use of Google Classroom, particularly for vocabulary development.

CONCLUSION

From the data that has been collected, it shows that the way students comprehended and translated vocabulary is by translating it through Google, Google Translate and also a dictionary. In this case the teacher sometimes helps students and sometimes does not. The lack of explanation from the teacher makes students feel confused when using Google Classroom. All respondents also mentioned that the main obstacle is the difficulty of the signal or internet network in their homes. However, they still enjoy learning vocabulary using Google Classroom because they do not have to go to school and can be accessed anytime. For them this makes it easier for them to learn vocabulary. The translating activities they do can help them memorize or add vocabulary.

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