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A Psycholinguistic Analysis of the Students' Perceptions Used Google Classroom as Online Learning Media During Pandemic

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ABSTRACT

Since COVID-19 case is increasing rapidly, many students and teachers must do the teaching and learning process online. Google Classroom has been the most used online learning media chosen by teachers and students during the pandemic. This study aimed to explore how psycholinguistic factors and students' perceptions of the Google Classroom application impacted their remote learning experiences amidst the COVID-19 pandemic. This research applied mixed-method in order to answer the research questions. For collecting the data, the researcher utilized the close-ended questionnaire carrying 6 indicators about the student's perceptions of Google Classroom, which were then analyzed quantitatively and used the interview analyzed qualitatively. The questionnaires were given to 33 students as participants. Google Classroom did help the students receive the course materials well and make students become more productive, disciplined, responsible and independent throughout the learning process during the pandemic. The highest percentages of ease of learning Google Classroom (84.85%), and ease of accessing Google Classroom (83.35%), whilst perceived usefulness of Google Classroom (76.08%) and students' satisfaction with Google Classroom (74.28%) were in the good category.

1. Introduction

At the beginning of March 2020, the coronavirus (COVID-19) has come to Indonesia. To prevent the increase in COVID-19 cases, all the parties working in the Health and Government Sectors in Indonesia as well as the President of Indonesia, Joko Widodo, have issued some procedures that must be obeyed by Indonesian citizens. Indonesian Ministry of Health encouraged the community to operate a healthy lifestyle in order to prevent the diffusion of COVID-19 from human to human (Chairil, 2020). Similarly, the President of Indonesia, Joko Widodo, issued a procedure to enforce large-scale social restrictions in cities and provinces instead of quarantining

independently to deter COVID-19 transmission and people coming outside of the area (Setiati et al., 2020).

One of the practices of limiting social interaction during the pandemic is the implementation of online learning or distance learning. Online or distance learning can be beneficial during the pandemic because it can increase students' activeness and help students to get better sources without worrying about the time limit. Previous studies stated online learning simplified students to distribute resources, tape the learning material, and participate in the discussion easily, and online learning might help teacher give their student knowledge freely as it offers flexible times at any time and from anywhere (Febrianto et al., 2020).



This study aimed to explore how psycholinguistic factors and students' perceptions of the Google Classroom application impacted their remote learning experiences amidst the COVID-19 pandemic.

2. Literature Review

Every person has their own views against something in their life. The views themselves are not similar from one person to others as the way they organize or look at something on their views is different. The view itself is known as perception. Perception is the experience of an object, event, or relationship gained by giving meaning to stimulus-response in continuing information and forecasting messages entangled concern, expectation, motivation, and mind (Agung et al., 2020). From the definitions of perception above, the researcher can conclude perception is a process that is undergone by every person through observing, organizing, and interpreting an object, experience, or event got by a sense organ in order to provide meaning to the environment. Online learning or distance learning is a type of education where students and teachers or lecturers do not stay in a room or do not meet each other in an instant. Distance education or distance learning was the type of education where students might not attend any class physically.

Psycholinguistics

Psycholinguistics is language, mental symptoms, and the relationship between them. Language proceeds in the human spirit that is reflected in the soul of symptoms. Language is viewed from the psychological aspect, namely the language processes that occur in the brain (mind), both the speaker's and the listener's brain. In line with this opinion, Chaer (2015) argued that psycholinguistics tries to decipher the psychological processes that take place when someone says the words he had heard at the time of communication and how humans acquired language skills. In detail, Chaer (2015) argues that

psycholinguistics tries to explain the nature of the structure of language and how that structure is obtained, used at the time recalled, and the time to understand the sentences in the substitutions. In essence, the process of communication activities to produce and understand utterances. Here are some definitions of psycholinguistics experts as understanding the material.

Then, Akmajian et al. (2017) stated that linguistics is the study of human natural language, is a growing and exciting study with an important impact on fields as diverse as education, anthropology, sociology, language teaching, cognitive psychology, philosophy, computer science, neuroscience, and artificial intelligence. Fundamentally the field is concerned with the nature of language and (linguistics) communication. Problems that may be experienced can involve grammar (syntax and/or morphology), semantics (meaning), or other aspects of language. These problems may be receptive (involving impaired language comprehension), expressive (involving language production), or a combination of both. Language disorders can affect both spoken and written language and can also affect sign language; typically, all forms of language will be impaired.

Psycholinguistics is directly related to understanding the process of encryption and password as the message conveyed by communication. Psycholinguistics is a combined approach through psychology and linguistics for the study or the study of language knowledge, language use, language change, and the thing associated with it, which is not easily achieved or approached through one of the two sciences separately or individually. In conclusion, psycholinguistics is psychology or language that studies mental aspects of language and speech in conversation. Psycholinguistics in online learning pays attention to students' tendencies toward responses during online learning at home. The behaviorist learning theory views online learning as a habituation process for each student that involves



skills in learning online to generate quick stimulus and response reactions from the students themselves. Additionally, teachers can train student behavior even in online learning. However, in online learning, students can only listen and observe the material presented by the teacher. If there are learning mistakes, it can create an unpleasant situation and the assumption of passive students (Syafri et al., 2022).

Online learning

Since Google Classroom has been chosen as the most commonly used media in carrying out online or distance learning, there are many perceptions emerging and related to it. Perception is a process of receiving a stimulus (objects, quality, relationship between symptoms, or events) until the stimulus is appreciated and grasped (Syafri et al, 2022). Most of the perceptions come from educators and students who have undergone the use of Google Classroom in online learning during the pandemic. Google Classroom responded positively as a handy and valuable media based on the perceptions of the students.

There are many terms that have been issued to name the system of teaching and learning using internet (e-learning). There were many standpoints of e-learning used, which were distributed learning, online-distance learning, as well as hybrid learning. From the terms of online learning that have been mentioned, there is only one term that has been known well and been used in teaching and learning systems which are distance teaching. Online learning was one of the new modes in the teaching and learning process using electronic media, especially as a learning system.

E-learning was divided into two main types, which were computer-based and internet-based learning (Salamuddin, 2021). Computer-based learning covers the use of a full range of hardware and software or the use of computer storage to get information in learning.

Internet based-learning is always exerted internet with the use of search engines or social media groups to find more information in learning (Talikan, 2021). The statement of studying through online learning or at home is also bolstered by The Ministry of Education, Nadiem Makarim, through his decree number 4, the year 2020, states; first, learning at home through daring or distance or online learning carried out to serve learning experience without being loaded to finish the curriculum goal for grade promotion or graduation; second, distance or online learning can be tended on life skills; third, students activities and tasks can differ among students based on their interest and condition; and the last proof or product activity should be given feedback in the form of qualitative (Talikan, 2021).

As technology is flourishing to be more advanced, we need not have to suffer from the lack of information or news coming from another world or to do every task or activity manually anymore. The growth of technology also has affected all aspects of human life. The first growing technology has affected industrial and trading sectors only, yet today technology has influenced the education sector as well. Aksan (2021) stated ICT has developed and transformed the education sector. In education, technology has helped change teaching and learning methods or styles get better. One of the products of technology that can be used to help 16 educators and students gain many sources and information is Internet. The growth of internet in education has led to and made some changes to the teaching and learning system. The teaching and learning system that appears because of using internet as its assistance is online or e-learning. Online learning has been a widespread practice over the years as an integrated technology in the education sector.

3. Methods

The study applies mixed-method. The mixed-method study combines quantitative and qualitative



techniques to understand a research problem more completely in a single study. There are four designs of mixed-method: explanatory design, exploratory design, triangulation design, and embedded design. This study used a sequential explanatory design in order to answer the research questions and to expand the results obtained from the first step of the research design, which is quantitative, by supporting them with the result from the second step, which is qualitative. The sequential explanatory design was a design that began with quantitative data and continued with qualitative data that was meant to define or expand the quantitative results.

The population of the research is all students at Universitas Muhammadiyah Prof. Dr. Hamka, Jakarta. Thirty-three students were recruited to participate in this study. A purposive sampling technique was used to choose the participants. The researcher has considered selecting them because

they have been experiencing learning via Google Classroom during the pandemic, and another reason for choosing the students themselves is because they are not burdened by the final test of graduation. After the data have been collected, the first data that will be analyzed is a close-ended questionnaire. After the participants answer the statements that are written on the questionnaire, the data from the questionnaire will be calculated by using a formula from Warsito (Febrianto et al., 2020). The formula itself will be used to calculate the participant's responses on the questionnaire with the intention of getting the percentage of each statement on the questionnaire. The first step that the researcher takes is calculating the statements in each indicator. After the whole statements in each indicator are calculated, the researcher will categorize them based on the percentage table of students' perceptions (Table 1).

Table 1. Students' perceptions.

Percentage	Category or interpretation
0-19.99%	Very bad
20-39.99%	Bad
40-59.99%	Pretty good
60-79.99%	Good
80-100%	Excellent

After the questionnaire results have been calculated, the data that will be analyzed is the interview. For analyzing the data in the interview, the researcher will transcribe the response from the participants into written text in order to facilitate the researcher to categorize their answers according to the classification that has been made based on the indicators written in the blueprint of the questionnaire. The data will be in qualitative form as it is used to expand and reinforce the students' answers that they have selected on the questionnaire. An interview can give in-depth information, and it is

useful for correction and affirmation. The researcher decided to utilize it in order to find out the students' perception of Google Classroom used as an online learning media by listening to the answer of some participants via video conference (Zoom) or Whatsapp voice call directly. The result of the interview itself will be utilized to expand as well support the responses that they have selected on the questionnaire.

4. Results and Discussion

The effect of the COVID-19 policies that have been published by the health and government sectors as



well as the President has interrupted whole aspects in Indonesia. One of the aspects that have experienced the effect of the policies is the education sector. Chairil (2020) explained Presidential Decree number 7 the year 2020, about the task force for the acceleration of coagulation COVID-19 and Minister of Empowerment of The State Civil Apparatus decree number 34, the year 2020, which was altered to circulars decree number 19, the year 2020 embodied the instruction to work from home. From the decree, it can be concluded teachers, lecturers, and students are commanded to do all campus activities from home or through online learning where the educators and the students do not have to meet physically.

After gaining the data from the research instruments, the researcher would like to answer the research questions, which are aimed at finding out the students' perceptions as well as getting the percentage of the student's perceptions of Google Classroom used as an online learning media during the pandemic. The perceptions themselves are divided into six indicators

related to Google Classroom. The first instrument (questionnaire) was utilized to help the researcher get the percentage of the student's perceptions of Google Classroom used as an online learning media during the pandemic. Whereas the second instrument (interview) was taken to find out the students' perceptions of Google Classroom used as an online learning media during the pandemic as well as to expand or support the findings of the questionnaire. The perceptions themselves are divided into six indicators related to Google Classroom. For further explanation of the findings, the researcher will write them down as follows; from the percentage stayed in the excellent category can be seen that most students strongly agreed that Google Classroom was easy to learn and access. Those statements are supported by Salamuddin (2021), which stated that all of the students answered strongly agreed and agree with the ease of accessing Google Classroom, whose mean was 4.49. The teachers could conform with Google Classroom as it was quite simple to explore or learn.

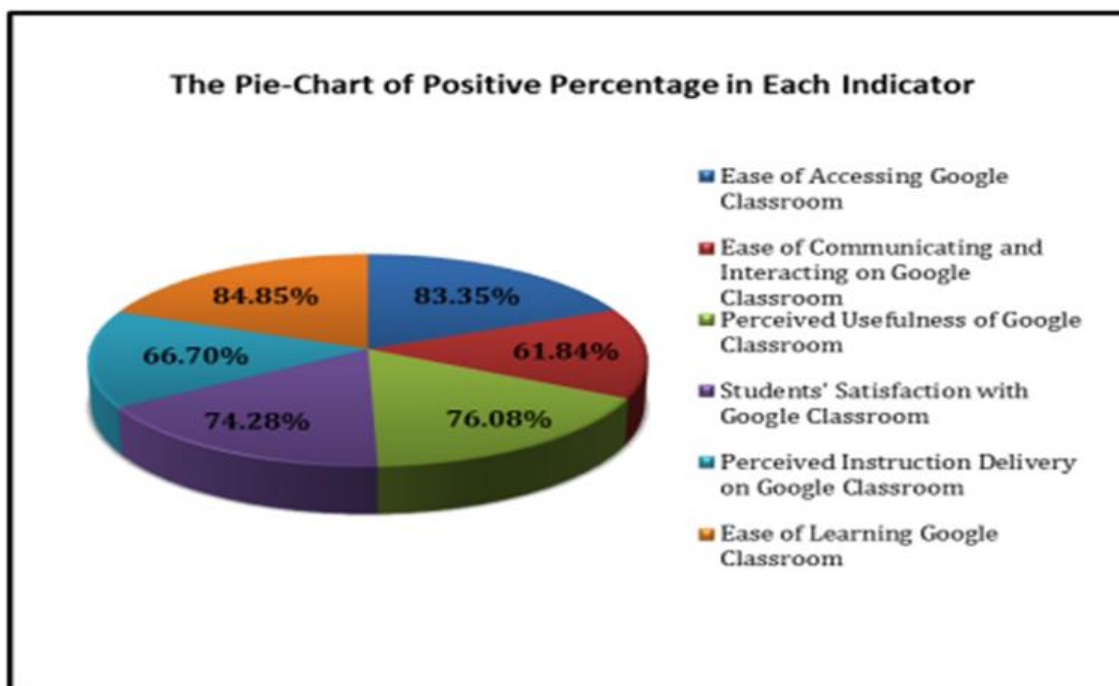


Figure 1. Diagram of indicator assessment.



Based on the diagram can be seen that the lowest percentage went to The Ease of Communicating and Interacting on Google Classroom, whose percentage was 61.84%. The percentage showed that there were a few students who strongly disagreed with the easiness of communicating and interacting via Google Classroom. Those students felt that communicating and interacting on Google Classroom was hard to do as they could not be able to ask and interact with their teachers or friends directly as well could not be able to understand the materials given clearly. The statements are supported and expanded by the research of Abdurrahman et al. (2021), claiming most students stated that face-to-face learning was better than using Google Classroom as they could be able to ask the teachers directly and interact with their friends freely, especially when it came to discussing difficult materials.

From the first finding, the researcher has successfully found out that the students gave positive perceptions toward Google Classroom, used as an online learning media during the pandemic. The first findings showed that Google Classroom did help the students receive the course materials and submit tasks easily. Next, Google Classroom did make the students become more productive, disciplined, responsible, and independent throughout the learning process during the pandemic. Whereas the second finding declared and depicted the percentage got from the students' perceptions of Google Classroom used as an online learning media, which were divided into six indicators; the ease of accessing Google Classroom, the ease of interacting and communicating on Google Classroom, the students' satisfaction on using Google Classroom, perceived usefulness of using Google Classroom, perceived instruction delivery on Google Classroom; and the ease of learning Google Classroom.

From the second findings could be seen that the first and second highest percentages went to the ease of learning Google Classroom (84.85%) and the ease of accessing Google Classroom (83.35%), and those were

grouped in the excellent category, whilst the ease of communicating and interacting on Google Classroom (61.84%), perceived usefulness of Google Classroom (76.08%), the student's satisfaction with Google Classroom (74.28%), and perceived instruction delivery on Google Classroom (66.70%) indicators stayed in the good category. Even though all of the students had shown positive perceptions towards Google Classroom used as an online learning media during the pandemic, there were still a few students who gave neutral or negative perceptions of google classroom used as an online learning media in a few indicators as they believed that face-to-face learning was still being the primary and most common types of learning (Huda et al., 2021).

Based on a psycholinguistic standpoint, research findings suggest that students' perception of online learning through Google Classroom has demonstrated beneficial effects. The study identified positive outcomes across six different parameters evaluated via tests and interviews within the realm of English language instruction. However, it is important to note that specific details such as the researchers' identities, the year of the research, and the precise criteria measured are essential for a comprehensive understanding of the findings. It is implicated that the use of Google Classroom as a learning medium can have a significant impact on students' language acquisition and comprehension. The platform provides a range of multimedia features that can enhance students' engagement and motivation, which are important factors in the process of learning. Therefore, teachers should consider incorporating Google Classroom into their teaching practices to improve students' language learning outcomes. Even though all of the students had shown positive perceptions towards Google Classroom used as an online learning media during the pandemic, there were still a few students who gave neutral or negative perceptions of Google Classroom used as an online learning media in a few indicators as they believed that face-to-face



learning was still being the primary and most common types of learning (Kusmiyati et al., 2022).

5. Conclusion

The students gave positive perceptions toward Google Classroom, used as an online learning media during the pandemic. Google Classroom did help the students receive the course materials and submit tasks easily. The use of multimedia elements in Google Classroom can facilitate language acquisition and comprehension. For example, videos can provide visual cues and context that can aid in understanding new concepts or vocabulary. Interactive presentations can help students to engage with the material and retain information better. Moreover, the use of digital tools such as Google Docs and Google Forms can facilitate collaborative learning and help students to develop their language skills by practicing writing, speaking, and reading.

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