



Students' Perspective on the Use of Google Sites in General English Class at Higher Education

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Abstract

Technology plays a significant role in English Language Teaching during the pandemic. There are several platforms that both teachers and students need to adapt to. Google seems to have a major role in developing platforms for both teachers and students. However, among those platforms, this study focuses on the use of E-Module arranged using the Google Sites platform as supplementary material in General English classes. Google Sites was chosen as it is a web-based module that teachers can personalize to fulfill students' needs. Since this study aims to evaluate the use of E-Module arranged using the Google Sites platform as supplementary material in General English classes at Tribhuwana Tungadewi University, this study employed descriptive quantitative method using survey to gather the data. The population of the study was all students who enroll in General English during the academic year 2021/2022. From the population, 328 students participated in the survey. The survey questions covered learning efficiency, experience, and motivation from students' points of view. The study findings indicated that more than half of respondents agreed that the module was very good to use without revision, which means the module was efficient, fun, and motivating. Yet, the average of 25% of each question demands minor improvement for the module as well as providing the printed version. Therefore, teachers and lecturers may use Google Sites as supplementary material. For further study, as the pandemic becomes endemic, researchers might conduct an evaluation of e-module both in online and offline classes.

Keywords: English Module, Google Sites, Students' Perspective

Introduction

Technology in classroom practice has been implemented over the last decades (Liou, 2011; Kir & Kayak, 2013; Handayani & Amelia, 2021; Souheyl & Benmansour, 2022). Indeed, employing technologies in teaching and learning is one of the implementations of the National Standard of Education at a Higher Level in Indonesia (SN DIKTI). According to Raja & Nagasubramani (2018) technology in the field of education is used as a curriculum component, a method of delivering instruction, assistance for teaching, and a tool to improve the entire learning process. In terms of English language teaching, technology is the use of Computers to assist language learning (CALL) which then evolves to Mobile Assisted Language Learning (MALL). Ulinuha & Parnawati (2021) summarized MALL includes online educational resources, learning platforms, and interactive applications. Moreover, they concluded that MALL platforms are efficient and effective instruments for teaching and learning English online, particularly for Z-generation students. Thus, the role and position of technology in classroom practice are evolving time after time.

In 2020 when the Covid-19 pandemic stroke the world, the use of technology was then rocketing. Somehow, it has valued technology use more than before since face-to-face meetings were prohibited. As an effect, teachers and students are demanded to cope with the new normal of life that includes the use of technology in education. The pandemic challenges all lecturers to facilitate online learning with creativity and originality (Amrizal, 2022). Therefore, teachers must choose and implement interactive online learning media to achieve learning outcomes (Jusriati, et al., 2021)

There are various forms of online learning media used in classroom practices during the Covid-19 Pandemic. Google is probably contributing more than the others as it provides several options such as Google Classroom, Google Meet, Google Form, Google site, etc. However, the effectiveness of education is not only seen from media usage but also based on how the content is accurate to the online background and identifies the challenges and obstacles students face (Souheyla & Benmansour, 2022).

Accordingly, studies on using Google platforms in English Language Teaching during the pandemic cover various subjects. What kind of Google products use depends on each product's features. For writing classes, studies found that Google Docs is valued as a potential tool to enhance students' writing abilities and collaborative writing (Asih, et al., 2022; Handayani & Amelia, 2021; Nhung & Hue, 2022). To support classroom activities such as delivering materials, assignments, tests, and quizzes, Google classroom takes the roles (Zulfa, Nurmaulida, & Septiawan, 2021). Moreover, Google Classroom also promotes independent learning (Okmawati, 2020) as well as collaborative learning (Diana, N., Yunita, W., & Harahap, 2021) to improve students' abilities and skills. Thus, it is no surprise that Google Classroom receives positive responses from students (Amrizal, 2022; Nugroho & Lestari, 2021). To replace the face-to-face meeting, Google Meet provides helpful features that learners can still receive a material explanation and deliver direct

questions. However, technical difficulties such as unstable network connections and unfamiliarity with the applications make students prefer face-to-face meetings (Hastomo, & Zulianti, 2021). To create an easy and personal website, teachers can use Google Sites, which has proven effective and can attract students' attention (Jusriati, et al., 2021). Thus, most Google products are beneficial to support teaching and learning English during the pandemic.

Though those platforms have significant roles in English Language teaching, there are still technical difficulties that teachers need to consider. In addition, each product has its characteristics and function. Therefore, teachers need to choose a platform that can minimize the difficulties. Even though many studies outlined the use of various platforms in Google Workspace for education such as Google Classroom, Google Meet, and Google Mail (Nuraeni, 2021), few studies discussing the use of Google Sites for preparing the site itself took so much effort. Thus, this study focuses on using the Google site as an E-module of English Subjects for students at Tribhuwana Tunggal University. Google-site is a web-based platform provided by Google enabling users to create a personal website freely. As asynchronous media, this site can be opened anytime students have a connection. Moreover, videos, material, tasks, and tests can be attached just like the Google classroom. The use of the Google site is not to exchange the role of Google classroom but to optimize its function. Although websites might be regarded as effective resources for learners and teachers, they also might lead to inefficient learning (Kir & Kayak, 2013). Thus, further study about the evaluation of website use is still crucial. Accordingly, this study aims to evaluate the use of an E-Module in the form of a website using Google Sites as supplementary material in General English Classes at Tribhuwana Tunggal University.

Method

This study employed a descriptive quantitative research design. According to Brown & Hale (2014), descriptive quantitative research or commonly known as a survey aims to investigate behavior, beliefs, and opinions. A survey was conducted to see students' opinions towards the use of Google site in English classes Tribhuwana Tunggal University, Malang.

The participants of this study were students who enrolled in an English Subject in the academic year of 2021/2022. In total, there were 328 students participated in this study. The data were obtained using a questionnaire adapted from Aulia, Kaspul, & Riefani (2021). A 5-point Likert scale was used in the questionnaire with the following criteria description.

Table 1. Student Response Criteria

Mean Score	Criteria
> 4.20	Very good to use without revision
3.40 - 4.20	Good to use with minor revision
2.59 - 3.40	Good enough to use with major revision

1.79 - 2.59	Not good enough to use
<1.79	Not good to use

The adapted questionnaire was tested and validated by two experts. From the validation test, the questionnaire used a total of 12 valid questions among 16. The questions are in Bahasa Indonesia and scaled by a modified category from not good to use to very good to use without revision.

The questionnaire was distributed online using Google Forms. The closed questions are aimed to see students' feedback on the use of Google Sites. The collected data was then analyzed quantitatively by collecting the percentages of every category. This analysis is done for every question to perceive the tendency of the quantitative data.

Results

A total of 328 students have received E-english Module as their supplementary material in the General English course (Figure 1). They then gave their responses to the developed learning media product, in this case, the website of the E-english Module by filling out the questionnaire distributed. The obtained results of the data analysis were presented in the following Table 2.

Table 2. Results of Response Test Data

No	Assessment Aspect	Mean
1	Reading the website doesn't waste time while studying.	4.55
2	This website is intended for college/university students	4.39
3	This website is so much fun	4.37
4	The website offers beneficial practices for the learning process.	4.38
5	Learning with a website is more interesting than activities in class	3.50
6	The website contains many useful things.	4.47
7	Students enjoy using the website compared to other learning resources	3.95
8	Learning with websites makes learning interesting	4.25
9	Students enjoy using this website's learning resources.	4.08
10	Website learning resources are better than textbook learning resources	3.83
11	Students can read the website continuously	4.15
12	Reading websites with lots of pictures doesn't take away the meaning of the material	4.37
13	Learning to use the website can improve the learning ability	4.28
14	The material learned on the website is not easily forgotten.	4.06
15	Learning resources from website provide a new learning experience	4.36
Total Score		62.98
Mean		4.20

The table above showed that according to the students, reading the website does not waste their time while studying and so much fun for the website is intended for college/university students. They agree that the website provides valuable experience in the learning process. However, learning with a website might be more interesting than activities in class and can be more enjoyable compared to other learning resources if a minor revision is done to the website. They consider the websites to contain many very useful things that make learning interesting. Yet, again, they will eager to use E-english Module better than textbook learning resources, as well as to read the website continuously if a minor revision is done. Students admit that reading websites with lots of pictures does not take away the meaning of the material and can improve students' learning ability. Nevertheless, the materials presented on the website need a minor revision in order not to be easily forgotten by the students who learned. At last, learning resources from the E-english Module website provide a new learning experience for the students. Overall, the total score of 62.98 with a mean of 4.20 proves that to the students, E-english Module is good enough for them to study, but minor revision is needed.

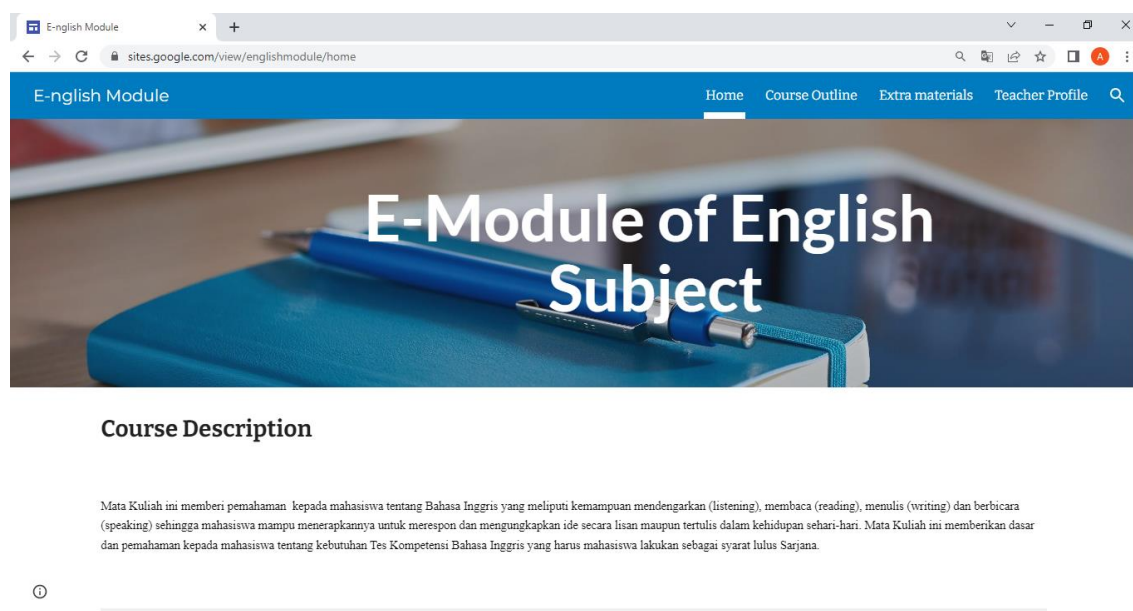


Figure 1. E-english Module Home Page

Discussion

According to Diana, Yunita & Harahap (2021), Perception is a process of observing, selecting, organizing, and interpreting environmental stimuli which occurs whenever the five senses (sense of hearing, taste, sight, smell, and touch) are exposed to various environmental stimuli. Perception serves as a mental cognitive process that makes people interpret and understand their environment (Nugroho &

Lestari, 2021). Students' perception of the use of Google Sites as their supplementary material in the form of an E-english Module for General English course can be discussed in three sections, learning efficiency, learning experience, and motivation.

Learning efficiency

Since the classes in general English were still conducted offline, it was essential to see if the learning process was conducted efficiently. From the result, it was then concluded that using E-Module optimizes the minimal. Students agreed that the E-english module of English subject didn't waste their time because it is considered relevant in higher education. With E-english Module given as supplementary materials, it is apparent that time efficiency will occur (Hartina, et al., 2022). In addition, the asynchronous mode demands a lower cost than the synchronous one.

Besides the time and cost efficiency, E-english Module provides efficient features that students perceive positively. The E-english module presents many valuable things that students can access continuously. Indeed, Google Site accommodates teachers to provide various resources by linking the site to youtube links, PowerPoint presentations, quizzes, or other external resources. This is in line with Rahmadani, et al. (2020), who mentioned features in an interactive module such as interactivity, highlighting, change of font size, and hyperlinking to external resources satisfied students' learning.

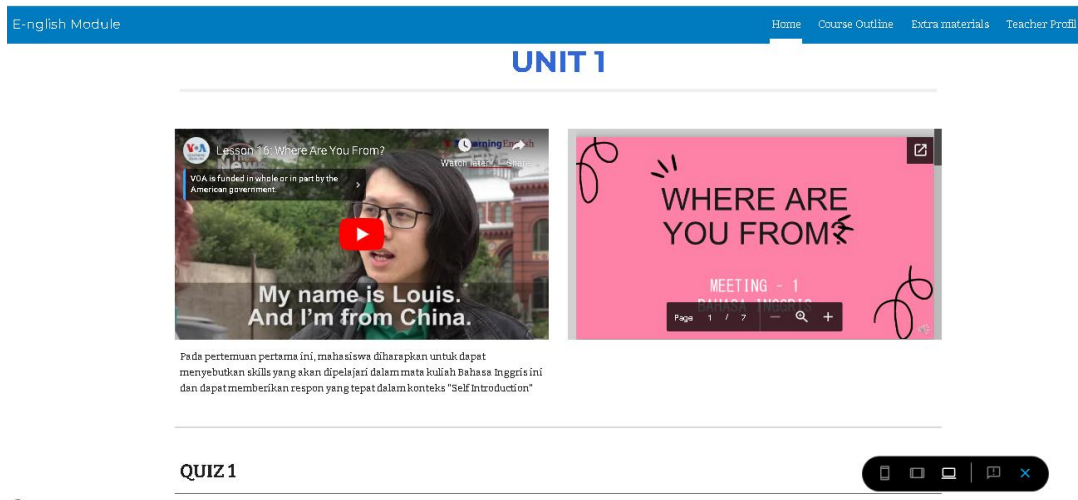


Figure 2. E-english Module features

Learning Experience

In terms of students' learning experience, E-english Module as supplementary material receives very good responses from the students. Learning from websites

can be enjoyable, fun, and interesting, and provide a valuable learning experience. This supports a statement made by Egilistiani & Prayuana (2021) that ICT is significant as it can help students to practice learning in a dynamic, interactive way and also build a positive impression of students' experience in the class. Students feel excited to learn using Google Sites is a new experience for them. New technology in learning can be the best way to help teachers and students to change the environment of learning (Egilistiani & Prayuana, 2021).

Despite all the positive responses on the students' learning experience, the data show that E-english Module requires minor revision to be favored compared to other learning resources or learning activities in class. This somehow proves that face-to-face learning is irreplaceable no matter how interactive online learning is. This supports a finding from a previous study conducted by (Nuraeni, 2021) that even though Google Workspace has been a medium for students' distance learning, lecturers were not able to ensure students' understanding of the material. Even in China, a study also found that full online teaching is challenging and has negative responses (Fouche & Moodley, 2022). Thus, using Google Sites as supplementary material instead of the main material is on the right track. Furthermore, a minor revision of the content of E-english Module is needed to make it easier for students to remember the material.

Motivation

The findings also highlighted that students like to use E-english Module for it motivates and helps them to improve their learning abilities. E-Module provides videos and exercises for students to acquire knowledge at home which is considered to be able to engage and motivate students (Marliana, 2022). Furthermore, it can also motivate students to recognize technology (Farikah, 2021).

Conclusion

To conclude, the use of Google Sites in the form of English Module as supplementary material for the General English Course in higher education get positive responses from the students. Even though a minor revision is demanded by the students to further improve the use of the Module, especially on its learning experience aspect, E-Module using Google Sites is very helpful for both teachers or lecturers and students. Therefore, teachers and lecturers are suggested to use Google Sites as supplementary materials to support the teaching and learning process. Moreover, it is suggested that further study, as the pandemic becomes endemic, evaluate the use of e-module both in online and offline classes or in a flipped learning situation.

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