EXAMINING STUDENT'S MOTIVATION IN USING GOOGLE CLASSROOM OUT OF CLASS LANGUAGE LEARNING ACTIVITIES

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ABSTRAK
Penelitian ini bertujuan untuk mengetahui motivasi siswa menggunakan *google classroom* dalam proses pembelajaran bahasa Inggris. Penelitian ini dilaksanakan di SMP Negeri 1 Sampara Kabupaten Konawe. Untuk menjawab pertanyaan penelitian, kuesioner diberikan kepada 27 subjek penelitian dan wawancara dilakukan dengan 6 siswa. Rancangan penelitian ini menggunakan metode kualitatif dengan pengumpulan data menggunakan kuesioner dan wawancara. Temuan dikategorikan ke dalam 4 aspek: 1) hasrat dan minat dalam belajar; 2) dorongan dalam proses pembelajaran; 3) penghargaan dan penghormatan atas diri selama kegiatan pembelajarn; 4) pencapaian dalam pembelajaran. Hasil penelitian menunjukkan bahwa pengembangan media pembelajaran berbasis teknologi seperti aplikasi *google classroom* memiliki tantangan tersendiri bagi guru dalam mengelola aplikasi, desain dan strategi pembelajaran. Penggunaan *google classroom* sebagai media pembelajaran berpengaruh positif dalam meningkatkan motivasi belajar siswa. Dalam konteks ini proses belajar mengajar dapat membangkitkan keinginan, ketertarikan, motivasi dan belajar mengajar, selain itu *google classroom* juga dapat membantu siswa untuk mempermudah pemahaman materi pelajaran.

Kata Kunci: *google classroom; e-learning*

ABSTRACT

This study aims to determine the motivation of students to use google classroom in the process of learning English. This research was conducted at SMP Negeri 1 Sampara, Konawe Regency. To answer the research questions, questionnaires were administered to 27 research subjects and interviews were conducted with 6 students. This research design uses qualitative methods with data collection using questionnaires and interviews. The findings are categorized into 4 aspects: 1) desire and interest in learning; 2) encouragement in the learning process; 3) self-respect and respect during learning activities; 4) achievement in learning. The results show that the development of technology-based learning media such as the google classroom application has its own challenges for teachers, in managing applications, design and learning strategies. The use of google classroom as a learning medium has a positive effect on increasing student motivation. In this context, the teaching and learning process can generate desire, interest, motivation and teaching and learning, besides that Google Classroom can also help students to facilitate understanding of the subject matter.

Keywords: google classroom; e-learning

INTRODUCTION

Motivation is important to help the learning process run well, because with high learning motivation students easily respond to the material provided by the

teacher. In learning activities, motivation can be referred to as a unitary driving force within students that creates a desire to carry out learning activities, which supports on going learning activities and provides goals for learning activities, so that a person can achieve the goals and desires (Hamzah B. Uno, 2011:23). There are two aspects in the theory of learning motivation, namely: a) An extrinsic motivation, which does things to find a way to achieve a goal. Extrinsic motivations are often affected by external incentives such as reward and punishment. For example, students study harder in the face of tests to get good grades. There are two USES of reward, which are incentives to want to do a task, with the purpose of controlling student behaviour and mastering material by students. b) Intrinsic motivation, which is the internal motivation to do something for the purpose itself. For example, students study for a test because they enjoy the subject being tested. Students are motivated to learn when they are given a choice, enjoy taking challenges that meet their abilities, and receive rewards that contain value information but are not used to control, for example, teachers commend students.

Based on observation at SMPN 1 SAMPARA many students still have limitations such as students' lack of understanding in online learning and in the use of the application features used, the facilities that some of the students have make the learning process that is today. Not going well, the complaints that students often deliver about Internet access, limitations ranging from quota to complaints of students without communication tools that can be used to follow the learning process are the everyday lives of every teacher in the school. In addition to complaints about students' facilities, complaints about the learning process also apply to teachers who normally teach in the classroom become disoriented in carrying out the learning process. One way teachers do this is by assigning learners via what sap. But it is less motivating learners. This makes it difficult for teachers to gain students' understanding of the material being taught, and this situation also leaves many students who are frequently excluded from ongoing subjects and often late in collecting assignments.

So the teacher plays a key role in helping the problems students experience by selecting media or teacher teaching applications that are not boring, not wasteful, using apps that the student easily understands, which also save quotas. Application use also requires the teacher to stimulate IC.

METHOD

In this study, the author wanted to get information about students' motivation to use Google Classroom in learning English. Researchers will use a qualitative descriptive design method. According to Creswell (2011) "qualitative research is the process of investigating understanding based on a different methodological tradition from inquiry that explores social or human problems. Researchers construct complex and holistic pictures, analyze words, report detailed views of information, and conduct research in natural settings. This method is a descriptive study and contains ideas or ideas used in exploratory research with general research objectives. It is used for a phenomenon and explains in depth to an accurate data in the form of written and spoken words. The data analysis technique used in this study was based on Sudjana (2001) theories for questionnaire and Miles, Huberman, and Saldana (2014) theories for interview. In the interview, the data will be used and interviewed. From this questionnaire it
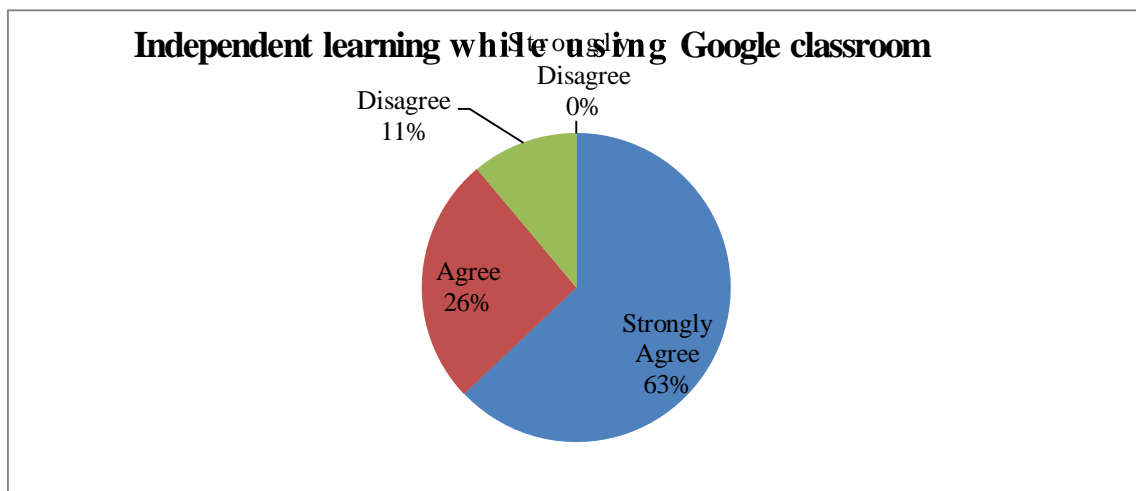
is also necessary to use quantitative methods, namely by calculating the data and qualitative used to analyze or analyze data in interviews.
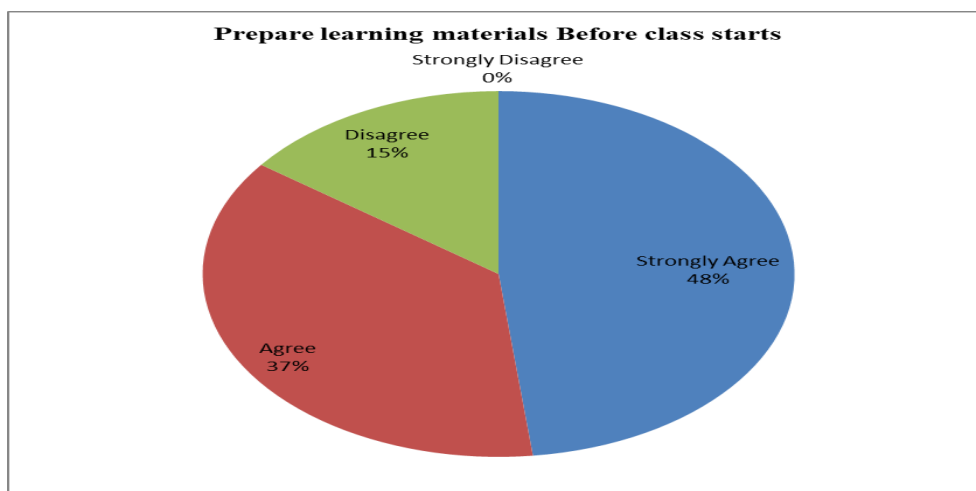
FINDINGS AND DISCUSSION
FINDINGS

This study aims to find out data on students' motivation to learn English using Google Classroom at SMP N 1 SAMPARA. In collecting data the researchers used two methods, namely the questionnaire and interview methods which were adapted from Wong (2014). Furthermore, the researcher will explain how the method in data collection and describe the results of the data that has been obtained.
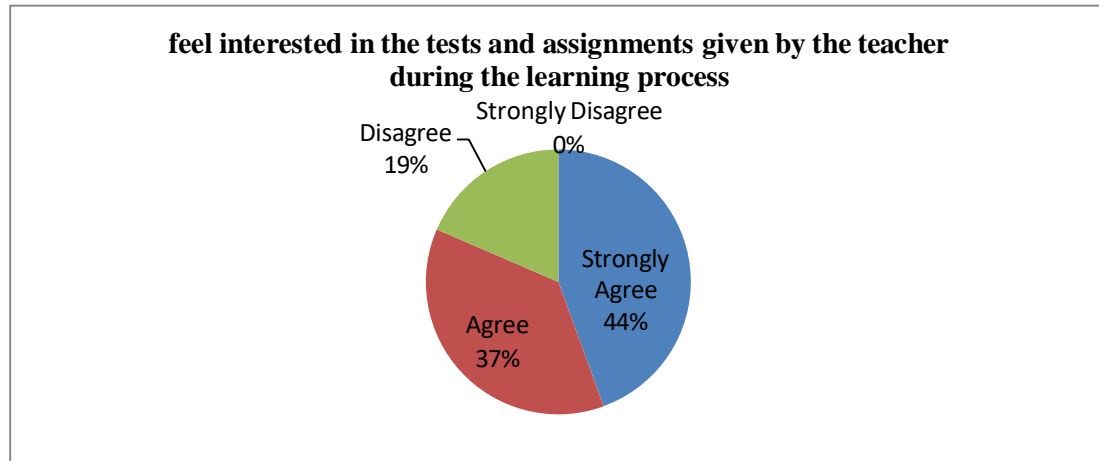
Passion and interest in learning.

Based on chart 1 shows the findings of student statements about having independence during the learning process using Google Classroom. The chart show that are there were of 27 respondents who expressed "strongly agree", 63% (n=17) of respondents who expressed "agree", 26% (n=7) of respondents who expressed "disagree" and 11% (n=3) of respondents who expressed "strongly disagree", 0% (n=0).
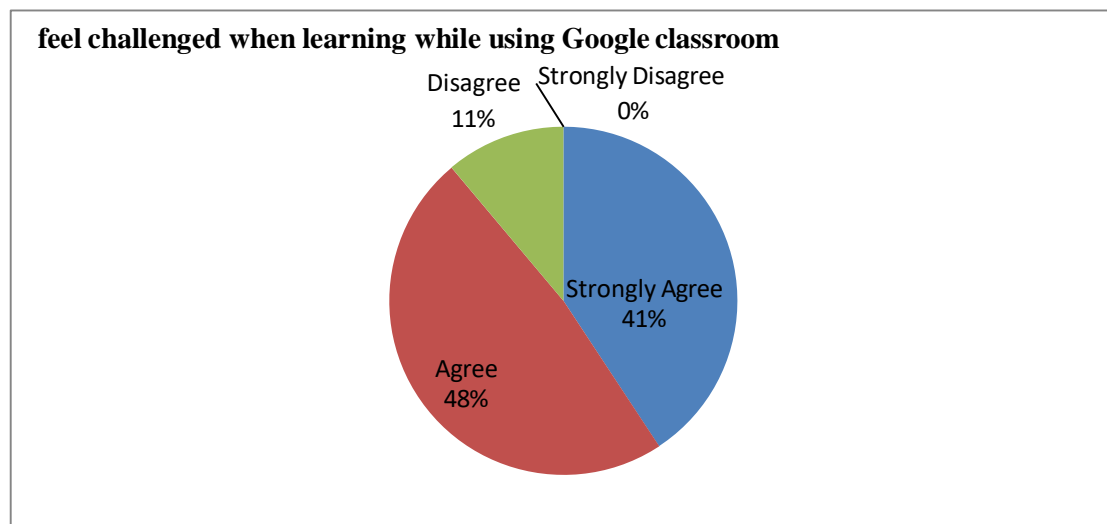
Based on chart 2 shows the findings of student statements about the preparation of learning materials before class will start. The graph shows that there are 27 respondents who stated "strongly agree", 48% (n=13) of respondents who stated "agree", 37% (n=10) of respondents who stated "disagree" and 15% (n=4) respondents who stated "strongly disagree", 0% (n=0).

Encouragement in the learning process

feel interested in the tests and assignments given by the teacher during the learning process

Strongly Disagree 0%

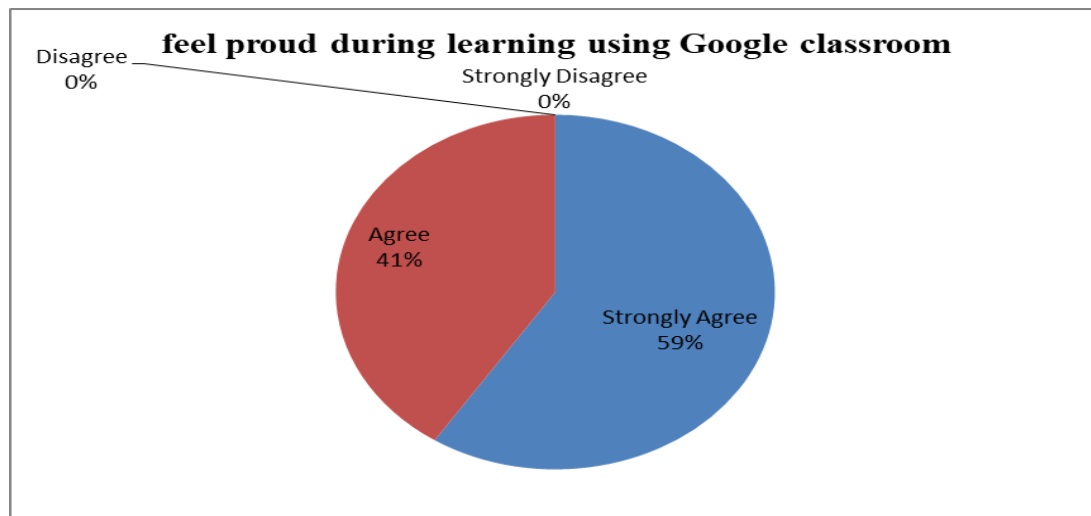Disagree 19%

Strongly Agree 44%

Agree 37%

Based on chart 3, it can be seen the findings of student statements about being interested in the tests and assignments given by the teacher during the learning process. The chart shows that there are 27 respondents who stated "strongly agree", 44% (n = 12) respondents who stated "agree", 37% (n = 10) respondents who stated "disagree" and 19% (n = 5) respondents who stated "strongly disagree", 0% (n=0).

feel challenged when learning while using Google classroom

Disagree 11%

Strongly Disagree 0%
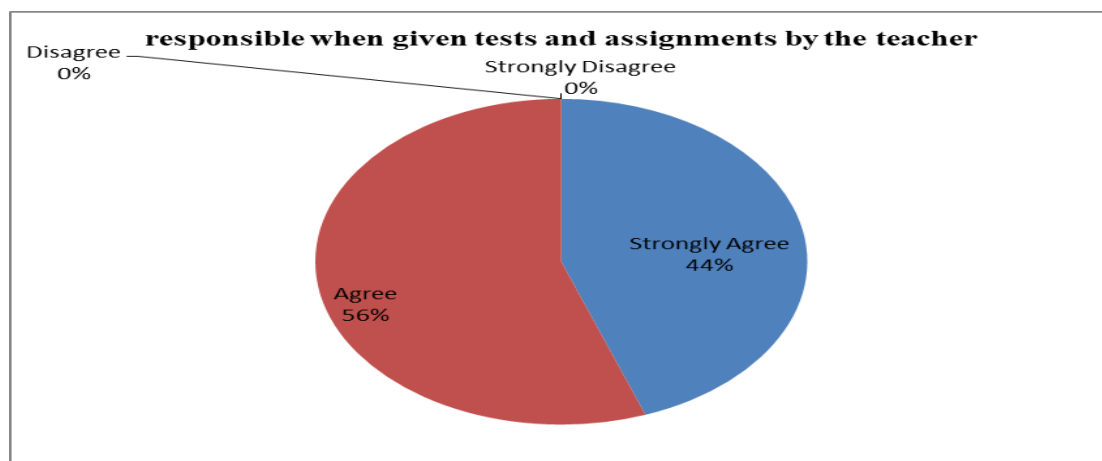
Strongly Agree 41%

Agree 48%

Based on chart 4, it can be seen the findings of student statements about feeling challenged when learning while using Google classroom. The chart shows that there are 27 respondents who stated "strongly agree", 41% (n = 11) respondents who stated "agree", 48% (n = 13) respondents who stated "disagree" and 11% (n = 3) respondents who stated "strongly disagree", 0% (n=0).

Appreciation and respect for yourself during learning activities
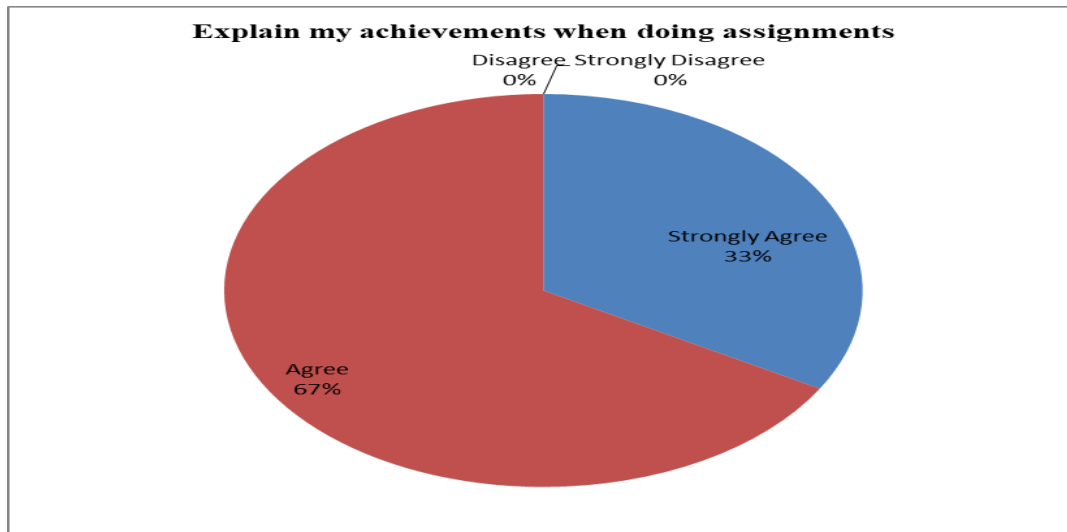

Based on chart 5, it can be seen that the findings of student statements about feeling happy during learning using Google classroom. The chart shows that there are 27 respondents who stated "strongly agree", 59% (n = 16) respondents who stated "agree", 41% (n = 11) respondents who stated "disagree" and 0% (n = 0) respondents who stated "strongly disagree", 0% (n = 0).
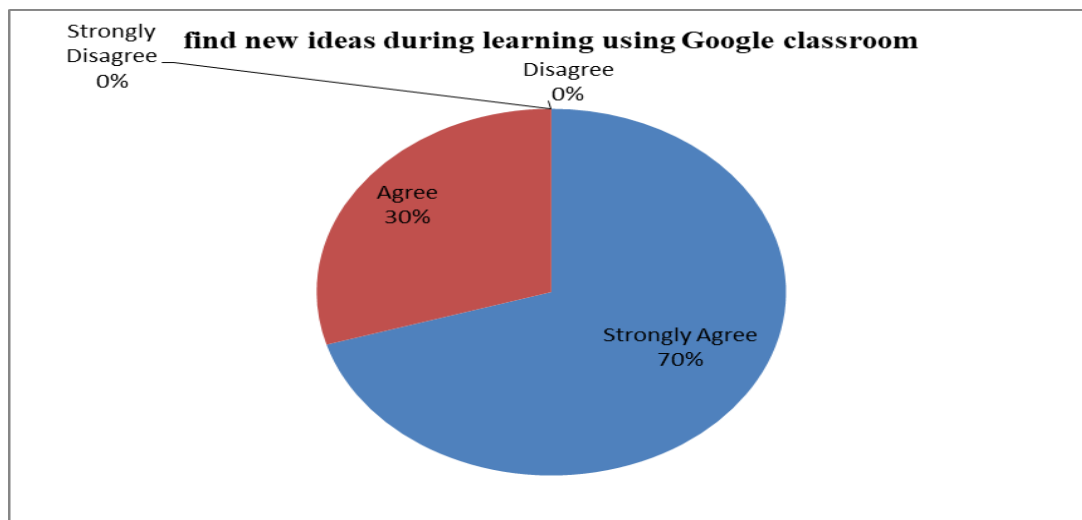

Based on chart 6, it can be seen that the findings of students' statements about being responsible if given tests and assignments by the teacher. The chart shows that there are 27 respondents who stated "strongly agree", 44% (n = 12) respondents who stated "agree", 56% (n = 15) respondents who stated "disagree" and 0% (n = 0) respondents who stated "strongly disagree", 0% (n = 0).

Learning achievement

Based on chart 7, it can be seen that the findings of students' statements about explaining their achievements when doing assignments. The chart shows that there are 27 respondents who stated "strongly agree", 33% (n = 9) respondents who stated "agree", 67% (n = 18) respondents who stated "disagree" and 0% (n = 0) respondents who stated "strongly disagree", 0% (n = 0).

Based on chart 8, it can be seen that the findings of student statements about finding new ideas during learning using Google classroom. The chart shows that there are 27 respondents who stated "strongly agree", 70% (n = 20) respondents who stated "agree", 30% (n = 7) respondents who stated "disagree" and 0% (n = 0) respondents who stated "strongly disagree", 0% (n = 0).

DISCUSSION

After doing research based on 4 aspects of the questionnaire data, it was found that the use of the Google classroom application in the midst of a pandemic to support learning can increase student motivation so that students get good grades in subjects with this method. Google Classroom is considered an ideal tool for teachers to use with students (Iftakhar. S, 2016:12).

The second aspect of encouragement in the learning process in terms of the results of the percentage of encouragement in the learning process can be seen from the responses of respondents that the use of Google classroom can generate desire, interest, motivation and stimulate teaching and learning activities besides Google classroom can also help students to facilitate student understanding. so that students are motivated by the learning media used by the teacher, interesting learning media, the material will be easier to understand with learning media based on the Google Classroom application, students will be more likely to be loyal in learning. This is in line with the statement of Khairunnisa (2022). That the Google Classroom application provides benefits with various conveniences for students to understand the subject matter by providing convenience in reading the subject matter, reading power points given by the teacher, viewing videos related to learning so that students can learn anywhere and anytime, not just studying. in school class. With the development of technology in the field of education, it is easier for teachers and students in the teaching and learning process.

The third aspect of motivation regarding self-respect and respect during learning activities this aspect is one of the most influential aspects on student motivation in using the Google classroom. In terms of the questionnaire data, students feel happy while using Google classroom, while students also always do assignments and tests that are assigned to them. given by the teacher well.

The last aspect about achievement in learning, this aspect is the dominant aspect that affects students' motivation in learning to use Google classroom, in terms of the results of student questionnaires that when using Google classroom students can find out learning achievements, especially in doing assignments besides that students also get experience new to using Google classroom. This is supported by Munir (2015: 142), namely:

"The use of technology is one of the most important things in learning. The use of learning media is considered important because it helps the achievement of learning objectives. Therefore, the preparation of learning media is one of the teacher's responsibilities. Technology is used to facilitate learning about knowledge that demands visual presentation. Technology is used to visualize lessons that are difficult to explain in conventional ways. The delivery of material is interactive and can facilitate learning because it is supported by various aspects such as sound, video, animation, text and graphics."

While the results of the interview transcripts, it can be concluded that 5 out of 6 students feel motivated to use the Google classroom application in learning. Google classroom provides benefits with various benefits for students to understand the subject matter by making it easier for students to read the subject matter, read power points given by the teacher, view videos related to learning so that students can learn anywhere and anytime, not only studying in class. With the development of technology in the field of education provides convenience for teachers and students in the teaching and learning process.

From the findings above can be concluded that the use of technology-based media not only evokes student responses by using the sense of sight, but with the technology-based multimedia learning process students can hear and arouse the sense of hearing and imagine with some videos or learning resources provided by

the teacher through the application. Google classroom, so that it can increase student learning motivation.

The explanation above is in line with Sabran's,(2019:123). That the use of educational technology as a learning medium can increase interest in the material presented, so that it can increase student motivation and student interest and attract students' attention so that student learning activities increase.

Researchers also found new findings that Google classroom can help teachers provide feedback in the form of comments or grades from assignments given so that this attracts students' attention, students also feel happy using Google classroom. This is in line with the results of Utami's research (2019) which states that Google classroom is easy to access by students and lecturers so that students are interested in using it. In addition, Google classroom also allows students to better understand the material given by the lecturer.

CONCLUSION

This research was conducted to determine the students' motivation in using Google classroom in learning. Located at SMP N 1 SAMPARA. It also involves 7th graders studying English subjects. In obtaining the data, the researcher used two instruments, namely questionnaires and interviews. Based on the findings presented in the previous chapter, the researcher found that the use of Google classroom can increase students' motivation to learn, because of interesting learning and increasing new knowledge using technology.

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