

## AN ANALYSIS OF THE ABILITY OF THE SECOND SEMESTER STUDENTS OF PUBLIC ADMINISTRATION ON LEARNING ENGLISH BY APPLYING GOOGLE CLASSROOM

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### ABSTRACT

This research deals with the ability of the second semester students of Public Administration in Academic Year 2019/2020 on Learning English by applying Google Classroom. This research applied Google Classroom during pandemic Covid 19. It was conducted at Universitas Timor, Nusa Tenggara Timur. This research applied qualitative descriptive method which describes the students of public administration's ability on learning English about Basic English Grammar. The population of this research was the second semester students of Public Administration of Universitas Timor. There were six classes of the second semester public administration students who took English subject. The sample was taken by applying cluster sampling and the students from class A was chosen as the sample. The result shows that the students' ability on learning English is in good level even though the student should learn English from home by applying Google Classroom during pandemic Covid-19.

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### 1. Introduction

There are some platforms of blended learning applied by the teachers and lecturers during pandemic Covid 19. Nowadays, Google Classroom is applied as a blended learning platform to support academic purposes. The application of Google Classroom is very easy to apply because the users of Google Classroom just browse do not need too many memory spaces of their smart phones and the users of this application can keep on the subject's schedule. The users of Google Classroom can create virtual classes which can save more money, space and time. According to Ifatakhari (2016:12), Google classroom allow teachers to spend time with their students and less time on the paper work, and it is now even better. The new function of Google classroom has been announced by Google. The new functionality is the ability to add more than one teacher, as well as for preparing the classes in advance as well. Janzen (2017) says that Google Classroom's design purposefully simplifies the instructional interface and options used for delivering and tracking assignments; communication with the entire course or individuals is also simplified through announcements, email, and push notification.

Literature Review, According to Greenbaum & Nelson (2002), said that grammar is the whole system and structure of a language generally and grammar usually taken consisting of syntax and morphology and also including phonology and semantics. It means that grammar is a structure used in the English language to arrange the sentence. There are some materials that explained in grammar such as tense, parts of speech, gerund, to-infinitive, pronouns, degrees of comparison, conditional, etc. The students learned grammar by obtaining the

materials by searching in Google and they also obtained the materials from the lecturer by applying Google Classroom.

Google Classroom has been introduced on August 12, 2014 as part of Google Apps for Education (GAFE) to public which functioned as classroom in cyberspace. Google Classroom is a means of online learning for sharing learning material, online assignment as well as assess the assignment. Liu & Chuang (2016) states that Google classroom is applied to help the interaction of professors or teachers with the students in the virtual ways. Google classroom apps is necessary for teaching and learning by virtual for free of charge even by android or laptop.

Martinez-Mones, et al. (2017) says that Google Classroom is known as an internet-based service which provided by Google used as an e-learning system. Google classroom helps the teachers to create online assignment and share the assignment in a paperless way. The teachers and the students must have Google account to register and login into Google classroom. The users of Google Classrooms are teachers and students as media of online learning system and apply Google Classroom for online discussion by visiting the website at <https://classroom.google.com> or downloading the app via Play Store on android or iOS app store with keywords "Google classroom".

Need Analysis, Identifying a learning area of the student is the important thing done by a lecturer. It will give much information in developing a training module, technique, and methods of learning in the upcoming intensive program. Therefore, the lecturer must do the needs analysis or needs assessment in defining activities performed aimed to identify areas that require improvement. Long (2015: 1) stated that a careful needs analysis is important to be done as it is "the prerequisite for effective course design in the context of foreign and second language learning". In other words, teaching a language without knowing students' learning need will result in inefficient outcome. Then, needs analysis is a good way in identifying reliable information about what students need to learn. In this case, the lecturer must develop curriculum in doing the process of needs analysis because need analysis can collect valid information about their learners' learning need (Grier (2005)).

Besides that, Brown (1995) also stated that needs analysis is an integral part of a language education program and it plays a crucial role as it determines the success of this language program implementation. It is performed in order to find the learning objectives, the design of learning materials and the planning of teaching strategies. The learning activities carried out should be then evaluated for measuring their effectiveness. In the other words, needs analysis is a process that has to be undertaken to ascertain that if learners can meet their learning needs and improve language learning performance.

## **2. Methods**

This research was designed by using descriptive qualitative research because this research focused on the students' ability on learning English by applying Google Classroom. The data provided about English grammar about Pronouns and Possessive Adjective and Degrees of Comparison. The data was analyzed based on instruments of data collection. Descriptive qualitative method is called as interpretive method because the result of the research is related to interpreting about data found in the field. (Sugiyono, 2013, p. 14). Arikunto (2007, p. 234) states that descriptive research has not purpose to test the certain hypothesis, but just describe some variable and condition naturally. So the researcher described and explained about anything related to this analysis.

### **2.1. Population and Sample**

The population of this research was the second semester students majoring Public Administration at Universitas Timor who learned English which consist of six classes: Class A - Class F. The sample of the research was class A which consisted of 52 students. The sample

was chosen by using cluster sampling. This research conducted as action research because it deals with the students' ability.

**2.2. Instruments**

The researcher used the result of test, and interview as the instruments of data collection. They were analyzed comprehensively. Although this research more focused on descriptive qualitative method, but serving numerical data in order to get valid and countable data was needed. So, the quantitative method has conducted in this research to see the percentage and frequencies for supporting the research.

**2.3. Data Analysis Procedures**

a. Planning

In preparing the classes, the writer designed the materials for meetings because the students applied Google Classroom after mid test term. The meeting started with the theory about English the writer designed a syllabus to meet the purpose of the course. The meetings began with the theory of English grammar before the writer assigned the students to do the assignment in Google Classroom.

b. Implementing

The writer introduced how to use Google Classroom to the students and asked them to install the application on their smartphone to access it easily. The learning materials and quiz were distributed to the students so that they could prepare themselves and learned online.

c. Observing

The researcher shared the materials and asked the students type the comments on the Google Classroom.

d. Reflecting

In this step, the writer analyzed the collected data. There were 2 assignments and final test were given to be done and submit. The assessment result was discussed for the next meeting in online class.

The purpose of this assessment was that the students learned from their mistakes and reached for improvement in the future.

**Table 1.**  
Classification of Students' Scores

No.	Scores	Grade	Level
1.	80-100	A	Excellent
2.	70-79	B	Good
3.	60-69	C	Enough
4.	50-59	D	Fair
5.	0-49	E	Bad

**3. Result and Discussion**

The result of the data showed that the students' ability on learning English was good from the first quiz until final test. The result of the students' scores could be seen below:

**Table 2.**  
Students' Scores

No.	Initial Name	NPM	Quiz 1	Quiz 2	Final Test	Average
1	VT	22190001	100	100	100	100
2	MB	22190003	70	70	50	63

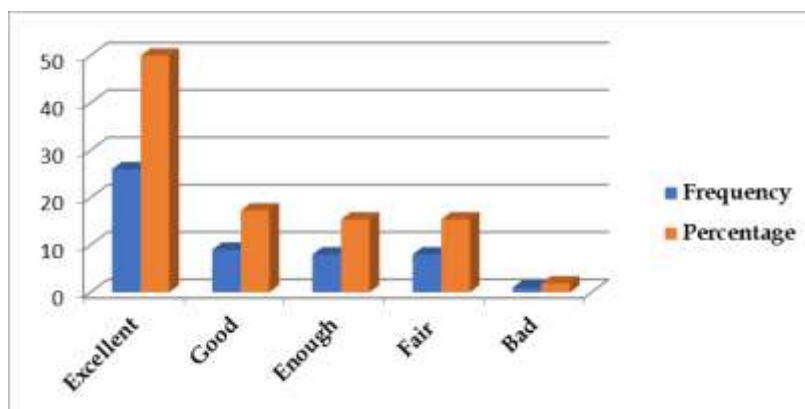
No.	Initial Name	NPM	Quiz 1	Quiz 2	Final Test	Average
3	MAT	22190004	100	80	70	83
4	MAPT	22190005	100	100	100	100
5	APMM	22190006	100	100	70	90
6	MSS	22190007	80	80	60	73
7	MMDD	22190008	80	90	100	90
8	SK	22190009	50	50	50	50
9	SKRL	22190010	70	70	95	78
10	LK	22190011	50	50	40	47
11	MEU	22190012	80	50	65	65
12	MGBT	22190013	100	100	100	100
13	MMU	22190014	100	100	65	88
14	ROL	22190015	100	100	60	87
15	TFM	22190016	90	100	50	80
16	DAN	22190017	100	100	90	97
17	GAN	22190018	70	50	50	57
18	SU	22190019	100	100	55	85
19	NAL	22190020	60	60	90	70
20	HR	22190021	90	100	50	80
21	MN	22190022	60	70	50	60
22	RKW	22190023	50	100	70	73
23	MRA	22190025	50	50	90	63
24	POU	22190026	50	100	50	67
25	AF	22190027	60	50	40	50
26	RB	22190028	100	100	60	87
27	YLT	22190029	70	70	50	63
28	YML	22190030	60	50	100	70
29	MSS	22190031	100	100	30	77
30	JD	22190032	100	100	90	97
31	YAK	22190033	80	100	90	90
32	FDA	22190034	60	100	100	87
33	MMF	22190035	100	70	90	87
34	SO	22190036	60	60	60	60
35	LSN	22190037	90	70	95	85
36	STT	22190038	40	60	85	62
37	MMN	22190039	70	100	90	87
38	ERLL	22190040	90	70	60	73
39	JFL	22190041	50	70	40	53
40	MES	22190042	60	50	50	53
41	EN	22190043	50	90	100	80
42	MOH	22190044	100	100	100	100
43	YN	22190045	50	40	60	50
44	EF	22190046	70	60	90	73
45	FC	22190047	60	100	100	87
46	YBS	22190048	60	60	100	73
47	ABA	22190049	90	100	90	93

Having analyzed all data, it was found that the students' ability on learning English by applying Google Classroom is in good level. It was proved by the scores the students got in Google Classroom. The first quiz they learned about Pronouns and Possessive adjective and the average score they got is 77 which is good level and the second quiz they learned about degrees of comparison they got average score 80 which is in excellent level and in final test they get average score 86 which is excellent level. Based on the average level of each quiz and final test, the average score of all is 74. It means that the student's ability majoring public administration on learning English is in good level. The students were interested in learning English and they had chance to learn more English at home by applying Google Classroom when pandemic of Covid-19.

**Table 3.**  
Classification of the Students' Average Scores

	Score	Frequency	Percentage	Level
1	80-100	26	50%	Excellent
2	70-79	9	17.3%	Good
3	60-69	8	15.4%	Enough
4	50-59	8	15.4%	Fair
5	0-49	1	1.9%	Bad

Based on the classification of the students' average scores, it showed that there were 26 students who had excellent level with percentage 50 %, there were 9 students who had good level with percentage 17.3 %, there were 8 students who had enough level with percentage 15.4%, there were 8 students who has fair level with percentage 15.4%, and there was one student who had bad level with percentage 1.9%. The classification of the students' average score is also showed in Figure 1 below:



**Fig 1.** The Classification of Students' Ability on Learning English

#### 4. Conclusion

Based on the findings and discussion above, it can be concluded that by applying Google Classroom the teaching learning process run well and Google Classroom provides many positive impact toward online learning process of the second semester students of Public Administration at Universitas Timor. The average score of students is 77 with good level. During pandemic Covid 19, the lecturer taught the students by applying Google Classroom. Thus, the students not only learned about English but also they learned about new technology of applying Google Classroom and they had more time to learn from home and used their times effectively.

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