

## The Limitation of Google Classroom as An Online Platform in EFL Teaching

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### Abstract

Education is a crucial component of the process of constructing a nation. Education aims to transform the human mindset, fostering a more expansive and morally upright behavior. Furthermore, education is frequently referred to as the educational process. Information technology is a viable choice for structuring educational programs in the field of education. Web-based learning, utilizing the Internet as a medium, is a prevalent form of e-learning that is now being extensively explored by academic institutions. The Research Method section provides an in-depth analysis of the research methodology employed in this study. This text encompasses the examination of the research design, the subject and object of the study, the research instrument, the collecting of data, the analysis of data, and the verification of data for the study. According to Gay et.al (2006), descriptive research involves the analysis and description of factual information. The research process, as outlined by Gay et.al, involves several key processes. These include defining the research topic, doing a thorough assessment of existing literature, carefully selecting participants, collecting relevant data, analyzing and interpreting the data, and finally, reporting and evaluating the research findings. Objective: To ascertain the individuals who will be involved. Both assessments were conducted subsequently, once the pupils had acquired the necessary instructional content. The study aims to determine What are the constraints encountered when implementing online teaching using the Google Classroom Application during the third semester at the University of Muhammadiyah Sorong? This research employs a qualitative methodology that specifically examines empirical data collected in the field. The implementation of Google Classroom in EFL classes faces three obstacles: limited internet connection, insufficient interaction capabilities, and potential for cheating.

**Keywords:** *Online Teaching, Google Classroom, EFL Classroom*

### INTRODUCTION

The current technological and information development in the nation has brought forth several advantages for the sector of education. The field of education benefits greatly from computer and internet technology, which provides a diverse array of hardware and software alternatives. These resources effectively facilitate the learning process. The advantage lies in the utilization of multimedia resources, which can augment learning and render it more captivating and interactive, in addition to the expeditious acquisition of information. Information technology

is often employed to aid human pursuits. Information technology is a viable choice for implementing educational programs in the realm of education. As defined by Al-atabi & Al-noori (2020), e-learning is an interactive educational system that utilizes communication and information technology. It relies on a digital electronic environment to deliver courses through electronic networks, offer guidance, administer tests, and manage and evaluate resources and processes. In addition, Chitra & Raj (2018) observe that this form of learning is known by various terms, such as web-based, distributed, virtual, online, and network learning. Ja'ashan (2020) defines e-learning as the utilization of information and communication technology to deliver online educational resources for the purpose of learning and teaching. In their study, Al-atabi & Al-noori (2020) explored various forms of e-learning, such as Computer Managed Learning, Computer Assisted Instruction, Synchronous Online Learning, Asynchronous Online Learning, Fixed E-Learning, Adaptive E-Learning, Linear E-Learning, Interactive Online Learning, Individual Online Learning, and Collaborative Online Learning. Beal (2017) defines Google Classroom as a collaborative tool designed to facilitate seamless collaboration between students and teachers. Additionally, it enables educators to generate and distribute tasks to students within a cost-free virtual classroom. Teachers can effortlessly form groups to convey announcements and homework. Google Classroom has the capacity to enable students to assume an active role in their education. Google Classroom is a web-based educational platform that enables teachers and students to interact and engage in online learning activities at any time and from any location. (Novita et al., 2021).

Nagele (2019) states that Google Classroom enables teachers to design captivating, interactive, and unforgettable courses for their students through the provision of user-friendly tools that promote cooperation across all academic disciplines. An ideal learning medium is expected to be interactive, flexible, and capable of transcending time and place, such as internet technology. However, the utilization of technology as an instructional tool in the classroom is currently minimal. Lecturers are currently not making full use of the available resources, which results in students having to depend exclusively on worksheets, printed texts, and information presented on the whiteboard. Many education experts have highlighted the benefits of using Google Classroom due to its efficacy in the teaching and learning process. However, there are still certain drawbacks related with its usage.

## **METHOD**

An approach known as qualitative research was utilized for this study. The purpose of this is to identify the phases and methods that lecturers at the University of Muhammadiyah Sorong will follow in order to offer online courses in English as a Foreign Language classrooms. The individuals who took part in the research are professors who have utilized Google Classroom for a minimum of one semester. Five lecturers who were enrolled in the English Language Education study program at the Faculty of Education at Universitas Muhammadiyah Sorong were the individuals that took part in the research. Researchers conducted interviews with five participants who were actively involved in the implementation of Google classrooms in English as a Foreign Language classroom.

## RESULT

This study employed a qualitative research design in order to identify the barriers to the implementation of Google Classroom in English as a Foreign Language (EFL) classrooms at the University of Muhammadiyah Sorong. Five lecturers who were teaching in the English Language Education study program at the Faculty of Education, Universitas Muhammadiyah Sorong, were the research participants. The researchers conducted in-depth interviews with each of the five lecturers in order to gain insight into their experiences using Google Classroom in EFL classrooms.

### a. Limited Internet Connection

A number of participants acknowledged that the hindrance they faced in utilizing Google Classroom as an educational platform was the constraint of internet connectivity. Interviews pertaining to these limitations can be found in the subsequent section.

*“... As a result of a disruption in the internet network, it was difficult to send documents, assignments, and educational resources.” Due to the unpredictable internet connection, the process of learning was irregular and inconsistent....”*

*“... those unreliable network may pose a problem....”*

According to the interview results provided, respondents identified the main impediment in online learning with Google Classroom as the challenge of accessing the application due to internet network difficulties. The transmission of documents, assignments, and learning materials is hindered as a result of disturbances in the internet network. The instability of the internet network hinders the process of learning. This situation is disconcerting for pupils and leads to students having to make multiple attempts in order to successfully submit materials. Due to the absence of an internet connection, students may fail to fully utilize their potential to engage in lecture activities on Google Classroom.

### b. Insufficient Interaction Capabilities

During the interview, two lecturers expressed similar concerns about the challenges of teaching online using Google Classroom.

*“At times, the situation can seem hopeless, particularly when there are students who are dissatisfied with having to submit their work through direct communication”*

*“With the presence of communication and interaction, the amount of direct instruction is reduced”.*

*“Google Classroom has a restricted range of features. For instance, there is no functionality to conduct tests remotely or to establish individualized timetables for each course”.*

The findings from the previously mentioned interview indicate that the utilization of Google Classroom for learning purposes among third-semester students at Muhammadiyah Sorong University is hindered by limited interactions. The absence of video or streaming options is a challenge for lecturers to deliver comprehensive explanations of the topic. Direct engagement, in addition to facilitating successful learning, also enhances students' attitudes and their capacity to learn effectively.

c. Less of Learning Control/ Potential for Cheating

Upon observation, it was noted that using Google Classroom for teaching presented a challenge in terms of the opportunity for cheating. This was evident in the ability of users to manipulate the timing of file submissions in Google Classroom.

*“When there are no obstacles, the most challenging aspect arises when students share their materials, as it does not necessarily align with our instructions. “*

According to the interviewee, students are unable to directly address the directions or assignments provided by the professor. Students are accustomed to working in an informal manner according to their preferences, and they have the freedom to engage in whatever activity they like, without any supervision or stated time constraints. Despite the established time restriction, individuals have the ability to submit the assignment after the deadline for numerous justifications.

## DISCUSSION

a. Limited Internet Connection

According to the interview results, the respondents discussed the challenges of online teaching using Google Classroom, including the insufficient storage capacity inside the platform. Online learning is an educational method that makes use of the internet to facilitate the learning process (Zulfitria et al., 2020). Network instability manifests as partial voice transmission from teachers or students, latency, or interrupted Google Meet presentations. Furthermore, this network disturbance impedes the transmission of various items, including images, videos, and other documents, from teachers to students and vice versa. Furthermore, the tardiness in transmitting educational resources from instructors to learners results in inefficiency of time. Conversely, network disturbances occur when teachers transmit assignment results to students, which affects the teacher's evaluation of student adherence and behavior. The lack of other learning media worsens the problem. Consequently, if the network encounters issues on a given day, it will cause a delay in the learning process. Network hindrances are a significant impediment in the process of online learning (Anugrahana, 2020).

b. Insufficient Interaction Capabilities

The interview's findings revealed that the contact had a constraining effect on the Google Classroom learning experience of Muhammadiyah University, Sorong students in their third semester. These contact hours can facilitate two-way communication, which can result in humanistic relationships that have the potential to improve students' learning results. The

objective of humanistic interactions between educators and learners is to facilitate the development of pupils into individuals who comprehend the importance of treating others with dignity and respect (Syaukani, 2002).

Their teaching method through Google Classroom fails to actively involve students. A drawback of Google Classroom online learning is its limited capacity to facilitate optimal interaction between teachers and students. Curry is exclusively accessible for projects that are uploaded, prompting students to respond and engage in a debate. This interaction is suboptimal due to the absence of video or streaming capabilities. There is no indicator or "like" button available to show the number of individuals who have read or appreciated the content delivered during the class. Teachers have the ability to transmit announcements to the class stream, where students can provide comments and participate in interactive discussions. In addition, students have the ability to make posts on the class stream, however their posts will not receive as much visibility as a teacher announcement. Although students are allowed to post on the class stream, their posts will not receive the same level of attention as a message from the teacher and may be subject to moderation.

Despite the presence of a deadline for submitting assignments through Google Classroom, the instructions remain ambiguous, allowing students to submit their work even after the time has elapsed. Consequently, the current situation offers few chances for direct engagement with instructors.

c. Less of Learning Control/ Potential for Cheating

According to the interview findings, the respondents stated that students were unable to promptly respond to the directions or tasks provided by the lecturers. In Nailil's (2016) definition, cheating is described as any deliberate action undertaken by students or anyone with dishonest motives to gain an unjust advantage in the assessment or educational process. Instances of deceitful conduct encompass actions such as plagiarising exam responses, aiding fellow students during exams, and utilising university-generated or partially university-generated academic resources for non-specific reasons without the authorisation of the publisher.

In essence, a student can utilise their mobile device to purchase additional time if they are falling behind schedule when submitting the assignment file. Despite the expiration of the deadline. Maybe the teacher can resolve the issue, or maybe the class is oblivious of it according to the Google search. The third point may be ambiguous to you. Undoubtedly, there are certain unresolved concerns pertaining to Android phones that have not yet been tackled by the developers of Google Classroom.

The most impactful issue we identified was the ability for users of Google Classroom to schedule their time according to their preferences. By doing so, if the instructor establishes a deadline for the project, students have the ability to adjust the timer on their phones and send the file to the instructor via email if they arrive after the specified timeframe. The file being sent matches to the exact moment when the student made modifications. Therefore, we assert that Google Classroom provides students with many opportunities to engage in academic dishonesty.

## CONCLUSION

According to the findings presented in the aforementioned research, the author can deduce that online learning is a form of education that takes place using an existing platform, without the need for in-person interactions. Google Classroom is a platform where teachers and students engage in collaborative learning, with the requirement for all students to utilize the application. Hence, a fundamental understanding of technology, particularly in relation to online education, is crucial. Students are required to own technology devices such as cell phones or computers. Within the English language education study program at Muhammadiyah University of Sorong, there are several challenges in the use of Google Classroom during the teaching and learning process. The limitations are limited internet connection, insufficient interaction capabilities, and potential for cheating.

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