Students' Perceptions Towards The Use of Google Classroom in Supporting Grammar Understanding

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*Abstract:*This study investigates students' perceptions towards the use of Google Classroom in supporting grammar understanding. While previous research has explored the use of Google Classroom in developing language skills such as speaking, writing, and listening, limited attention has been given to its role in enhancing grammar comprehension. Addressing this gap, the present research aims to explore how students perceive the effectiveness of Google Classroom in learning grammar, and to identify challenges encountered during its use.A sequential explanatory mixed-method design was employed, beginning with the collection and analysis of quantitative data, followed by qualitative data to provide deeper insights. The participants were selected from a group of English language learners who had experience using Google Classroom as part of their grammar instruction. Data collection tools included questionnaires for the quantitative phase and interviews for the qualitative phase.The findings reveal that students generally have positive perceptions of using Google Classroom to support grammar understanding. The data show that 54.3% of participants agreed that the platform contributes to improved grammar comprehension, while 51.4% viewed it as effective in facilitating grammar-related tasks. Despite the overall positive response, students reported several challenges, including the lack of automatic updates, which required manual page refreshes, and technical difficulties related to internet connectivity and device compatibility.These findings suggest that Google Classroom holds potential as a supportive tool in grammar instruction, though technical improvements and additional guidance may be needed to optimize its effectiveness. The results contribute to the growing body of research on digital learning environments and their impact on language acquisition, particularly in the context of grammar learning.

Keywords: Google Classroom, Grammar Understanding, Students' Perceptions, Mixed Method, Language Learning

1. INTRODUCTION

In the digital era, the rapid development of technology has significantly influenced various aspects of human life, including education. Technology provides easier access to information and enables people to communicate and collaborate without limitations of time and space. Within the educational context, the integration of technology has created new approaches to teaching and learning, allowing both teachers and students to participate in online learning activities.

The implementation of online learning has been increasingly adopted in Indonesia, especially in recent years. According to Agung et al. (2020), online learning has become an alternative method to enhance the quality of education through the use of technology. To support this approach, both teachers and students must be equipped with the ability to access and utilize various digital tools and platforms effectively. Teachers are expected to deliver content using digital media, while students are required to engage with learning materials independently through internet-based resources.

One of the essential tools in online education is the Learning Management System (LMS). An LMS serves as a platform that facilitates the organization and management of teaching and learning processes. It allows students to access materials, submit assignments, participate in discussions, and receive feedback. Teachers, in turn, can create courses, track student progress, manage assessments, and communicate with learners in a centralized digital space.

A good LMS, according to Harman (2021), should meet several criteria, such as providing user-friendly access to learning content, supporting multimedia formats, and offering analytical tools to monitor individual and group performance. LMS platforms also help in personalizing learning experiences and ensuring that educational activities are flexible and accessible anytime and anywhere. These characteristics are vital in supporting self-directed learning and promoting active student participation.

Among the various LMS platforms available, Google Classroom is one of the most commonly used tools in Indonesia. Its simplicity and integration with other Google services make it an accessible choice for many schools and educational institutions. Shaharanee et al. (2016) noted that Google Classroom facilitates teaching and learning processes effectively, enabling teachers to manage assignments and communication efficiently within a single platform.

While numerous studies have been conducted on the use of Google Classroom in developing language skills, such as speaking, writing, and listening, fewer have focused on its impact on grammar learning. For example, Isda et al. (2021) explored how Google Classroom enhanced students' speaking skills. Febiyanti et al. (2021) examined its use in learning descriptive writing, while Rabbi et al. (2018) investigated its effectiveness in improving listening skills. These studies confirm the usefulness of Google Classroom in language learning but do not specifically address grammar instruction.

Grammar is a foundational component in learning English as a foreign language. It plays a significant role in both written and spoken communication. According to Al-Mekhlafi & Nagaratnam in Sani (2016), grammar is essential for effective communication and academic success. Given the importance of grammar and the increasing use of digital learning platforms, this study aims to investigate students' perceptions towards the use of Google Classroom in supporting grammar understanding. This research seeks to fill the gap left by previous studies that have focused on other language skills rather than the grammatical aspect.

2. THEORETICAL REVIEW

Grammar is fundamentally a system of rules that governs the structure of language. It enables speakers to form meaningful expressions and coherent sentences. Leech (2006) stated that grammar is an abstract system within the human mind that allows language to function during communication, even though it cannot be directly observed. Similarly, Yee and Vivian (2017) defined grammar as a set of language rules that empower learners to generate an unlimited number of meaningful sentences. Without an understanding of grammar, it would be impossible to construct language effectively.

The importance of grammar in language learning cannot be overstated. Grammar is recognized as a critical component in mastering both spoken and written English. Mirazna (2019) emphasized that grammar is one of the determining factors in assessing a student's English proficiency. Although many learners struggle with mastering grammatical rules, these rules are essential for achieving clarity and precision in communication. Choo (2017) added that a solid grammatical foundation should be built from a young age to ensure long-term language competence.

Grammar encompasses various grammatical aspects, which are essential in understanding the structural elements of English. According to Lyons in Indri (2020), grammar includes categories such as word classes (nouns, verbs, adjectives, adverbs), grammatical notions (tense, number, gender, case, voice, etc.), and functional components (subject, predicate, object). Among these, tense plays a significant role in indicating time and aspect. Due to the scope of the present study, the research focuses specifically on tenses such as the Simple Present Tense and the Present Continuous Tense as part of students' grammar learning through Google Classroom.

Perception, in the context of psychology and education, refers to the process of interpreting sensory information to give meaning to one's environment. Robbins (2001) defines perception as how individuals interpret their sensory impressions to understand their surroundings. Perception is not solely based on external reality but is shaped by experiences, beliefs, and cognitive processes. It can be either positive or negative, depending on the individual's attitude, background knowledge, and interaction with the object or phenomenon being perceived.

Slameto (2010) outlines several principles of perception, emphasizing that perception is relative, selective, organized, and influenced by prior experience. These principles indicate that individuals may interpret the same object differently based on internal and external factors. In an educational context, students' perceptions of digital platforms like Google Classroom are

influenced by their familiarity with technology, learning preferences, and previous exposure to online learning environments. Understanding these perceptions is essential for evaluating the effectiveness of such platforms in enhancing specific language components, such as grammar.

3. RESEARCH METHOD

This study employed a mixed-method approach, combining both quantitative and qualitative methods to obtain more comprehensive and reliable results. The use of mixed methods allows the researcher to explore numerical data from a broader group of participants and gain deeper insight through direct responses. According to Creswell (2010), mixed-method research is a methodology that integrates quantitative and qualitative research within a single study to strengthen the understanding of a research problem. In line with this, Sugiyono (2012) also supports the idea that combining both methods results in more valid and objective findings.

The specific design used in this study is the sequential explanatory strategy, where the quantitative phase is conducted first, followed by the qualitative phase. The quantitative data collected from questionnaires served as the primary basis for analysis, while qualitative data from interviews were used to elaborate and explain the findings further. This approach was chosen to ensure that statistical results are supported and enriched by students' personal experiences and perceptions related to the use of Google Classroom in grammar learning.

The subject of the research consisted of students from SMAN 1 Cerme who had used Google Classroom for English lessons for at least one semester. The school was selected purposively based on the preliminary discussion with the English teacher, who indicated that grammar remained a challenging area for students. Despite using digital platforms, many students still struggled to understand grammar rules, partly due to differences between English and Indonesian grammar structures. Google Classroom was therefore adopted as a tool to facilitate grammar learning through accessible materials and structured exercises.

To collect data, the researcher used two instruments: questionnaires and interviews. The questionnaire contained 20 close-ended items adapted from Alsubaie and Ashuraidah (2017) and was distributed to assess students' perceptions of using Google Classroom in grammar learning. The items were modified to reflect the use of online platforms in grammar instruction. Additionally, interviews were conducted with 10 randomly selected respondents who had previously filled out the questionnaire. These interviews aimed to gather deeper insights into their personal experiences and the challenges they faced while using Google Classroom.

The data were analyzed through different techniques depending on the type. Quantitative data from questionnaires were analyzed using descriptive statistics by calculating percentages

based on the frequency of responses. A Likert scale was used to measure the degree of agreement. For the qualitative data from interviews, the researcher applied descriptive analysis following Miles and Huberman's (1994) model, which includes data reduction, data display, and conclusion drawing. This process allowed the researcher to identify key themes and interpret students' perspectives regarding the effectiveness and limitations of using Google Classroom for grammar understanding.

4. RESULT AND DISCUSSION

Result

In this chapter, the researcher was elaborated the finding about the analysis of the students' perception towards the use of Google Classroom in supporting grammar understanding. The purpose of this research is to know students' perception towards the use of Google Classroom in supporting grammar understanding at SMAN 1 Cerme.

The researcher took two classes as sample to analyzed. The sample was class XII which have 70 students. Collecting the data in this research used a questionnarie and interview. In the questionnaire there are twenty questions about the use of Google Classroom in supporting grammar understanding. Students have to give a checklist provided in Google Form.

Questionnaire Result Presentation

In this questionnaire there are questions about the use of Google Classroom in supporting grammar understanding. As many as 70 students gave responses to this questionnaire. In this questionnaire the question are presented in both of Indonesian and English.

From the figure 1 can be seen that the total of students participated in the questionnaire. Class XII - 1 with the most total respondents with a percentage of 51,4%, then class XII - 2 with a percentage of 48,6%.

Indicators in this questionnaire divided into four categories, namely strongly agree, agree, disagree, and strongly disagree. The data from each item sorted based on grammar understanding and the use of google classroom in supporting grammar understanding. The following is presented the data from respondents' answers: Students' perceptions related to grammar understanding. There are 10 questions that related to grammar understanding, item number 1 until 10.

Table 1 The data from respondents' answer related to the grammar undertsanding

No.	Statements	Scale	Frequency	Percentage
1.	I generally like the study of grammar. *(Saya menyukai pembelajaran grammar)*	4	18	25,7%
		3	27	38,6%
		2	14	20%
		1	11	15,7%
2.	My language improves quickly if I study and practice English grammar. *(kemampuan berbahasa saya meningkat dengan cepat jika saya belajar dan berlatih grammar)*	4	23	32,9%
		3	31	44,3%
		2	13	18,6%
		1	3	4,3%
3.	I am confident that I can figure out the grammatical rules by myself, without any explanation. *(saya percaya diri bahwa saya dapat memahami aturan grammar sendiri, tanpa penjelasan apapun)*	4	14	20%
		3	23	32,9%
		2	22	31.4%
		1	11	15,7%
4.	When I figure out the grammatical rules by myself, I can remember those rules for a long time. *(ketika saya memahami aturan grammar sendiri, saya dapat mengingat aturan tersebut untuk waktu yang lama)*	4	21	30%
		3	20	28,6%
		2	22	31,4%
		1	7	10%
5.	There should be more formal study of grammar in the English class. *(seharusnya ada pembelajaran grammar yang lebih formal di kelas bahasa Inggris)*	4	21	30%
		3	38	54,3%
		2	8	11,4%
		1	3	4,3%
6.	I can learn grammar through exposure to language in natural use. *(saya dapat mempelajari grammar melalui paparan bahasa dalam penggunaan*	4	22	31,4%
		3	28	40%
		2	12	17,1%
		1	8	11.4%

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7.	I can improve my grammatical accuracy through frequent practice of structures in the classroom. *(saya dapat meningkatkan ketepatan gramar melalui latihan rutin di kelas)*	4	24	34,3%
		3	32	45,7%
		2	9	12,9%
		1	5	7.1%
8.	I need to be consciously aware of a structure's form and its function before I can use it proficiently. *(saya harus menyadari bentuk struktur dan fungsinya sebelumsaya dapat menggunakannya dengan baik)*	4	19	27,1%
		3	35	50%
		2	10	14,3%
		1	6	8,6%
9.	Participating in real-life tasks with language is the best way for me to develop my grammatical knowledge. *(terlibat dalam tugas nyata adalah cara terbaik bagi saya untuk mengembangkan pengetahuan grammar)*	4	25	35,7%
		3	23	32,9%
		2	14	20%
		1	8	11,4%
10.	Doing discussion of grammar rules with other students is helpful for me *(melakukan diskusi dengan murid lain sangat membantu saya)*	4	16	22,9%
		3	38	54,3%
		2	11	15,7%
		1	5	7,1%

Table 2 Analysis students' perceptions related to grammar understanding

No.	Scale	Percentage	
1.	4	Strongly Agree	22,9%
2.	3	Agree	54,3%
3.	2	Disagree	15,7%
4.	1	Strongly Disagree	7,1%

From the table above, the data obtained in the questionnaire showed that the highest frequency with a percentage of 54,3% agree with the questionnaire. The data shown that the students agree that their language improves quickly if they study and practice English grammar. They also agree that they need to be consciously aware of a structure's form and its function before they can use it proficiently. More formal study in English class and discussion session of grammar rules with their classmate also needed to help them understand the grammar more.

Table 3 The data from respondents' answer related to the use of google classroom in supporting grammar understanding

No.	Statements	Scale	Frequency	Percentage
11.	I enjoyed doing grammar tasks using Google Classroom. *(saya menikmati mengerjakan tugas grammar menggunakan google classroom)*	4	23	32,9%
		3	23	32,9%
		2	11	15,7%
		1	13	18,6%
12.	I feel comfortable doing grammar tasks using Google Classroom. *(saya merasa nyaman mengerjakan tugas grammar menggunakan google classroom)*	4	19	27,1%
		3	31	44,3%
		2	11	15,7%
		1	9	12,9%
13.	I would use Google Classroom for my study in the future. *(saya akan menggunakan google classroom untuk pembelajaran di waktu yang akan datang)*	4	20	28,6%
		3	34	48,6%
		2	10	14,3%
		1	6	8,6%
14.	I would like to complete similar learning tasks again in the future. *(saya ingin menyelesaikan tugas pembelajaran yang serupa di waktu yang akan datang)*	4	0	28,6%
		3	33	47,1%
		2	8	11,4%
		1	9	12%
15.	Google Classroom influence our group's collaborative experience positively. *(google classroom*	4	25	35,7%
		3	34	48,6%
		2	5	7,1%

	mempengaruhi pengalaman kolaboratif grup kami secara positif)	1	6	8,6%
16.	I feel that teacher feedback via Google Classroom helped me understand grammatical concepts better. *(saya merasa umpan balik dari guru melalui google classroomm membantu saya untuk memahami konsep grammar)*	4	26	37,1%
		3	30	42,9%
		2	9	12,9%
		1	5	7.1%
17.	Using Google Classroom was convenient with regard to keeping track of my learning. *(menggunakan google classroom memudahkan saya dalam memantau pembelajaran saya)*	4	19	27,1%
		3	36	51,4%
		2	10	14,3%
		1	5	7,1%
18.	Google classroom helped me to prepared for class discussion. *(google classroom membantu saya untuk mempersiapkan diskusi kelas)*	4	20	28,6%
		3	36	51,4%
		2	5	7,1%
		1	9	12,9%
19.	The attached materials were easy to access on Google Classroom. *(materi yang terlampir mudah di akses di google classroom)*	4	25	35,7%
		3	34	48,6%
		2	4	5,7%
		1	7	10%
20.	I prefer using Google Classroom to support learning grammar. *(saya lebih memilih menggunakan google classroom untuk mendukung pembelajaran grammar)*	4	22	31,4%
		3	31	44,3%
		2	10	14,3%
		1	7	10%

Table 4 Analysis students' perceptions related to the use of google classroom is supporting grammar understanding

No.	Scale	Percentage	
1.	4	Strongly Agree	28,6%
2.	3	Agree	51,4%
3.	2	Disagree	7,1%

4.	1	Strongly Disagree	28,6%

From the table above, the data obtained in the questionnaire showed that the highest frequency with a percentage of 51,4% agree with the questionnaire. The data shown that the students agree that they enjoy doing grammar tasks using Google Classroom, because Google Classroom was convenient with regard to keeping track of their learning and helped them to prepared for class discussion. They also feel that teacher feedback via Google Classroom helped them understand grammatical concepts better.

Interview is a technique to collect the data that using open form questions to get more information about problems that are faced by the students in using Google Classroom for learning. The researcher interviewed 10 students from twelve grade of SMAN 1 Cerme. The students answered the questions with their own words and there was no alternative answer that offered by the researcher

The result of interview from item number 1 conclude that some students agree that google classroom make them easier to complete the tasks from the teacher. They also feel that they can access the tasks anytime and everywhere. The features on google classroom make them easier to access the material and doing collaborative learning with other students.

The result of interview from item number 2 conclude that the students feel helped by the feedback features on google classroom. So, the teacher can give feedback in there, anytime without face to face meeting. The students also can check the feedback from their teachers automatically, so it really help them better in understanding the material being studied.

While for item number 3, students faced by some problems, for example, there is no auto-update feature, so, students must refresh the page regularly to get the new announcement. Sometimes, some of them also faced by the connection problems. It can be because of the bad signal, or their device not supported for some features.

For the last, item number 4 is how the students overcome the problems that mentioned in item number 3. So, they have to pay attention to the instruction that given by the teacher, so they do not miss the information or announcement from the teacher. They also have to make sure both of the internet connection and their device support for some features, so they can do the learning process without any problems.

Research Discussion

This research was conducted to investigate students' perceptions toward the use of Google Classroom in supporting grammar understanding. The data was collected through questionnaires distributed to 70 twelfth-grade students of SMAN 1 Cerme and followed by interviews with ten randomly selected students. The questionnaire contained 20 statements, focusing on students' perceptions of grammar and their experiences using Google Classroom to study it. The interviews aimed to obtain deeper insights regarding the challenges faced by students during the learning process through this platform.

Based on the questionnaire results, it was found that a considerable number of students had a favorable perception toward grammar learning. As many as 38.6% of the students agreed that they liked learning grammar. Moreover, 44.3% of the students agreed that their language skills improved when they practiced and studied grammar. These findings indicate that students recognize the role of grammar as a fundamental aspect of English language proficiency.

However, not all students found it easy to understand grammar rules independently. About 31.4% of the students disagreed that they could remember grammar rules well when learned without guidance. This shows a gap in students' independent learning abilities and emphasizes the importance of formal instruction in class. This is further supported by 54.3% of students who agreed that more formal grammar lessons should be included in English classes, as current curriculum exposure remains limited.

In terms of learning styles, students showed different preferences for understanding grammar. Approximately 40% agreed that exposure to natural language use helped them learn grammar better, while 45.7% believed that frequent classroom practice of grammatical structures helped improve their accuracy. This suggests that a combination of both inductive and deductive teaching methods may be necessary to address diverse student needs.

When discussing the use of Google Classroom, most students responded positively. Around 32.9% of them enjoyed doing grammar tasks using Google Classroom, and 44.3% said they felt comfortable using the platform. The availability of features that made access to materials and submission of tasks easier contributed to their comfort. This supports the idea that Learning Management Systems (LMS), like Google Classroom, can offer a more engaging and flexible learning experience.

Furthermore, 48.6% of students agreed that they would continue using Google Classroom in the future. In addition, 51.4% said that using the platform helped them track their learning progress. The ability to attach learning materials and participate in discussions through comment sections under each post made the learning more interactive. This shows that Google

Classroom has the potential to support the learning of grammar in a more collaborative and accessible way.

The findings show that students generally have a positive perception of using Google Classroom for grammar learning. The data indicates that students' perceptions related to grammar understanding scored 54.3%, while perceptions related to using Google Classroom in grammar learning scored 51.4%. These results highlight that, despite several technical limitations, Google Classroom is perceived as a helpful tool in facilitating grammar comprehension among students. Its effectiveness can be enhanced further by integrating more structured grammar-focused lessons and providing consistent teacher support through the platform.

5. CONCLUSION

Conclusion

The purpose of this study was to examine students' perceptions towards the use of Google Classroom in supporting grammar understanding. The results indicated that the majority of students had positive perceptions regarding the platform's effectiveness in grammar learning. This conclusion is supported by the quantitative data, where 54.3% of students agreed that Google Classroom contributed to grammar comprehension, and 51.4% believed that it effectively supported grammar-related activities.Grammar is a fundamental aspect of language learning, and the integration of digital tools such as Google Classroom provides a flexible and accessible environment for students to engage with grammar materials. The familiarity of Google Classroom among both students and teachers has made it a commonly used Learning Management System (LMS) in educational settings. Its features allow for easier distribution of assignments, feedback, and learning resources.Despite the positive perception, several challenges were reported. Students experienced difficulties such as the lack of an auto-refresh feature, requiring manual page updates to view new announcements. Additionally, technical issues related to poor internet connectivity or incompatible devices hindered the learning process. These limitations must be addressed to maximize the effectiveness of Google Classroom in grammar instruction.

Recommendations

For English teachers, incorporating collaborative grammar activities through platforms like Google Classroom is recommended to enhance student engagement. Teachers are encouraged to design interactive and creative materials that utilize the platform's features, thus making grammar learning more appealing and meaningful for students.For students, it is

important to explore a variety of online tools and resources to strengthen grammar skills. Since grammar forms the basis of language proficiency, students should take advantage of accessible learning technologies, improve digital literacy, and ensure stable internet access and compatible devices to fully benefit from online grammar instruction.

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