Google Classroom as a Tool for Improving Basic English Translation Competencies for Non-English Department Student

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Abstract

This study aims to determine whether e-learning of Google Classroom can improve the basic English translation skills of PAI's students STAI Auliaurrasyidin Tembilahan, as well as to determine their perception of use. The ability to translate is one of the important skills that must be mastered by students in the current era of globalization. However, many students face difficulties in understanding and transferring the meaning from English to Indonesian correctly. The CAR design (Classroom Action Research) was chosen for the design of this research. This study consisted of two cycles, each cycle involving planning, action, observation, and reflection stages. This research located at STAI Auliaurrasyidin Tembilahan, Indragiri Hilir Riau, 19 Participants of the third semester class III/B Department of Islamic Education (PAI) STAI Auliaurrasyidin Tembilahan during the Odd Academic Year 2021/2022. The Data were collected using test, observation, fieldnote, and questionnaire. A questionnaire was used to answer students' perception on google classroom and was adapted from the TAM (Technology Acceptance Model) model introduced by Davis in 1986. The data were analyzed quantitatively and qualitatively. The results showed that there were students' improvements in basic English Translation. The pre-cycle "accurate" category obtained an average of 1.7 and continued to increase in the second cycle with an average of 2.8 and continued to increase to 2.9 at the end of the cycle. The average of the four TAM indicators scored at 89%, which falls between 81% and 100%, indicates that students also have a positive opinion of Google Classroom.
Keywords: *Google Classroom; Basic English Translation; TAM*

1.Introduction

Currently, the phrase "The world is in our hands" is frequently heard about technology. It can be found anywhere and at any moment (Bhat et al., 2018). As a result, its evolution has permeated all aspects of life, including education, where one of the most well-known platforms presently is e-learning, also known as electronic learning or online-based learning. E-learning has made significant progress and has been adopted in response to current demands and advancements. According to Shaharanee et al. (2016) the existence of e-learning has resulted in many countries, institutions, and organizations planning a concept and strategic plan regarding use, difficulties, and even challenges in the future, with the sole purpose of supporting the creation of quality learning sourced from qualified teachers and the needs of students. Meanwhile, e-learning is becoming increasingly important at the tertiary level to improve teaching and learning activities (Al-Maroof & Al-Emran, 2018; Hakim, 2016).

There is, in fact, no paradigm or construction for implementing (dynamic) e-learning. As stated by Mayes and De Freitas (2004) there are only efforts to improve conventional teaching models, which are then combined with technological assistance to create better learning outcomes (as cited in Ventayen et al., 2017, p. 47). Along with this viewpoint, evidence

suggests that various modern learning concepts, such as blended learning, which is a learning that incorporates technological sophistication into the classroom, or, as stated by Rohmah et al (2017) that experts agree blended learning is a combination of technological and conventional learning which are now being developed.

Google Classroom is one of the most well-known e-learning systems and blended learning material now available, and it is free to anyone. Not only that, but since its launch in 2014, Google Classroom has been known as the best free online platform for increasing the work creativity of teachers and students through a number of exciting features (Iftakhar, 2016). These features include creating virtual courses, adding students to virtual classes, uploading learning materials, and more (Google Support, 2019). Furthermore, Ventayen et al (2017) briefly explained that Google Classroom is one of Google's giant services as part of Gsuite for Education (special services for the education section). It is a learning service with a paperless concept so that it can enhance seamless collaboration and communication between teachers and students anytime and anywhere, and teaching is more productive and easier to use by simply accessing (http://classroom.google.com), of course, this access can only be obtained when someone is connected to the internet.

Indonesia itself based on the 2018 APJII (Indonesian Internet Service Providers Association) survey data, as many as 171.17 million (64.8%) of a total of 264.16 million residents had access to internet services. then continued to grow in 2019-2020 with internet penetration of 73.70%. In terms of gender, the level of internet penetration and contribution is almost the same, there is no difference, in which the need for the internet today has become a need for many people. APJII further stated that the penetration of the internet network is believed to continue to grow from year to year. Researchers themselves argue that this development must also be adopted into the world of education where online platforms such as Google Classroom deserve to be a blended resource to be applied to conventional learning. Whereas in 2021, when this research has been successfully carried out, the number of Indonesian internet users will have reached 210 million. In the findings of the 2021 survey, the internet penetration rate in Indonesia grew by 77.02%, of which 210,026,769 people out of a total of 272,682,600 Indonesians were connected to the internet. (APJII, 2022).

But unfortunately, when this research was carried out in 2021, Google Classroom was not very familiar among teachers at schools, even university lecturers. Especially at the research site, based on preliminary observations, the lecturers are not familiar with Google Classroom, there are only a few lecturers who use Google Classroom as a blended medium in their teaching. The author's opinion is also supported based on the study of Sabran and Sabara which stated that the failure of lecturers to use e-learning such as Google Classroom caused them dominating too much in the learning process (Sabran & Sabara, 2019). The same argument was also put forward by Soni, at the school level there are still many teachers currently not aware of this service (Soni et al., 2018).

Nonetheless, the literature shows that Google Classroom is also in great demand at the tertiary level. For example, Bhat et al (2018) examined postgraduate students at St Joseph Engineering College India and several instructors there. They assessed how effective assignments were given manually (with paper) compared to assignments through google classroom (without paper). The results of the study showed that the application was very successful, especially regarding the originality of student assignments and the timeliness of assignment submission.

In Malaysia, Shaharanee et al (2016) found similar results that students were satisfied with using Google Classroom in terms of usability, communication, and interaction in learning activities. In Australia based on a study by Heggart & Yoo (2018) concluded that Google Classroom can increase student participation in learning, as well as increase class dynamics.

In Indonesia itself, several previous studies should also be considered as initial foundations for carrying out further research. However, the limited study at the tertiary level – especially its use to improve English language skills – has increasingly raised our own interest in exploring Google Classroom. Some previous studies such as Wijaya (2016) find no differentiation from studies out there, the data he obtained shows that Google Classroom can be used to support lecturer teaching, as evidenced by student perceptions that Google Classroom is very easy and very effective to use. Likewise, Aditya (2018) said google classroom was also able to improve the ability of English tutors at their course in Bangkalan District.

From the various literatures above, at least there are some gaps and differences. The literature focuses too much on the level of usability of Google Classroom, if you look closely, this is very feasible because Google Classroom has just started to be widely used during the Covid-19 pandemic. Thus, some of the previous literature did not formulate studies such as weaknesses, supporting factors, and even their use in teaching English in tertiary institutions.

Therefore, the researchers themselves believe that Google classroom can be relied upon to support learning activities, however, the application of the "Classroom Action Research" approach (this research) at the tertiary level to improve students' English translation skills was not found in specific literature before.

The English Course at the Islamic Religious Education Study Program (PAI) STAI Auliaurrasyidin Tembilahan is a General Basic Course (MKDU) which has 3 levels; namely levels 1, 2, and 3. These courses are credited to students from semester 1 to semester 3. Since being trusted to teach these courses in 2016, researchers have used lecture tools such as syllabus and RPS which refer to the KKNI curriculum (Indonesian National Qualifications Framework), describes this course not only as an additional general basic course but rather as a course that must be able to prepare students to analyze and understand English academic literature. Of course, with rich literature sources, they will find it easier to find various references for citing scientific works or enriching scientific sources.

Over time, especially in the current era, there is more demand for researchers so that this course can produce skillful output. In fact, experience has proven that achieving this target requires more effort than before, in other words, in the succeeding semester, improvements must be made in terms of the methods and techniques used.

The postulate above is based on the results of learning in previous semesters, where learning outcomes are still at an unsatisfactory level. This is evident at the end of the semester, usually, only a few students get an A. For example, in Even 2020/2021, at English level 2, the average student score shows 70.43, which if accumulated based on letters, the average score is 70.43. The average value is B-.

As an English lecturer, these problems must be corrected and solutions found so that the learning objectives, as well as the desired values, can be achieved. One of the efforts in this direction, the researchers carried out the application of technology known as the concept or e-learning platform based on Google Classroom (Google online class). In addition to having never been applied by researchers, researchers see that technological sophistication such as the internet that is in the hands of students now must be used to achieve learning objectives. More interestingly, the researcher found that based on APJII survey data (2018), especially in Riau Province (the location of this study), 53.3% of the population already uses internet access actively (p. 13). The survey indicates a huge opportunity in the future so that e-learning Google Classroom can not only be enjoyed by developing countries but as a teacher, this method must be adopted, as well as to test whether the effectiveness of Google Classroom is true as the argument has been made. described by previous researchers? (Bhat et al., 2018; Shaharanee et al., 2016;Heggart & Yoo, 2018; Ventayen et al., 2017, etc.).

To focus on the implementation of Google Classroom, the root cause of the problem that needs to be fixed is the student's basic translation (Indonesian-English or English-Indonesian). Based on Razmjou's opinion translation difficulties will result in difficulties in understanding the text, these difficulties then have an impact on understanding, so that the learning objectives are not achieved properly. The above problems are crucial to be resolved considering that so far researchers have also required English-language sources as the main reference for lectures (Razmjou, 2003).

Therefore, Google Classroom is expected to be a solution. The combination of understanding reading in the classroom is added (blended) with translation in Google's online class, researchers believe it to be one of the best options and solutions that must be implemented. The researcher also believes that increasing basic translation skills will also increase students' English competencies.

2.Method

This classroom action research has two key goals: general and particular. The researcher's overarching goal was to discover whether the deployment of Google Classroom could improve the English skills of students enrolled in the Islamic Religious Education Study Program, STAI Auliaurrasyidin Tembilahan. While the precise goals are to determine whether e-learning based on Google Classroom can improve students' basic translation skills, and what they perceived toward utilizing Google Classroom in English learning,

The CAR design (Classroom Action Research) was chosen for two main reasons. First, the researcher wants to improve the quality of basic English translation of PAI students, which is still weak, the implementation of e-learning google classroom is expected to be a solution to this problem. Second, because the researcher is their English lecturer. This is under what was stated by Pelton and Robert (2010) that CAR is a systematic research approach used to improve teacher's teaching practice (pp. 3-4). For this research to be directed, the researchers adopted the CAR framework by Kemmis & McTaggart (1988).
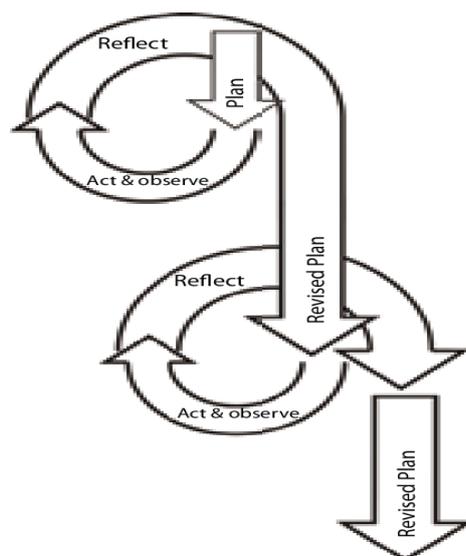
Figure 1. Adaptation of Kemmis and McTaggart (1988).

This research located at STAI Auliaurrasyidin Tembilahan, Indragiri Hilir Riau, 19 Participants of the third semester class III/B Department of Islamic Education (PAI) STAI Auliaurrasyidin Tembilahan during the Odd Academic Year 2021/2022.

The Data were collected using, first was test, it used to measure students' basic English translation skills. The content referred to level III English material and its implementation was integrated in Google Classroom, so it is in accordance with the "paperless" principle which is one of its advantages. The test was given at the end of each cycle of the four planned cycles. Second was observation, it used to view learning activities by lecturers and students in the form of a checklist and fieldnote. Fieldnote was an extra instrument if some events were not included in the checklist. The third was Questionnaire, a questionnaire was used to answer students' perceptions of the use of google classroom during learning, the questionnaire was adapted from the TAM (Technology Acceptance Model) model introduced by Davis in 1986 measuring respondents' acceptances of the use of technology. Hence, this study benefited TAM to find out how students perceive the *Google Classroom.*

The data were analyzed quantitatively and qualitatively. Quantitative refers to an analysis to measure test results. The formula of "mean" or average was used to see if there was an increase in ability after the test was given. Heaton (1998) says: "average" is the most effective way to measure central tendency.

While qualitative analysis was used to analyze observational data as well as field notes. The researchers adopted three stages according to Miles and Huberman (1994) i.e., data reduction, data display, and conclusion drawing.

3. Findings and Discussion

In terms of the effectiveness, it can be concluded from some of the literature that has been previously discussed, that google classroom is very effective to be adopted to make learning more effective and efficient. It's just that, of course, literature formulates their study with a variety of different methods and analysis. For example, a study conducted at Pangasinan State University of the Philippines, conducted an assessment of the usefulness of the Google classroom through an integrated questionnaire survey method in the Google classroom, 125 students in 3 different classes were involved in the research, each was asked to access the Google Classroom online class according to the class code that had been given, after learning and assignments were carried out, the Likert-scale questionnaire was distributed to the same class, the results were then analyzed using descriptive statistics which showed an average of 4.31 students agreed that Google Classroom is very useful in learning (Ventayen et al., 2017).

A different approach was taken by Iftakhar who used qualitative analysis at Daffodil International University Bangladesh through interviews and observation methods, he also found the same findings, both students and lecturers agreed that the Google classroom had an important role in promoting the concept of blended learning in college level (Iftakhar, 2016).

In contrast to Ventayen et al (2018) and Iftakhar (2016), studies in Indonesia itself, to be precise in Palembang, Wijaya (2016) used the TAM (Technology Acceptance Model) model as an analytical framework to look at the factors that

influence Google classrooms in supporting learning. TAM itself is a model introduced by Davis in 1986 which is used specifically to measure respondents' acceptance toward technology (In Wijaya, p. 62). It is very interesting to see this TAM analysis method, due to several other literatures such as Shaharanee et al (2016); Al-Maroof & Al-Emran (2018) also used TAM as their analysis method for their study. TAM is usually used to measure two variables, namely perceived ease of use and perceived usefulness. Although there are other variables such as behavioral intention (use behavior), and actual use (time of use) which can be used as other additional variables (Al-Maroof & Al-Emran, 2018).

Meanwhile, the results of study by Sabran & Sabara, (2019) through experimental design with discrepancy analysis also produced findings that were not much different from previous studies, with their experiments they emphasized the evaluation aspects of Google Classroom to see the gaps in implementing the program against what it should implemented or realized. The results, with various inhibiting factors, found that the implementation of Google Classroom was quite effective in both the planning, delivery of learning material, interaction, and evaluation aspects.

From the various reviews above, if it is related to this research, then the TAM (Technology Acceptance Model) is very suitable to be applied to answer the factors that are inhibiting the implementation of google classroom. However, the TAM analysis method is inappropriate to answer and analyze our first research formulation (Translation Assessment), because to analyze students' translation abilities, of course, translation assessment analysis is the right one for researchers to use. This means that there is still a large gap that has not been covered by several previous studies.

Therefore, apart from the fact that this research design used Classroom Action Research (CAR), and also to improve students' basic translation skills, the authors use an analytical model that is appropriate to the material.

Catford (1965) simply means that translation is the process of replacing or transferring a source language (Source of language - SL) into a new language or target language (Target Language - TL). In this study, what researchers mean by basic translation is students' basic translation skills from English to Indonesian, or vice versa. This selection is based on the consideration that PAI STAI Auliaurrasyidin students in their English course only study the basic level, of course it will be very different from pure students majoring in English education where the learning material is even more complex.

Based on the above considerations, researchers tried to adopt the model developed by Nababan et al (2012), the model they developed is a macro translation assessment model where in its implementation will assess several aspects, the first is accuracy, the second is acceptability, and the third is the readability. Each aspect is assessed collectively based on predetermined assessment criteria. This model is suitable to be applied to this research because the model was developed by them after several years of research and is claimed to be very suitable for assessing translation in the context of classroom teaching, besides that the macro model is specifically designed to translate English into Indonesian or vice versa. The assessment instrument for adopters is in accordance with the writing needs of this study.

Table. 1.
Nababan, Nuraeni, and Sumardiono's Macro Translation Assessment Model (2012)

Translation Accuracy Assessment

Translation Category	Score	Qualitative Parameters
Accurate	3	There is no distortion of meaning from the source language to the target language
Less Accurate	2	There is still a distortion of meaning or a double meaning translation or a meaning is omitted, which disturbs the integrity of the message.
Inaccurate	1	The source language text is inaccurately transferred to the target language or deleted.

Translation Acceptability Level Assessment

Translation Category	Score	Qualitative Parameters
Acceptable	3	The translation feels natural and with the rules of the Target Language
Less Acceptable	2	There was a slight grammatical error.
Unacceptable	1	Does not comply with the rules of the Target language

Translation Readability Rating

Translation Category	Score	Qualitative Parameters
High	3	Easily understood by readers.
Medium	2	Read more than once to understand the translation
Low	1	Difficult for readers to understand

Adopted from Nababan et al (2012).

Table 2.
Scoring of Assessed Quality Aspects

No	Quality Aspects	Score
1	Accuracy	3
2	Acceptability	2
3	Readability	1

Adopted from Nababan et al (2012).

First Reflection

Immediately after the data has been collected, researchers discuss the results of field notes, observations, tests, and questionnaires obtained in the first cycle.

From the field notes, it was concluded that some students still experienced technical problems when uploading their answers if the delivering questions used the "Assignment" feature, field notes also revealed that some students were seen using their phones for purposes other than lectures, such as responding to notifications., so that the use of phones interfered their concentration, especially when researchers provided presentations. Meanwhile, observational data of students' activities revealed several barriers, which happened during the second and third meetings, causing some of them to experience delays in submitting assignments. However, the following table 3 shows their translation ability.

Table 3. First Cycle Test: English-Indonesian Translation Ability

Respondent	Score			Total
	Accuracy	Acceptability	Readability	
1	3			3
2		3		3
3		1		1
4	3			3
5		3		3
6			2	2
7			2	2
8	3			3
9	3			3
10			1	1
11	3			3
12	3			3
13	2			2
14	2			2
15	3			3
16		2		2
17		3		3
18	3			3
19	3			3
Jumlah	11	5	3	19
Total	31	12	5	48
Average	2.8	2.4	1.7	2.5
Percentage	**65%**	**25%**	**10%**	100%

Table 3 illustrates that only 65% (11) of students successfully managed their translation into the accurate level, 25% (5) to the acceptability level, and the remaining 10% (3) were still at the readability level. Based on the analysis of the data from the test, at the level of "readability," they still have difficulties in the participial phrase section where errors occurred between translating phrases ending in "-ing" and ending in "-ed", likewise their translation was still glued to the word for word translation pattern. In addition to the factor of their abilities to translate, which is only 65% accuracy, some students yet needed being provided any additional times during translation, there were some of them whose translation scores did not meet the target, field notes also describe their statements that they used google classroom only when there was an assignment, but they failed to access and learn the topic attached by lecturer in the google classroom.

Pertaining to the above pronouncements, which became the main reasons for researchers to continue their research into the next cycle. This also became the reflection of the first cycle that researchers finally decided, and it was necessary to continue using google classroom to the next second cycle.

Second Reflection

The implementation of google classroom at every meeting already made the students accustomed to using the application, evidenced by the absence of technical problems during lectures, as well as there were no negative comments even if it was used elsewhere of class hours, both when accessing material and working toward any additional questions. Table 5 shows the translation ability of students based on the results of the second cycle test:

Table 5. Second cycle: English-Indonesian translation tests

Respondent	Score			Total
	Accuracy	**Acceptability**	**Readability**	
1	3			3
2	3			3
3	2			2
4	3			3
5	3			3
6	3			3
7		3		3
8	3			3
9	3			3
10	3			3
11	3			3
12	3			3
13	3			3
14	2			2
15	3			3
16	3			3
17	3			3
18	3			3
19	3			3
Jumlah	18	1	0	19
Total	52	3	0	55
Average	2.9	3	0.0	2.9
Percentage	95%	5%	0%	100%

Table 5 informs that there has been an increase in the number of students who have succeeded in translating English sentences into Indonesian 95% (18) with an accurate translation rate (In accordance with the meaning of English translated both in terms of rules and word selection). The rest was only one student whose translation level was "acceptability" at level 3, which means that the translation is natural by using appropriate English rules, but there is still a distortion of meaning due to the error of adding an affix to the question "Ani's best subject is learning English" the word learning translated with "pembelajaran" which should be enough "belajar". Meanwhile, the average class reached 2.9, it has an increase in the ability to translate into the "accuracy".

Supported by the data of field notes show that there were no interferences as encountered in the first cycle. Students have high enthusiasm both when doing assignments and listening to presentations. When we asked, "do you understand the topics and how to translate it?", they simultaneously answered "yes", and straightly asked to be given questions immediately.

The evidence derived from field notes and test have essentially convinced us to conclude that Google Classroom could improve students' basic translation skills, particularly all over assignment and the availability of materials in Google Classroom, which made it easier for students improving their abilities not only during lectures but also out of class. In fact, the comments feature, and the return of assignments from lecturers provided additional benefits and information (feedback) so that the mistakes they made can be instantly corrected. The data of the test also shows that the material being taught was not too difficult for them due to the provision of sufficient duration for practice. As a final point, the researchers and collaborators agreed to stop the research in the second cycle.

Improvement of students' translation skills

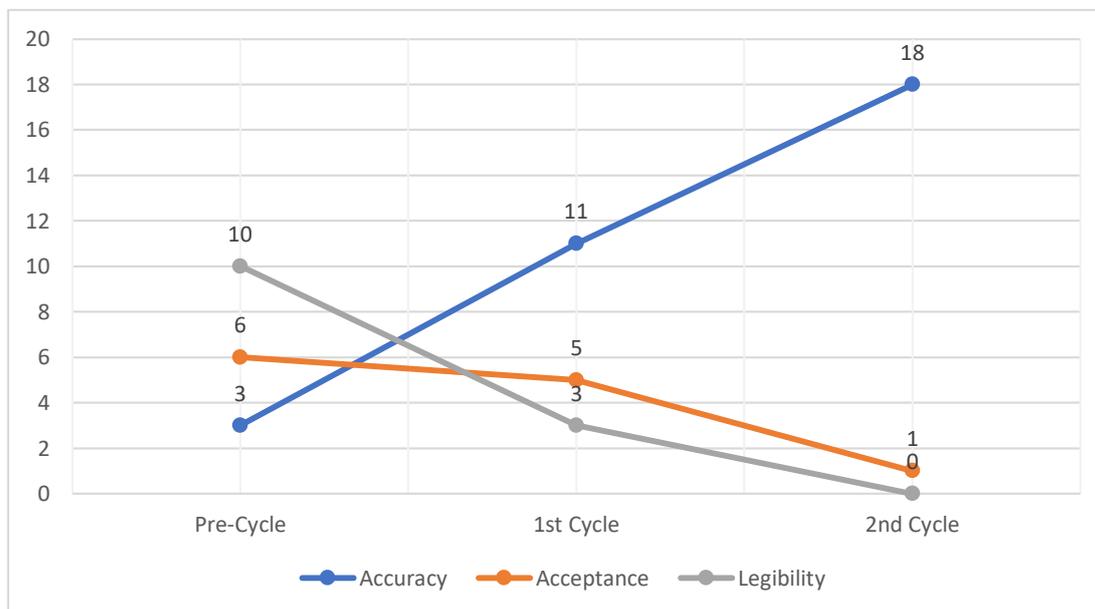Figure 2. Improvement of translation skills based on the number of students.

Figure 2 illustrates that there is an increase in students' English-Indonesian translation skills before and after using Google Classroom. In the pre-cycle there were only 3 students who achieved the "accurate" translation category, increasing in the first cycle to 11 students, and continuing to increase to 18 students in the second cycle. Whereas in the "acceptability" category it decreased from 6 students to 5 students in the first cycle and 1 student in the second cycle. Likewise, with the level of translation "readability", which in the pre-cycle stage was dominant as many as 10 students, fell to 3 in the first cycle and in the second cycle there was not a single student who was at this level.

Figure 3. Improvement of translation skills based on students' average.

The description above supports evidence that the implementation of google classroom makes a positive contribution in improving the basic English translation skills of students toward basic sentences. The pre-cycle "accurate" category obtained an average of 1.7 and continued to increase in the second cycle with an average of 2.8 and continued to increase to 2.9 at the end of the cycle. Likewise, in the "acceptability" and "readability" categories the graphs continued to decline because the level of students' abilities had risen to the level of "accuracy".

Student's Perception of the Use of Google Classroom in Learning English

The results of the TAM indicators that were distributed through questionnaires produce the data with the following details:

1. Perceived Ease of Use

    94% of students strongly agreed that Google Classroom is easy to use, it's just that they also think that training is very necessary to be able to use Google Classroom before lecturing.
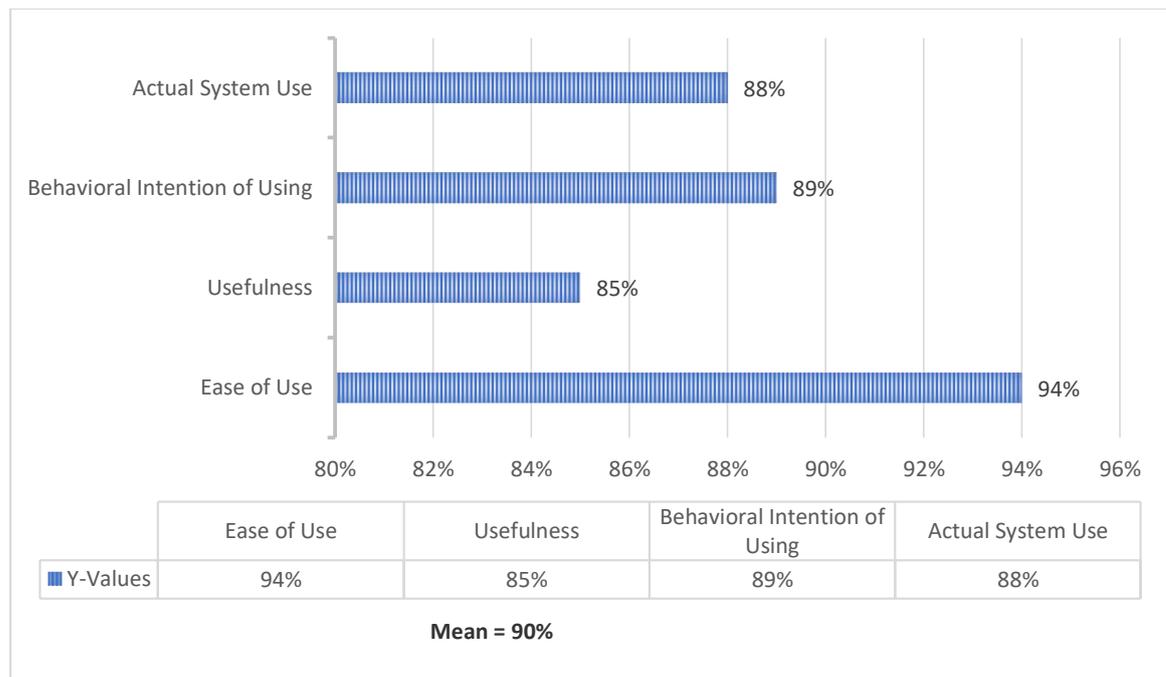
2. Perceived Usefulness

    Student also agreed that Google Classroom provides benefits for their English course (85%), and a total of 3 students (15%) thought that Google Classroom cannot necessarily be used for all courses.

3. Behavioral Intention of Using

    19 students agreed that Google Classroom is feasible to continue to use in assignments (89%), they were interested in continuing to use for the future. The data also shows that not a single student expressed disapproval of their interest in using Google Classroom.

4. Actual System Use

    Students agreed that they always use Google Classroom (88%), however, the figure also illustrates that not all students accessed their classroom's account outside of campus (12%) or as many as 3 students. Based on data from open questions, students stated that the reason for not accessing the material was only because they forgot and did not have time.

    At this point of analysis, concluded that students have very good acceptance of the use of Google Classroom in English courses. This can be seen from the 4 main indicators of the TAM (Technology Acceptance Model) that the average students (89%) agreed that it is easy to use, useful, and helps them improving their English translation skills. The graph of the students' perception of all TAM's indicators is as follows:

Figure 4. Students' Perception of Google Classroom

	Ease of Use	Usefulness	Behavioral Intention of Using	Actual System Use
■ Y-Values	94%	85%	89%	88%

Mean = 90%

The 89% score on the average of the four TAM indicators is at an interval of 81% -100% which means that students have a very good perception of using Google Classroom.

4. Conclusion

This study was successfully carried out through 2 cycles, where in the first cycle there were several drawbacks such as students asking for more time when working on translation, the targets that were not achieved, accessing the application only when there was an assignment from the lecturer, not reading material in google classroom, so that in the first cycle of this study only obtained 65% accuracy on translation.

In the second cycle, students were getting used to using the Google Classroom, there were no negative comments from students when using the application, and there were no technical problems related to accounts as encountered in the first cycle. The results of reflection in the second cycle also showed that the tests that have been carried out had increased, students have succeeded in translating English sentences into Indonesian 95% (18) with an accurate translation level (according to the meaning of the translated English, both in terms of rules and word selection), although there was still one student who still experienced a distortion of meaning due to an error in adding affixes when translating.

This research finally succeeded in improving students' translation skills in the second cycle with the class average reaching 2.9, which means there was an increase in the level of accuracy. Students also responded positively to the use of google classroom when learning basic English translation, this can be seen from the results of a questionnaire analysis of the four TAM indicators that the top response felt by students was that they felt google classroom was easy to use (94%), interesting to use (89%), actual use (88%), and they believe Google Classroom helps them in English course (85%).

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