Exploring the Impact of Using Google Classroom on Speaking Virtual Class by Papuan EFL Students

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Abstract:
This study delineates and completes prior research gaps in the context of Papuan EFL students learning speaking abilities using Google Classroom. The main objective of this study is to investigate the impact of digitally learning speaking skills with Google Classroom. This study employed a qualitative descriptive approach, with data gathered through offline interviews and online observations from students of the English education department who programmed speaking subjects in one of Islamic institution in Papua, Indonesia. Then, interpretive thematic analysis is used to analyze the data throughout the process which consists of data collection, reduction, interpretation, presentation, and drawing conclusions. The results showed that students experienced several impacts from the use of Google Classroom in learning speaking skills. The impact of using Google classroom is to save time and money, train student discipline in managing study time, make students more independent and proactive in accessing learning resources, trigger vocabulary changes, make students more difficult to get corrective feedback, limit student interaction directly, make students feel insecure, confused, and anxious, affecting student learning outcomes, and unsatisfactory level of material comprehension. As a consequence, instructors should think more about the numerous preparations and instructional tactics utilized in teaching virtual speaking abilities. Of course, further study on the usage of Google Classroom for language skills other than speaking is required to enhance the conclusions of existing research. So that the guidelines for utilizing the learning platform in English learning are more detailed.

Keywords: EFL Students, Google Classroom, Speaking Virtual Class

1. INTRODUCTION

Recently, the learning system has undergone fast alteration, owing mostly to extraordinary social and technical advances occurring concurrently with the Covid-19 pandemic that is widespread around the world. Changes in the learning system as a result of the pandemic, as well as the role of educational technology, have substantial repercussions for system and learning changes, including learning English. Mastering the use of technology in school, particularly virtual learning of speaking abilities during the pandemic, is critical in learning English. Because technology provides so many options to make teaching interesting and also make teaching more productive in terms of improving students' ability to use English (Suhardiana, 2019).

Google Classroom is one of the tools that may be used by the world of education, particularly lecturers, to help students learn English through the use of learning applications (Wats & Wats, 2009). Google Classroom has been so popular among Indonesian educators that it is considered a new invention (Ortega-Morán et al., 2020). Google Classroom, a tool that makes it easier for lecturers and students in eastern Indonesia to ensure the continuity of the learning process, both inside and outside the classroom, including language learning(LPM IAIN Fattahul Muluk Papua, 2020, p. 24). Teaching speaking skills to non-native speakers in settings where English is taught as a foreign language has always been a difficult task for instructors and lecturers, particularly in virtual learning environments. Students are not given enough opportunity to practice listening in order to develop the proper speaking style. Non-native speakers have significant challenges due to a lack of vocabulary as well as an inability to pick up on tone and intonation. Maintaining characteristics such as emphasis, accent, and pronunciation in obtaining speaking skills such as: body language, right pronunciation of English letters, intonation, self-confidence, and correct use of terminology has always been a concern for lecturers and students. Furthermore, using Google Classroom to improve speaking abilities has an effect on student desire to participate in the learning process. E-learning necessitates strong self-discipline, which necessitates motivation in a virtual learning environment. When taking online courses, students today find it challenging to work alone (Oliver et al., 2012). Along with the phenomena of system changes in language acquisition,

which is continuing at an exponential rate. As a result, a new and more extensive examination is required to compensate. So that the use of Google Classroom in virtual learning for speaking skills may be dealt with the appropriate strategies, methods, and approaches and stays relevant to the situations of students in the province of Papua in particular.

Researchers have widely addressed studies on the influence of Google Classroom on developing English speaking abilities thus far. First, research is conducted to investigate how lecturers provide feedback on the speaking ability learning process of Thai Nguyen University students using Google Classroom. Whereas weekly feedback from instructors to students via Google Classroom has a significant influence on student understanding of their strengths and limitations in speaking English. And, with weekly feedback, instructors can help students at Thai Nguyen University enhance their verbal and written communication abilities (Quyên & Hà, 2021). Furthermore, in the age of technology and the covid-19 pandemic, it is well recognized that Google Classroom brings fresh ideas to other lecturers in handling student assignments (Quyên & Hà, 2021). Second, there have been further research on Google Classroom as an alternative for teaching English and as a medium for teaching integrated learning. The utilization of Google Classroom contributes to an increase in the average achievement of students majoring in English education. The research's findings revealed that this application might function well, assisting lecturers and students in the English education study program in

carrying out the learning process more intensely (Abd. Syakur et al., 2020). Previous researches have broadly examined the use of Google Classroom as a medium for lecturers to teach speaking skills, as well as the usefulness of Google Classroom as a medium for learning English. These two tendencies indicate the need for more research on the influence of utilizing Google Classroom in virtual learning of English speaking abilities. To supplement the repertoire of information regarding the use of Google Classroom technology in English learning from the perspective of eastern Indonesia.

This research aims to address the flaws of earlier studies that did not address the influence of utilizing Google Classroom in virtual speaking skills during the Covid-19 outbreak. In accordance with that, the purpose of this article is to investigate the influence that students have on gaining virtual speaking abilities while utilizing Google Classroom in one of Islamic institutions in Papua setting. The responses to these questions offer an explanation of how students in the eastern region of Indonesia feel when acquiring speaking skills using the Google Classroom program.

This study assumes that the condition of acquiring speaking abilities through the use of Google Classroom elicits a variety of responses from English tadris students. This is not without justification, but the assumption is based on two situations that students have encountered. First, the learning system's transitory situation with the usage of Google Classroom in developing speaking skills provides more than just a new habit in the learning system. On the other hand, students experience a new learning environment than previously,

which involves each student providing varied understanding consequences. Second, in this age of disruption, it has become clear that the advent of new technologies does not always provide students with the ease of engaging in learning without having to attend courses directly. Even if students' access to knowledge is increasing, the network is becoming more global, with two-way communication that lecturers as educators cannot ignore. Students today are accustomed to interacting via social media platforms and do not see someone as senior or junior. However, it turns out that the existence of more competent technology, such as Google Classroom, still requires English education study program students and lecturers to make certain modifications as a result of the influence of Google Classroom technology on process of developing speaking abilities. So that the virtual speaking learning process becomes more effective because it provides the convenience of virtual learning through the help of Google Classroom.

2. METHOD

This study was carried out in English education study program in one of Islamic higher educations in Papua, Indonesia. English education is one of the study programs that have been applying Google Classroom as learning management system since the Covid-19 pandemic spread in Indonesia. Where there is a transformation of the learning system from offline to online. In 2020, Google Classroom has been adopted as the main platform in carrying out monitored online learning (LPM IAIN Fattahul Muluk Papua, 2020). This is a descriptive qualitative study in

which primary data is gathered from students' comments as informants on the influence of utilizing Google Classroom in developing virtual speaking abilities. Purposive sampling was used to identify informants based on certain criteria. There were 15 Tadris English students from semesters 1, 3, and 5 that participated in this study. Since the Covid-19 pandemic was rampant in Papua region, these informants have participated in virtual language skills sessions utilizing Google Classroom.

This research was carried out in phases. The first stage is to develop the major research questions connected to "the influence of students' use of Google Classroom in gaining virtual speaking abilities." Second, data was gathered via virtual observation and unstructured in-depth interviews. These interviews are done in a relaxed and unstructured manner. The goal of this strategy is to create a comfortable environment between the writer and the informant. This approach is also used to determine the consistency of one informant's replies with those of another. Reflection exercises continued during the interview.

Thematic analysis used in this study at many stages, including familiarization, coding, generating themes, reviewing themes, defining and naming themes, writing up(Braun & Clarke, 2006). This approach used to examine information derived from observations and interview data. The researcher used thematic analysis to uncover the impact of developing speaking skills using Google Classroom as a learning management system (LMS).

3. FINDINGS AND DISCUSSION

This section contains the data gathered throughout this study on the impact of utilizing Google Classroom by Papuan EFL students in learning speaking virtual class:

Table 1. The students' utterances regarding the impact of using Google Classroom

No	The Impact of Google Classroom	Students' Utterances
1	Save Time and Cost	"I'm delighted since **it's not expensive to come to campus**." Also, under these conditions**, it doesn't take long to go outside**. But the lack of excitement, normally speaking, we may comprehend in one face-to-face encounter, but I will know better if I attend the next meeting. However, most lecturers employ methods other than GC, generally through the use of extra programs such as Zoom and others." **(AR)**
2	Train Student Discipline in Managing Study Time	"My attention is **focused on time management** because the projects assigned in Google Classroom have a deadline." It's only a second until it's too late. Many others then sought for resources on the internet or in books to help me with my studies. Because some lecturers provide tasks and then leave

		the rest up to the students. What books or references they wish to utilize, as long as they are relevant to the subject presented" **(NAY)**
3	Making Students More Independent and Proactive In Accessing Learning Resources	"Several attempts are undertaken, including the receipt of information via Google Classroom." I prepare and gain access to more and more relevant content that will assist me in speaking through Google Classroom by viewing English learning videos. Furthermore, as a student, simply relying on the lecturer's content is sufficient. **Independence is required to have more access to numerous materials than other sources**. Because Google Classroom is a tool that uses the internet, data packages are required to connect to Google Classroom. **As a consequence, students must compile a data package, whether it is a data package purchased by them or a data package obtained by students that is meant for student aid.** And, since we're on the subject of data bundles, it's one of the issues that my friends have encountered. And, in my opinion, the utilization of Google Classroom is harmful to the students' data packages. I prefer to utilize Google Classroom on my phone rather than other devices such as computers since it is more convenient." **(ADI)**
4	Trigger Vocabulary Changes	"**I increased my vocabulary when I attended face-to-face classes**." Because I frequently see the speaker when he or she is teaching. In terms of accent, I am also lacking in vocabulary. **And for the time being, my vocabulary isn't really expanding**." **(AR)**
		"In my perspective, **the vocabulary learned while using Google Classroom is rising, but not much**." Because I do a lot of research using other sites, such as Google. Attempting to locate extra sources rather than depending just on the lecturer's information. **As a result, it also aided me in exploring and remembering words. As a result, my vocabulary has evolved**." **(AYHS)**
5	It is more difficult for students to get corrective feedback	"Actually, sis, it's preferable if the course is given offline. If you attend online classes, you will be even more perplexed about how

		to cope with it on your own. We must have our own, similar to a dictionary. **While speaking necessitates engagement and input**. Actually, what must be regarded is the bravery to speak in public, which may be created by going forward and expressing such thoughts." **(RDC)**
6	Limiting Direct Student Interaction	"There are both joys and tragedies in life." **The terrible thing is that I can't see my friend's face and can't speak to him directly**. And the best thing is that it saves money and allows you to blend hobbies at the same time." **(AR)**
7	Make Students Feel Insecure, Confused, and Anxious	**"Most of the time, I ask**." If you don't directly ask the lecturer, I'll ask a friend. I believe I questioned the speaker about Google Classroom. It's like being absent at times, but it's more like delaying it. **I'm scared**. It's more about being certain. There are also instructions from numerous lecturers, some of whom have recently arrived! **This link is perplexing, right**? What do we do after entering, sir? So, no, I don't want to have to inquire. So it's as if someone just provided a link and it's already gone. The speaking course is great since it is so detailed." **(DFA)**
8	Affect Student Learning Outcomes	"Thank God, the learning results that I obtained in the previous semester were still adequate when there were no repeats for the courses relating to speaking." **Even still, it must be acknowledged that there was a drop in GPA**: **"Before the pandemic, my GPA was 3.92, and when learning had to be done on Google Classroom, my GPA dropped to 3.74**" **(YDP)**
9	Unsatisfactory level of material comprehension	"**To be honest, the lecturer's information frequently makes me dizzy and difficult to grasp**." **Many materials make use of terminology that is rarely or never used previously**. As a result, I prefer to seek for resources that may be turned into instructional materials in other media, such as YouTube." **(YDP)**

Table 1 shows the impact of Papuan EFL students utilizing Google Classroom in a spoken virtual class. According to the information shown above, there are

nine impacts of utilizing Classroom in virtual learning speaking. Based on the information provided by *Tadris* English students. Papuan EFL students who use Google Classroom to acquire virtual speaking abilities exhibit numerous tendencies in terms of the impact they have, particularly Save Time and Cost; Train Student Discipline in Managing Study Time; Making Students More Independent and Proactive In Accessing Learning Resources; Trigger Vocabulary Changes; It is more difficult for students to get corrective feedback; Limiting Direct Student Interaction; Make Students Feel Insecure, Confused, and Anxious; Affect Student Learning Outcomes; Unsatisfactory level of material comprehension.

DISCUSSIONS

This study reveals that the process of acquiring speaking skills by English education students digitally gives rise to many effects as a result of learning conducted using Google Classroom. Studies on the usage of Google Classroom for virtual learning to speak have revealed a wide range of reactions regarding the influence felt by English education students in Papua. Despite the fact that Google Classroom is no longer a fresh program for certain users. However, it differs from the majority of conventional English students in the Papua area. Since the commencement of the COVID-19 pandemic, the Google Classroom platform has been used as a learning management system. As a result, Google Classroom becomes a new item in the learning process. Since the decision to move the learning method from face-to-face to online learning, students have been gaining speaking skills. Google Classroom eventually became the primary medium utilized by instructors and students to ensure the long-term viability of the learning process during the pandemic (LPM IAIN Fattahul Muluk Papua, 2020). Google Classroom intends to be a solution for the continuation of the lecture process on campuses, so that it can continue to operate as long as the Covid-19 spread does not terminate. Meanwhile, for certain English instructors and students, Google Classroom is a new duty that they must identify and thoroughly learn. As a result, rather than the learning goal itself, namely the capacity to speak, Google Classroom becomes a primary priority that must be grasped.

According to the research findings, the influence of EFL students participating in virtual speaking skills learning as Google classroom users is highly different. The adoption of Google Classroom helps Papuan EFL students to save time and money. They found that learning through Google Classroom, which they could access from their different homes, allowed them to save more money and time. Previously, face-to-face learning required students to be on time in the classroom. Of course, this necessitates transportation costs and a lengthy commute to college. Students can save more since Google Classroom is unique. By participating in home-based learning, Papuan EFL students responded positively to this condition. Especially when the virus's transmission is so rapid that individuals are forced to stay at home. The same phenomenon was discovered in a research done in Maros Regency by (Basri et al., 2021) that online learning utilizing Google Classroom was warmly received by physics students with the possibility to save time and money. According to another research (Janzen, 2014), GC can simplify instructions, tasks, and complete course learning through reciprocal exchanges between lecturers and students. Of course, by utilizing Google class, you may save money, time, and space. This

demonstrates that good reactions to the usage of Google Classroom occur not only in the central region of Indonesia, but also in the eastern region of Indonesian students.

It has an influence on the potential to save time and money, in addition to Google Classroom. Google Classroom can also teach students how to manage their study time. This may be observed in the new study habits, specifically the online assignment system. Whereas assignments supplied by lecturers via Google Classroom have varying time restrictions and instructions. And, of course, encouraging students to be more disciplined in their study time management. Google Classroom is mostly used for assignment-based online learning. As a result, all requirements concerning recommendations or referrals are returned to students. Google Classroom, with the supplies of these learning circumstances, is a trigger for students to practice on time in learning. Because the lecturer, as a teacher, can monitor student discipline in completing prescribed assignments on Google Classroom (Putri & Dewi, 2019).

Learning speaking abilities with Google Classroom transforms the learning system for Papuan EFL students. They are progressively empowering students to be self-sufficient and proactive in their access to learning materials. Of course, this is a beneficial improvement that students have noticed. Google Classroom raises awareness and provides chances for students to improve their technical literacy skills. According to (Hapsari & Pamungkas, 2019) "Google Classroom able to create equal opportunities for all students and encourage students to learn more about internet literacy". However, the lecturer's content is not always appropriate for online learning situations. Additional appropriate learning resources are required. Furthermore, students must be more active in recognizing the tools that may be utilized to aid in the process of speaking and writing in English.

It is evident that learning to speak need greater access to instructional tools such as video and audio. According to (Ratnaningsih, 2019), videos are a way for students to develop their public speaking abilities. The existence of numerous types of learning tools demonstrates a knowledge that the competences that may be attained are not just centered on speaking skills, but also independence and being proactive in increasing their technology literacy. According to the findings of study (Md. Ali, 2012) children are motivated and willing to participate in lessons that use technology. Because technology has always had the ability to capture people's attention, especially when it is included in the learning process. Google Classroom is used as a learning management system for Tadris English students.

Google Classroom, which is utilized as a learning tool for public speaking, has more than just a beneficial influence. The platform, however, has a detrimental influence on the long-term viability of the virtual speaking ability learning process. Google Classroom, for example, might cause changes in student vocabulary. Furthermore, students are finding it increasingly difficult to acquire remedial feedback, and this directly limits student participation. Several studies have been conducted on this topic (Hernández Méndez, E., & Reyes Cruz, 2012; Lestari & Nugraheni, 2022; Muna, 2020a; Sari et al., 2021; Shaharanee et al., 2016). According to study (Muna, 2020b), the usage of platforms for online English learning makes it simpler for students to access something new, such as new vocabulary, how to pronounce words based on native speakers, and so on. In contrast to the situation of Papuan EFL students, however, the usage of Google

Classroom gives two scenarios that might occur throughout the process of gaining speaking abilities. As indicated in the previous research, the prerequisites for changes in vocabulary in terms of lowering the amount of vocabulary mastered or positive changes in this case are growing. In addition to the problem of vocabulary, EFL Papuan students had difficulty receiving corrective feedback during virtual speaking courses. Furthermore, remedial feedback has a highly good influence on learners' speaking abilities (Shariq, 2020) Input from a lecturer is more preferable to feedback from fellow students (Hernández Méndez, E., & Reyes Cruz, 2012). Of course, lecturers must pay close attention to this while applying virtual learning while also providing corrective feedback to students.

Furthermore, according to studies (Shaharanee et al., 2016), social integration occurs when students utilize Google Classroom. Students communicate with one another online using Google Classroom. It is, however, distinct from what is mentioned in this study. Whereas Tadris English students believe that learning to communicate in English necessitates synchronous elements. The synchronous characteristic in question is that students are aided by real-time direct contact. The Google Classroom program, on the other hand, is an asynchronous tool that may be used to establish asynchronous communication, notably through intermediate media. In other words, Google Classroom lacks the capabilities that students who behave as learners of the capacity to speak and write English require. Where students wish to practice speaking in front of lecturers, they can use the Google Classroom application. As a result, the findings of this study show that there is an influence on utilizing Google Classroom, which limits students' ability to participate.

However, the usage of Google Classroom has certain significant consequences that should not be overlooked. Papuan EFL students are uneasy, perplexed, and worried. These emotions are not uncommon during the process of learning to speak. Almost all students are nervous when they first start studying English speaking abilities. Because English is a foreign language as well as an international language, it requires vocabulary and grammatical improvement. In this scenario, the students' new sensation was acquiring speaking abilities using the virtual Google classroom platform. This, of course, adds a distinct flavor, leaving students perplexed and apprehensive. This circumstance should not arise if the lecturer carefully develops and plans the learning before beginning the course. Whether it's Google Classroom or face-to-face instruction, because ill-prepared learning will produce confusion for students who follow the method. As a result, there will be times when students feel nervous and confused. Especially while learning through Google Classroom, when they are unable to directly ask questions to the lecturer. They may only ask questions in the comments box, and the expected response does not arrive immediately after the student poses the inquiry. This criterion must be known by all lecturers who are preparing students to study English using Google Classroom. According to (Dharmawati, 2021), Google Classroom encourages students to enjoy class, which allows them to enhance their English speaking abilities. Because Google Classroom may inspire students to become better writers, they will be able to become more successful and efficient independent learners.

Google Classroom has an impact on student learning results as well, and comprehension of the content delivered is not optimum. Students' stated

changes in learning outcomes are learning outcomes gained throughout one semester of courses. Learning outcomes are the levels of statements attained by students when engaging in learning programs that are aligned with the educational goals that have been established (Khodijah, 2014). In one semester, the worth of learning outcomes may be reflected in the form of an accomplishment index. Students understand that Google Classroom learning takes place independently from their own families. Of fact, there are two options in this circumstance. First, if students are proactive in enhancing their learning abilities, autonomous learning environments will be useful. By constantly having access to a variety of learning tools and not depending exclusively on the lecturer's content. According to (Harjanto, A. S., & Sumarni, 2021), technology has been shown to improve active involvement and student learning results. The learning outcomes of various experts demonstrate the efficacy of a learning approach. Second, independent learning environments will cause students to lose control. If students exclusively employ improvised learning, they accept and use just learning resources offered by the lecturer. Students with these characteristics, of course, lack the initiative to be more flexible in getting content from diverse sources.

Of course, the two criteria indicated above will have an impact on the accomplishment index acquired by students during one semester of study. In addition to poor learning results, students have a poor knowledge of the topic. It is also the lecturer's responsibility as a presenter of course content. Students then struggle to grasp since there is content that requires direct explanation from the lecturer. As discovered during the process of learning to speak and write using Google Classroom. The lecturer provides the information by posting it to Google Classroom, which is subsequently accessible to all students.

There are some lecturers who just upload without offering an explanation for the information. Furthermore, the cause of students' misunderstanding of the content is sometimes caused by learning settings at home, and occasionally certain students are unable to focus on learning. There are several distractions that might disrupt students' focus and make learning the topic challenging. The study's findings have aided in the creation of speaking skills learning methodologies for Papuan EFL students. As a contribution to the advancement of science in the field of virtual English instruction utilizing Google Classroom. Some of the benefits of using Google Classroom include being able to provide knowledge regarding appropriate strategies and methods for lecturers and students in participating in virtual language learning through a systematic learning platform, namely Google Classroom.

4. CONCLUSION

This study shows that Google classroom as a Learning Management System used by EFL Papuan students in learning speaking skills has various impacts. The presence of virtual speaking skills causes students to prioritize the ability to operate Google classroom rather than learning speaking skills themselves. However, students think that Google classroom can enrich students' technological literacy. This study investigates the impact of utilizing Google Classroom in virtual speaking learning. This study reveals that students realize nine benefits, including time and cost savings. Train Student Discipline in Managing Study Time, Make Students More Independent and Proactive in Accessing Learning Resources, Trigger

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Vocabulary Changes, Make it more difficult for students to get corrective comments, Limit Direct Student Interaction Instill in students a sense of insecurity, confusion, and anxiety. Affect Student Learning Outcomes; Unsatisfactory level of material comprehension. Through these impacts, the usage of Google Classroom is no longer viewed as something that makes it tough for students, but as a new guide for lecturers and students to be able to grow more in terms of strategy in teaching and acquiring speaking abilities via the use of technology.

However, there are still many unexplored aspects of Google Classroom that need to be investigated. It is required to do research with informants that are far broader in scope and not limited to a single study program. Furthermore, the difficulty to accommodate research subjects, the bulk of whom are indigenous Papuan students, limits the scope of this study. Because diverse geographical locations with varying cultural characteristics create different subtleties in perceiving the use of technology in learning. Accordingly, it is advised that research from various viewpoints be conducted, particularly in non-English study programs in the Papua Province region.

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