

## LEARNING ENGLISH WITH TECHNOLOGY (A STUDY IN CROSS CULTURE UNDERSTANDING COURSE)

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### Abstract

The Integration of information and Communication Technology (ICT) has been expanding rapidly now day. So does in learning English, especially in Cross Culture Understanding course. This study encompassed on students' experiences on using google classroom. This research categorized as qualitative descriptive method since the researcher attempted systematically to describe a situation, problem, phenomenon about implementation of Google classroom application. The finding showed easy to acces; allows students to submit assignments electronically, which can be convenient and reduce the need for physical paperwork; Students can interact with their teachers and peers through announcements, comments, and class discussions. This feature helps maintain a sense of community and engagement in the virtual classroom. On the other hand, there are some problems also such as bad internet connection, difficult to submit assignment on time, and sufficient storage to run.

**Keywords : English, Technology, Cross Culture**

### Abstrak

*Integrasi Teknologi Informasi dan Komunikasi (TIK) telah berkembang pesat saat ini. Begitu juga dalam pembelajaran bahasa Inggris, khususnya pada mata kuliah Cross Culture Understanding. Studi ini mencakup pengalaman siswa dalam menggunakan google classroom. Penelitian ini dikategorikan sebagai metode deskriptif kualitatif karena peneliti berusaha secara sistematis untuk menggambarkan situasi, masalah, fenomena tentang penerapan aplikasi kelas Google. Temuan menunjukkan mudah diakses; memungkinkan siswa untuk mengirimkan tugas secara elektronik, yang nyaman dan mengurangi kebutuhan akan dokumen fisik; Siswa dapat berinteraksi dengan guru dan rekan mereka melalui pengumuman, komentar, dan diskusi kelas. Fitur ini membantu menjaga rasa kebersamaan dan keterlibatan di kelas virtual. Di sisi lain, ada beberapa masalah juga seperti koneksi internet yang buruk, sulit menyerahkan tugas tepat waktu, dan penyimpanan yang cukup untuk dijalankan.*

**Kata Kunci : Bahasa Inggris, Teknologi, Lintas Budaya**

## Introduction

The development of technology in the current era is expanding rapidly and its development is something that cannot be avoided in life because technological progress will develop in accordance with the development of science. The use of technology in the learning process is common and has become a successful trend in education especially in pandemic right era. In learning English (ELT), there are many teachers who use technology that is different from the past for now replaced with modern classes based on Information and Communication Technology (ICT) (Sugesti & Winarto, 2021).

Since the advent of Information and communication technologies (ICTs), it has been a major driving force of knowledge-based and globalized societies of a new world era. It has accelerated rapidly since its adoption and its use has resulted in the globalization of knowledge and information resources. ICTs are playing an integral role in organizations and all other sectors they've been utilized including the education sector. The adoption and use of ICTs in education is highly expected as the 21st century students are digital natives; therefore, it is only natural to adapt it into their learning. This innovation brought about new methods and approaches to teaching and learning. It has caused a shift in learning patterns from face to face toward more open education, these including utilizing information and communication technology as learning resources and meeting their needs for almost unlimited information (Joshua et al., 2022).

Online learning is education that takes place over the internet. However, online learning is just one type of distance learning - the umbrella term for any learning that takes place across distance and not in a traditional classroom (Imam Tyas Sansinadi & Winarko, 2020). The correlation between Information and Communication Technology (ICT) and online learning is significant and has transformed the way education is delivered and accessed. ICT refers to the use of technology to gather, process, store, and communicate information. Online learning, also known as e-learning, involves using digital tools and platforms to deliver educational content over the internet. E-Learning is a system or concept of education that utilizes information technology in teaching and learning, where learning is arranged using an electronic or computer system to support the learning process (Azmy, 2020). Moreover E-learning can be used for the learning process and improve student learning activities, can also be used as a medium for promoting schools in the public and also learning media that can be used as online learning facilities.

Furthermore, online learning offers flexibility in terms of when and where students can learn. They can access course materials, lectures, and assignments at their own pace and convenience, accommodating various learning styles and schedules. ICT enables the creation of various multimedia formats, such as videos, interactive simulations, quizzes, and virtual reality experiences, enhancing the learning experience and catering to different learning preferences. While ICT tools facilitate communication and collaboration among students and teachers, even when they are not physically present. Discussion forums, video conferencing, and messaging platforms enable interaction and the exchange of ideas (Rahmah et al., 2021).

One of technology that can be used in teaching learning is Google Classroom. It is a learning application that can be used for free, intended to help students find or overcome learning difficulties, share lessons, and create assignments without having to attend a face to face class (Yunita & Harahap, 2021). To start using Google classroom application, users can download the application from the Play Store and the App Store. For desktop use, this application can be accessed at [classroom.google.com](https://classroom.google.com). Users can log in on the system using a Gmail account. After that, lecturers will be given the options to create classes that are flexible and adjustable.

Google Classroom is a Learning Management System (LMS) program that helps students to study (Onojah et al., 2021). Both students and teachers can share information successfully in this online platform for free. Using this type of learning system, the teacher can develop an interactive lesson for the class, because it allows students of different demographics to work together. Google Classroom can help students to use all platforms provided by Google anywhere as long as it has internet connection. It is can also be flexible; it can be used via smartphones, computers and laptops, where teachers and students can easily download it (Fenanda et al., 2022)

There are many features provided by Google Classroom as a virtual tool in learning so that it has the same benefits and goals as offline learning, both in delivering material, discussion forums,

giving assignments, to assessments (Kurniawan et al., 2018). Google Classroom has become a popular platform for educators and students to facilitate online learning and streamline classroom activities. Students' experiences in using Google Classroom can vary based on their familiarity with technology, the teaching approach of their instructors, and their personal preferences. With the help of this application, teachers and students will find it simpler to complete the process of deeper learning. Due to this, both instructors and students will be able to collect assignments, distribute assignments, and evaluate assignments without being restricted by time constraints during the session. Many external applications can be used with Google Classroom (Muhammad et al., 2021).

In using Google classes, there are many benefits that can be used during the learning process using the application. According to Fatsah et al. (2022) there are many benefits from using Google classrooms, such as: (1) Classes can be prepared easily; teachers can organize classes and invite students and teaching assistants. Then in the classroom flow, they can share information such as assignments, announcements and questions. (2) Providing time and paper, the teacher can create classes, assign assignments, communicate, and manage, all in one place. (3) Better management in this case students can view assignments on the assignment page, in the class stream or on the class calendar. All materials are automatically stored in the Google Drive folder. (4) Improving communication and input, teachers can create assignments, send announcements and start class discussions directly. Students can share material with one another and are reliable in the classroom flow via email. Teachers can also quickly see who has and hasn't completed assignments, and provide real time grades and feedback. (5) Works with the application you are using, classes that work with Google Documents, Calendar, Gmail, Drive and Forms. (6) Safe and affordable, classes are provided free of charge.

Google classroom can be applied for every course, as long as both teachers and students understood well how to operate it. The researcher used this application on Cross cultural understanding course which is well known as CCU. Cross-cultural understanding is the ability to recognize the (cultural) differences, make correct interpretation and react properly to people or situations in the communication with these communities. Cross-cultural understanding is important not only in communication between people by different nationality or language but also people of the same nationality but have different culture (Cayari, 2018). Foreign language learning can be considered as cross-cultural education. In foreign language class, the students learn not only linguistic competence but also the society's culture that use the language that is learned. The cross-cultural understanding should be trained. The goal of training cross-cultural understanding is to help students acquire attitudes, knowledge, and skills needed to successful function within their own micro culture, mainstream culture and the global community (Ratnasari, 2018).

Studying cross-cultural understanding is very important because it becomes a link for cultural differences to achieve the same understanding. It is designed to help individuals develop the knowledge, skills, and attitudes necessary to effectively navigate and interact in diverse cultural environments. This type of course aims to promote awareness, sensitivity, and competence when dealing with people from different cultural backgrounds Cultural understanding is a major factor in negotiations between two cultures. Another important thing related to the importance of cross-cultural understanding is the ability of someone who has a cross cultural understanding to survive and adapt in new environment in order to avoid of culture shock (Eliawati & Utama, 2018).

It can be denied every technology has both positive and negative sides. While Google Classroom can be a helpful tool for learning English, there are certain obstacles that students might face when using this platform for language acquisition. Some of these obstacles include: (a) technical problems such (poor signal and limited internet access), the poor accessibility to internets and other ICT resources is also a major stumbling in the utilization of Google classroom for learning by undergraduates. it can be stated that internet access is a problem for the students in using Google Classroom (Azmy, 2020); (b) lack of students' knowledge in operating Google Classroom, (c) some troubled Google Classroom features, especially in student comments during discussions during learning (Hasbi & Sari, 2020). Based on the above explanation, the objective of this research is to know the students' experience in learning CCU through Google classroom technology.

## Method

This research categorized as qualitative descriptive method, the goal of this descriptive study is to provide a systematic, factual, and accurate explanation, illustration, or painting of the facts, characteristics, and relationships between the phenomena under consideration (Muhammad Iqbal, Muhammad, 2022).

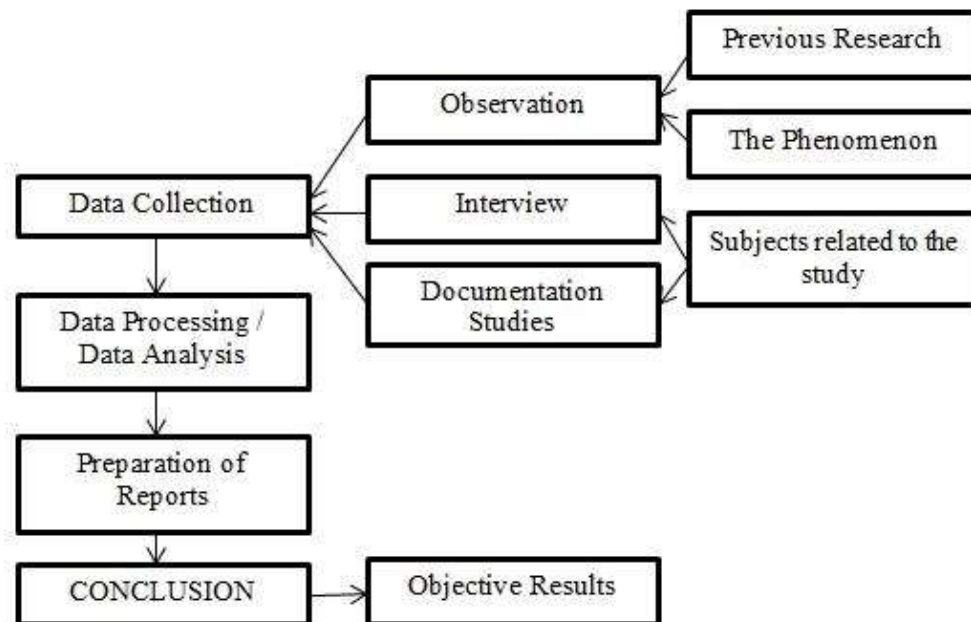


Figure 1. Qualitative Descriptive Method

Since the researcher attempted systematically to describe a situation, problem, phenomenon about implementation of Google classroom application. The questioner with open-ended question was distributed by Google form for obtaining data. The fifth semester students' who studied CCU course has taken as sample for this research. There were some steps of collecting the data of this research: first, the researcher told the aims of the questionnaire to the students. Second, the researcher gave some instructions how to fill this questionnaire. Third, the researcher shared a Google Form link to students to fill and choose their responses. Finally, researcher collected the questionnaires in Google Drive. Then the data obtain would be analyzed, categorized, and interpreted based on related theoretical frame work (Tovmasyan & Ghazaryan, 2021).

## Result and Discussion

### Finding

This research analyzed the students' experience in learning CCU through Google classroom. The researcher proposed a questioner in the form of open-ended question that must be responded by the participants. The following table presented the findings percentage for each questions.

**Table 1. The Indicators of Questionnaire about the usage of Google Classroom in studying CCU**

No	Question	Yes	No
1	Google Classroom is simple to download on a mobile device	100%	-
2	Joining a new class on Google Classroom is easy (using the (+) icon).	100%	-
3	Discussions with the instructor are simple in Google Classroom	66,7%	33,3%

4	Easy to join the new class with a class code	86,7%	13,3%
5	Easy to submit assignment on time	73,3%	26,7%
6	Easy to answer a Quiz	53,3%	46,7%
7	Google Classroom is easy to utilize on computer hardware.	40%	60%
8	Google Classroom is easy to operate on mobile devices.	80%	20%
9	Never got bad internet connection when studying CCU via Google Classroom	33,3%	66,7%
10	sufficient storage to run Google Classroom	73,3%	26,7%

The first question asked whether Google classroom easy to download on a mobile device. All respondents (100%) agreed that aps were easy to find out on play store because they used android smartphone to download Google classroom and free of charged. After downloading the application, they must be installed it to join the certain courses. The data revealed all the students (100%) easy to join a new class on Google Classroom by using (+) icon. The developer of this aps provided the simple tool that easy to be understood by everyone. Some students said (+) icon was effortless to find it.

Discussions are important in teaching learning process in order to know how far the students acquire the material and also to avoid misunderstanding. The finding showed 66,7% students were easy to discuss the material (CCU) with their instructor, while 33,3% students stated discussion with the instructor via Google classroom was difficult because their lecturer typed the answer it was more comprehensive to listen the discussion orally and directly (Afriyuninda & Oktaviani, 2021).

There are two ways to join the new class, by using (+) icon and filling a class code. In contrast with (+) icon, not all student easy to join the class by using a code (13,3%). They were confused where they should be filled the code, they have to ask their friends to guide for joining the new class. Moreover 26,7% stated submitting assignment ontime was difficult through google classroom because of low internet access. While 73,3% argued that sending assignment on time was easy.

Quiz is one of the important part in teaching learning process, the instructor also able to post quiz easily via google classroom, however 46,7% students felt it was complicated to finish quiz completely since they have to type it directly on the application, while in assignment task the instructor mostly asked the students to write then scanned it so that if they used mobile phone for typing the quiz it would be time consuming. Furthermore, this application could be run both mobile device and personal computer, however running it through PC was complicated (60%) because they did not have PC or sometime the window getting trouble which caused slowly accessed. On the other hand, the students prefer using mobile device to operate Google classroom (80%). It can be denied smartphone was easy to use and bring it anywhere (Khoiriyah, 2020).

Everyone agreed that internet access is very important to operate Google classroom, if there was no internet connection the assignment/quiz cannot be submitting for a certain time. It's about 66,7% participants got trouble because of bad internet connection while learning CCU, besides 33,3% students always easy to access google classroom because they have wifi in their houses. Moreover, sufficient storage was important to run Google Classroom (73,3%), they stated the application was getting low to access or freeze if storage insufficient.

Based on the finding data, there are some advantages of learning CCU through Google Classroom technology, such as: a). Ease of Access and Navigation, many students find Google Classroom relatively easy to access and navigate. Its user-friendly interface, reminiscent of other Google products, allows students to quickly locate assignments, announcements, and resources; b) Submission of assignments, Google Classroom allows students to submit assignments electronically, which can be convenient and reduce the need for physical paperwork. Students can attach files, write responses, or create documents directly within the platform; c) Communication, students can interact with their teachers and peers through announcements, comments, and class discussions. This feature helps maintain a sense of community and engagement in the virtual classroom; d) Mobile App, Google Classroom offers a mobile app, allowing students to access their coursework on smartphones and tablets. This can be advantageous for staying connected while on the go (Indahsari, 2020).

While Google Classroom can be a helpful tool for learning English, there are certain obstacles

that students might face when using this platform for language acquisition. Some of these obstacles include: a) Internet access, those are caused by bad internet connection. The problem relied on the internet connection since some of areas in Majalengka had poor internet connection (Subrata, 2022). Technical problems are one of the main stumbling blocks of online learning such as the compatibility of PC or smartphone use, the student's comprehension to operate the application, the internet connectivity, and so on (Angelina, 2020). The inhibiting factors experienced by students are unstable networks, sometimes Google Classroom errors (Triana, 2022); b) Difficult to submit assignment on time, to create a task, before files must be prepared in the form of images, documents, videos and others that contain instructions on what learning participants should do. After the assignment is published, the teacher can check the progress of students who have done and have not done. To check the assignment, click on the learner who has already do the task, next student will work tab is displayed, teachers can review the work of participants from this tab. Moreover, Muthmainnah (2018) There was a student who sent a complain chat to lecturer through Google Classroom because he got problem to upload his task file. In contrast with the reseach of Khrismaninda (2021) that found Google Classroom makes it easier for students to submit assignments; c) sufficient storage to run Google Classroom, it cannot be denied that sufficient storage is needed when installing an application, so does Google classroom, the user have to release some free space to run this apps. If the user run it in mobile device it needed about 15 megabyte of free space. It is not a problem for the instructor because they afforded to get high specification of smartphone, in contrast with the pupils who have not enough money to purchase such thing. If the phone has insufficient storage some features of Google classroom cannot be accessed well. It will be time consuming for waiting its program to be responded.

## Conclusion

Google classroom is one of tool of technology in learning English, it can enhance the teaching learning eventhough via online. The experiences of utilizing of its application showed easy to acces; allows students to submit assignments electronically, which can be convenient and reduce the need for physical paperwork; Students can interact with their teachers and peers through announcements, comments, and class discussions. This feature helps maintain a sense of community and engagement in the virtual classroom. On the other hand, there are some problems also such as bad internet connection, difficult to submit assignment on time, and sufficient storage to run.

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