

TEACHING AND LEARNING ENGLISH SPEAKING ONLINE WITH GOOGLE CLASSROOM: A DESCRIPTIVE STUDY

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Abstract: Since 2019, the COVID-19 pandemic has caused many disturbances in education, which enables the superiority of online learning worldwide and also in Vietnam. Among the learning-facilitating applications and platforms, Google Classroom has been chosen to serve the e-learning process in a university in central Vietnam, yet it is witnessing a controversy over its effectiveness and user satisfaction. This descriptive study aims to investigate the perceptions of lecturers and second-year students majoring in English Teacher Education in terms of its ease of use and usefulness, and the satisfaction of users towards Google Classroom. Also, the research is expected to explore the way they use Google Classroom in teaching and learning English-speaking skill, and the difficulties facing these users while using this application. To achieve these aims, two online surveys using the 5-point Likert scale were distributed to two groups of participants: 7 lecturers teaching speaking online and 74 random sophomores majoring in English Teacher Education. The data collected were analyzed with the assistance of IBM SPSS Statistic 22. The results suggest that most of the lecturers and students have a positive perception of Google Classroom, and they mainly use it as a platform for sharing materials, giving and collecting assignments and

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delivering feedback. As for the difficulties, not being able to create various practice-speaking activities and making real-time interactions on this application are the most common problems that teachers and learners encounter.

Keywords: Speaking; Online teaching and learning; Google Classroom; descriptive study

1. Introduction

The outbreak of the COVID-19 pandemic in 2019 has brought significant disruption to education worldwide and in Vietnam, which forced educators to switch from traditional face-to-face classrooms to remote learning systems almost immediately, which contributed to several difficulties facing both teachers and learners. Among Google web applications facilitating online teaching and learning, Google Classroom is mainly used to enhance student and teacher communication through facilitating the sharing files process between teachers and students. This phenomenon has placed Google Classroom under the attention of research efforts.

With a view to investigating the teachers' and students' perceptions of Google Classroom, Azhar & Iqbal (2018), Maroof & Al-Emran (2018), Satar & Akcan (2018), Ratnaningsih (2019) and Salam (2020) carried out studies that had similar results. Both teachers and students taking part in the studies agreed on the usefulness and ease of use of Google Classroom.

The effectiveness of Google Classroom in teaching and learning reading, listening and writing English skills has also been studied in the research by Liu & Chuang (2016), Rabbi et al. (2017), Dewi et al. (2019) and Mukti et al. (2020). They all found that Google Classroom effectively assisted teachers in their teaching process and scaffolded students in achieving high academic results in reading, listening and writing skills.

For speaking skills, the number of studies regarding Google Classroom's effectiveness is small. Two accessible studies to the author are the ones by Ratnaningsih (2019) and Irma et al. (2021). Both the researchers agreed that Google Classroom showed its effectiveness in improving students' speaking skills and helped in communicating the materials and assignments, but additional applications and techniques should be utilized.

Based on the available research studies, while the effectiveness of Google Classroom in developing the speaking skill for students has been proved, it is observed that there is limited research that examines how teachers and students use Google Classroom to create various activities facilitating the teaching and learning process, and what difficulties they might encounter. Therefore, the researcher is motivated to conduct this study to gain deeper understanding of the perceptions of teachers and students at a university in central Vietnam towards Google Classroom in teaching and learning online English speaking skills, the actual activities organized on Google Classroom during class time and the difficulties faced by the teachers and students.

The rest of the paper is structured as follows. First, the literature on language learning strategies is reviewed. This is followed by a description of the research methods and procedures used in the study. The data collected from the questionnaire and the interview are then analyzed and discussed. Finally, implications, limitations, and directions for future research are offered.

2. Literature review

2.1. TAM Model

The technology acceptance model (TAM) was introduced by Fred Davis over 25 years ago and has since become a prominent model for exploring the factors that impact users' acceptance of technology. The TAM posits that two variables, perceived ease of use and perceived usefulness, play a mediating role in the complex relationship between

external variables, such as system characteristics, and potential system usage (Marangunić & Granić, 2015).

Davis (1989) suggested that people typically use or don't use an application depending on how much they think it will improve how they do their jobs. This is referred to as "perceived usefulness". In contrast, the term "ease of use" is defined as "the degree to which a person believes that using a particular system would be free of effort" (Davis, 1989, p. 320)

Davis (1989) also emphasized that it is important to highlight that individuals' perception of usefulness and ease of use are their own subjective evaluations of performance and effort. These evaluations do not necessarily align with objective reality. In his study, beliefs were considered significant variables in their own regard, serving as behavioral determinants.

The TAM provides a theoretical framework for this study on the adoption and use of Google Classroom in teaching and learning English speaking skills, especially in investigating teachers' and learners' perception.

2.2. Online Teaching and Learning

According to Wentling et al. (2000), e-learning refers to the acquisition and application of knowledge that is primarily facilitated and distributed by electronic methods. Likewise, Agarwal and Pandey (2013) said that "e-learning refers to the use of advanced technology of information communication in the learning process where the advanced technology comprises electronic media" (p.146). Correspondingly, Chitra and Raj (2018, p.11) stated "E-learning is commonly referred to the intentional use of networked information and communication technology in teaching and learning." It can be concluded from those definitions that e-learning is a teaching and learning process that takes place outside of the traditional classroom with the help of technology and electronic devices.

In today's context, e-learning is broadly classified into two categories: synchronous and asynchronous, determined by the students' method of knowledge absorption. According to Hyder et al. (2007), synchronous learning is "live, real-time (and usually scheduled), facilitated instruction and learning-oriented interaction" (p. 1), while asynchronous learning occurs when both the teacher and learners are offline. According to Shahabadia and Uplane (2015), synchronous e-learning is e-learning that is typically scheduled in real time and includes live learning activities, whereas asynchronous e-learning is e-learning that makes use of Computer Mediated Communication to provide anytime, anywhere learning via online conversation. It is comparable to synchronous e-learning, which focuses on learners utilizing online learning sources to access a variety of types of information regardless of time or location.

This study investigated the possibility of Google Classroom in optimizing the advantages when combining the two aforementioned forms of e-learning to facilitate the teaching and learning process in English speaking classes.

2.3. Previous studies

Google Classroom is an application in G Suite for Education, which provides free Google products and services for education. It was developed in 2014 with an aim to simplify creating, distributing, and grading assignments free of charge.

Shaharane et al. (2016) investigated the active learning features of Google Classroom. They utilized Technology Acceptance Model to analyze the efficacy of the activities platform's reported activities. The variables were measured on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The comparative data from 100 students demonstrated that Google Classroom performed significantly better in terms of communication, interaction, perceived usefulness, usability, and overall student happiness, going accordingly with the three aspects in the survey: Ease of use, Usefulness and

Satisfaction. The survey developed by Shaharane et al. (2016) provides a framework for the survey of this study to be based on as it covers the three aspects that justify teachers' and students' positive or negative attitudes towards Google Classroom. Similarly, Guzman et al. (2017) carried out a study to evaluate Google Classroom's functionality as a Learning Management System. The researchers claimed that the low cost was the top motivation for applying this platform. According to the report, Google Classroom is particularly useful for non-academic tasks such as announcing and posting grades.

Other studies were designed to collect data on teachers' and learners' perceptions of Google Classroom and assess its effectiveness in higher education classes but showed different results. Azhar & Iqbal (2018) carried out qualitative exploratory research to assess the perception of 12 higher education teachers on the effectiveness of Google Classroom, using the semi-structured interview method. The study found that Google Classroom has had little impact on classroom instruction as a whole. An important finding of the study was that the interface of Google Classroom is not viewed as user-friendly by the teachers. The qualitative method was used again in a study by Harjanto & Sumarni (2019) but the finding of this study has some differences from the aforementioned research by Azhar & Iqbal (2018). It showed that Google Classroom is seen favorably by teachers and is beneficial to their students' learning processes. Teachers found it useful for fostering collaborative learning, minimizing problems, organizing student documents, and saving time. Due to this controversy, the researcher decided to put the teacher's perception of Google Classroom under investigation with a different research method on different participants to verify the acceptance of the application in English teaching.

In addition to the teachers' perception, learners' perception has also been a subject of investigation. Al-Marouf & Al-Emran (2018) and Azmy & Bahing (2020) carried out studies with different methods but the studies showed the same finding that students had a good

perception of Google Classroom. The former employed an exploratory design using PLS-SEM Approach while the latter conducted a questionnaire. They both suggested that Google Classroom should be used in online classes to facilitate the teaching and learning process.

Other researchers have tested the effectiveness of Google Classroom in assisting students in their language acquisition. Liu & Chuang (2016) and Ratnaningsih (2019) conducted studies on writing skills, Rabbi et al. (2017) and Melani (2020) carried out investigations into listening skills, Dewi et al. (2019) and Mukti et al. (2021) did research on reading skills and they all came to the same conclusion that Google Classroom showed positive effects on students' performance on these language skills.

Another study is by Diana et al. (2021). This study aims to determine students' perceptions and problems in learning English using Google Classroom during the COVID-19 Pandemic at SMAN 6 Kota Bengkulu. The data obtained from the interview showed that most of the students experienced problems in learning English skills using Google classroom caused by lack of vocabulary. In addition, the problems in using the Google classroom application were in the opening and uploading files or videos.

While several studies have been conducted on the effectiveness of Google Classroom in improving students' writing, listening, and reading skills, very few studies have been found that investigate its effectiveness in improving students' speaking skills. Therefore, there is a need for further research to explore the use of Google Classroom in speaking classes and to identify additional applications and techniques that can be utilized to improve students' speaking skills. Also, as aforementioned, the controversy among the perceptions of teachers' and learners' perceptions of Google Classroom leads the researcher to put teacher's perception of Google Classroom under investigation with a different research method on different participants

to verify the acceptance and suitability of the application in English teaching.

2.4. Research question

The questions of the study are as follows.

- 1) What are the teachers' and learners' perceptions of Google Classroom?*
- 2) How do they use Google Classroom as a tool for teaching and learning speaking online?*
- 3) What are the difficulties faced by the teachers and learners in teaching and learning speaking with Google Classroom?*

3. Methodology

3.1. Settings and participant

The lecturers who have experiences in teaching English speaking online, and the sophomores majoring in English Teacher Education, all of whom are at a university in central Vietnam, were invited to join in the investigation. More specifically, from this population, seven lecturers and 74 students interested in the problem of this study were willing to take part in the survey.

In terms of lecturers, the lecturers of both genders participated in the survey, and the age range varied. As for the online teaching experience, four of the lecturers experienced teaching English speaking skill less than a year, and were in charge of a few classes (predominantly one to two classes each). Only two of them taught speaking skills in three online classes or more last semester. The limited experience may lead lecturers to several difficulties that will be examined in the following parts.

In terms of the students, 39 participants (52.7%) have short-time experience in this field (less than one year). The rest of the learners (35 students, 47.3%) have more time spent on online speaking classes

(over one year). The student participants of this study are second-year students at a university, and this suits the aims and objectives of this research. Their first-year lessons at university were carried out in a traditional face-to-face classroom, and their current year is online, which gives them the opportunities to experience and compare the two types of classes. This enables them to give reliable answers to the questions in the survey.

3.2. Design of the study

This study employed descriptive design. In this design, the researcher does not intervene in the situation from which the data are collected, as doing so could harm the natural process of the phenomenon being observed (Cohen et al., 2007). Thus, the design attempts to explain and interpret what it is (Best & Kahn, 2006). In this study, descriptive methodology is used to investigate the lecturers' and students' perspectives on the use of Google Classroom in their English-learning activities, as well as the difficulties encountered when using this application and the way they are overcome.

Regarding quantitative methods, this study relied heavily on survey research. The study utilized a survey research design to collect data from the participating teachers and students. Two different surveys were created and sent to the two types of participants, lecturers and students, to collect the data. By examining a sample of a population, survey research provides a quantitative or numerical description of the trends, attitudes, or opinions of that population.

3.3. Data collection and analysis

Two questionnaires were used as the primary tool for data collection in this study. The content of the questionnaires is based on the surveys in the aforementioned previous studies by Shaharane et al. (2016). The questionnaires had two sections: questions to collect

general information of the participants, and questions to collect the answers for the questions of the study.

The second section consists of three parts, which go accordingly with the three study questions. The first part investigates the ease of use, the usefulness of Google Classroom, and the satisfactions of its users. This part employed the 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree), to measure the variables. The 5-point Likert scale was used again in the second part to collect the data on the frequency of certain activities held by teachers and learners on Google Classroom to facilitate their e-learning: never (1 point), rarely (2 points), sometimes (3 points), often (4 points) and always (5 points). The 5-point Likert scale is suitable to collect descriptive statistics, which involves calculating measures such as mean, standard deviation, and range to summarize the data and provide an overview of the responses. A 5-point Likert scale provides a moderate level of granularity, which allows for more nuanced responses from participants. A 5-point scale provides enough options for participants to differentiate between their responses, but not so many options that it becomes difficult or confusing for them to choose a response. This can help to increase the reliability and validity of the data collected. The last part of the section includes 9 statements relating to the suggested difficulties that may occur when using Google Classroom and some open questions to gain deeper understanding of the lecturers' and learners' opinion about Google Classroom.

The steps in analyzing the data in this study were as follows. First, materials relating to online learning, Google Classroom and learning media were reviewed. Shaharane et al. (2016) questionnaire was chosen to adapt the survey in this study. Second, the researcher consulted an expert in this field to make sure each item in the questionnaire was easy to understand. Third, the two questionnaires were distributed to the lecturers and students taking part in this study. The collected data was then analyzed with the help of IBM SPSS

Statistic 22 application. Descriptive statistics are used to analyze data collected. They describe the data as it is without intending to make conclusions that apply in general or generalization. As processed by SPSS, the scale used to rate each statement ranges from 0 to 4.0, with a score of 0 to 0.8 indicating “Strongly Disagree”, 0.81 to 1.6 for “Disagree”, 1.61 to 2.4 for “Neutral”, 2.41 to 3.2 for “Agree”, and 3.21 to 4.0 for “Strongly Agree”

4. Results

4.1. Teachers' and Students' Perceptions of Google Classroom

4.1.1. Teachers' perceptions

Teachers' perception of Google Classroom was investigated in 3 aspects: Ease of use, Usefulness and Satisfaction.

Table 1: Teachers' Perception about the Ease of Use of Google Classroom

Statement	Mean	Std.
1. I could install this application quickly.	4.28	0.48
2. I could learn how to use this application without written instructions.	4.00	0.57
3. I could set up a classroom for myself at ease.	4.42	0.78
4. I could add my students into my class at ease.	4.42	0.78
5. I found the features of this application simple to use.	4.28	0.75

As can be seen from Table 1, in general, the means of nearly all statements are above 4.20, and the standard deviations are all low, less than 0.78. The low deviation means that there is just a small difference in the perceptions among the lecturers. Most of them strongly agree that Google Classroom is easy to use, especially to set up classrooms for themselves and add students into the classrooms created, which is shown by the highest statistic of 4.42. The lowest mean (4.00), which belongs to the statement “I could learn how to use this application

without written instructions”, indicates that some lecturers found it hard to use Google Classroom for the first time and required written instruction for usage. All in all, it can be inferred from the table that the lecturers have a strong agreement on the ease of use of Google Classroom.

Table 2 illustrates lecturers’ perception about the usefulness of Google Classroom.

Table 2: Teachers’ Perception about the Usefulness of Google Classroom

Statement	Mean	Std.
1. This application can be used as a student-managing system.	3.71	0.75
2. This application improves teacher-student communication in online classes.	4.14	0.69
3. This application saves time on giving learning materials to students.	4.42	0.53
4. This application facilitates the giving and collecting assignments process.	4.28	0.75
5. This application helps to give marks and feedback to students easily.	3.57	0.53

Overall, the standard deviations are minor (under 0.75), and there are some differences in the means of statements. The third statement, which relates to the feature of sharing materials, has the highest mean (4.42), followed by the fourth statement, “This application facilitates the giving and collecting assignments process”, with a mean of 4.28. Only the means of these two statements are above 4.20, indicating the lecturers have strong agreement on the usefulness of only two features of Google Classroom. Other statements, which aim to investigate the usefulness of the features of managing students, improving teacher-student communication, and scoring and giving feedback to students’ work, receive the mean in the range from 3.57 to 4.14, meaning that

the lecturers agree on the usefulness of these features of Google Classroom.

Table 3 demonstrates the data of the lecturers' satisfaction with the features of Google Classroom.

Table 3: Teachers' Satisfaction on the Use of Google Classroom

Statement	Mean	Std.
1. I'm satisfied with the features relating to class organization.	4.14	0.69
2. I'm satisfied with the features facilitating teacher-student communication.	3.71	0.75
3. I'm satisfied with the features relating to students' assignments.	3.85	0.69
4. I'm satisfied with the features of delivering materials to students.	4.14	0.53
5. This application worked as expected.	4.00	0.57

By and large, all the aspects investigated witnessed the same range of mean that indicates “Agree” (from 3.71 to 4.14), and the standard deviations are also inconsiderable (below 0.75). It is likely that a majority of the lecturers are satisfied with the examined features of Google Classroom, namely class management, teacher-student communication facilitation, material delivering, giving-collecting assignments, and scoring and feedback. The mean of other statements, satisfaction with the features relating to teacher-student communication and students' assignments, are lower, meaning that more lecturers are not satisfied with these features of Google Classroom.

All in all, it can be concluded that teachers have a positive perception of Google Classroom. Most of them perceive this application to be useful and easy to use, and they are generally satisfied with the features of Google Classroom. This finding is similar to the ones by Ratnaningsih (2019) and Isda et al. (2021).

4.1.2. Students' perceptions

Like the investigation into teachers' perception, learners' perception of Google Classroom was investigated in 3 aspects: Ease of use, Usefulness and Satisfaction. The data of each aspect will be analyzed as follows. First, the data relating to the ease of use of Google Classroom was processed and presented in Table 4.

Table 4: Learners' Perception about the Ease of Use of Google Classroom

Statement	Mean	Std.
1. I could install this application quickly.	3.77	0.95
2. I could learn how to use this application without written instructions.	3.57	0.93
3. I could join any classroom at ease.	3.68	0.92
4. I could find certain classrooms to join at ease.	3.64	0.90
5. I found the features of this application simple to use.	3.77	0.95

Overall, all statements received the means of the same range (within the range from 3.41 to 4.20), indicating that the students agreed Google Classroom is easy to use.

The two statements with the highest level of agreement are statements number 1 and 5 (with the same mean of 3.77), from which it can be inferred that the interface of Google Classroom is simple and user-friendly. The second statement witnessed the lowest mean, which may imply that many of the students still need written instructions to get used to this application.

In short, from the data presented in Table 4, though the deviation is quite high (higher than 0.90), it is evident that the student participants perceived Google Classroom as easy to use.

Table 5 illustrates the learners' perception about the usefulness of Google Classroom.

Table 5:Learners’ Perception about the Usefulness of Google Classroom

Statement	Mean	Std.
1. This application allows me to store and organize my lessons, exercises and assignments in a logical way.	3.85	0.98
2. This application improves teacher-student communication in online classes.	3.64	1.04
3. This application saves time on getting learning materials.	3.73	1.02
4. This application allows me to receive and hand in assignments easily.	3.78	1.08
5. This application allows me to get my scores and feedback from teachers quickly and privately.	3.66	1.05

Once again, the students agreed on all statements, which can be seen from the means ranging from 3.64 to 3.85. The mean of the first statement (3.85), which refers to the feature of storing materials and assignments on Google Classroom, ranked first, followed by statements number 3 and 4 with the means of 3.73 and 3.78 in the same order, while the statements relating to two-way information exchange (statement 2 and 5) got lower means (3.64 and 3.66). It can be assumed that Google Classroom better supports asynchronous learning than synchronous learning, as there is a higher level of agreement on one-way information exchange, learning materials and assignments in this case, while teacher-students communication, a crucial factor in synchronous speaking learning classes, got lower rate of agreement.

Table 6 depicts the data on learners’ satisfaction on the main features of Google Classroom as a tool assisting their e-learning.

Table 6. Learners' Satisfaction on the Use of Google Classroom

Statement	Mean	Std.
1. I'm satisfied with the features relating to class organization.	3.69	1.03
2. I'm satisfied with the features facilitating teacher-student communication.	3.66	0.98
3. I'm satisfied with the features relating to students' assignments.	3.80	1.06
4. I'm satisfied with the features of getting materials.	3.69	1.07
5. This application worked as expected.	3.64	1.11

The data in Table 6 shows that the students participating in the survey were satisfied with the main features of Google Classroom. The highest mean (3.80) belongs to statement number 3, which matches with the high mean of the usefulness of features assisting receiving, handing in and organizing assignments from Table 6. This result also consolidates the statistics of the same category in Table 2, which shows teachers' strong agreement on the usefulness of Google Classroom in facilitating the giving and collecting students' assignments. Other features, namely facilitating class organization, teacher-student communication and material delivery, received approximately the same mean and deviation, indicating there is little difference in students' opinions towards the satisfaction with Google Classroom.

All in all, it can be concluded that learners have a positive perception of Google Classroom. Most of them perceive this application to be useful and easy to use, and they are generally satisfied with the features provided by Google Classroom.

4.2. Actual in-class activities on Google Classroom

Table 7 compiles data collected on how the lecturers used Google Classroom to carry out activities for their students in online classes. The data is presented in the descending order of frequency.

Table 7: The use of Google Classroom in online speaking classes

Always (4.21-5.00)	Often (3.41-4.20)	Sometimes (2.61-3.40)
<ul style="list-style-type: none"> - Check the number of students' assignments 	<ul style="list-style-type: none"> - Share links to online videos or worksheets for further practicing - Upload sample transcripts/audio scripts onto Google Classroom and analyze them in class - Ask students to make a video practicing speaking, then submit it to Google Classroom for further analysis - Give assignments to students at least 3 days in advance - Give private feedback to students - Give public feedback to students 	<ul style="list-style-type: none"> - Put students into groups - Use the "to do" and "to review" pages to keep track of students' assignments - Upload sample videos onto Google Classroom and analyze them in class - Allow students to share links or materials relating to the lessons - Ask students to record their speeches, then submit the recordings to Google Classroom for further analysis.

Some outstanding results can be drawn up from the statistics in Table 7. First, checking the number of students' assignments is the thing teachers always do. Second, it is likely that lecturers prefer to upload materials onto Google Classroom for students rather than let students find and share materials with the class themselves. Additionally, among the aforementioned types of materials, links to online sample videos or worksheets are probably the preference of lecturers. Third, private feedback is given to students more frequently than public feedback. Last but not least, teachers rarely cooperate with students' parents or guardians to supervise students' studying via Google Classroom, the reason for which might probably be the low necessity of such parental involvement in the studying of grown-up university students.

4.3. Difficulties when using Google Classroom in teaching and learning speaking skills online and solutions

This section analyzes the data collected on the 9 difficulties lecturers and students might encounter. The processed data is illustrated by the bar chart in Figure 1 and Figure 2.

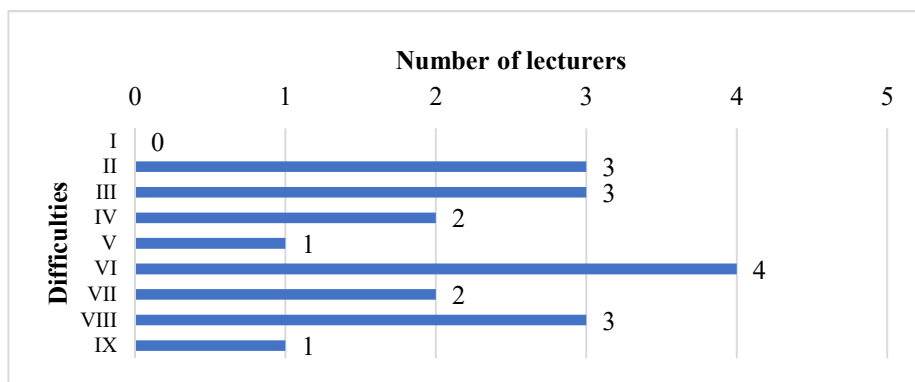


Figure 1: Difficulties Facing Lecturers When Using Google Classroom as a Tool in Teaching Speaking Online

The following is the statements shown in the questionnaire:

I. I don't find this application user-friendly.

II. I can't livestream or record my lessons for later uses.

III. I can't make real-time interactions with students on this platform.

IV. This application does not allow students to communicate with each other.

V. This application does not allow me to put my students into groups.

VI. I can't organize various practice-speaking activities on this application.

VII. This application takes time to upload materials due to the size of the materials.

VIII. This application does not have its own storage, so all the files take up space in Google Drive.

IX. This application doesn't provide automated quizzes and tests.

Based on Figure 1, the statement number VI describes the difficulty experienced by the largest number of lecturers (4 out of 7), followed by statements number II, III and VIII (3 out of 7). Statement number I does not describe the problem perceived by lecturers. Other statements (IV, V, VII, IX) express obstacles of just a minor number of lecturers (1 to 2 out of 7 lecturers).

From the analyzed data, it can be concluded that the synchronous teaching-learning process is not fully supported by this application. Google Classroom has some limitations in providing teachers a useful platform for carrying out various activities for students to practice speaking. Also, some teachers claimed that they cannot make real-time interactions with students on this platform. Another drawback of Google Classroom that is agreed by many of the lecturers is the lack of its own storage, which means all the files and materials uploaded take up space in the lecturers' Google Drive.

The lecturers suggested some ideas to deal with the difficulties above. The first suggestion is using Google Classroom along with other applications. For example, one teacher said that the assistance of Google Meet or Zoom can address the problems relating to the lack of support in synchronous learning, and another teacher mentioned that other storage websites such as Dropbox or Mediafire can be used to ease the burden on the storage of Google Drive. Another recommendation is using the high-quality kind of Google Classroom, namely Google Workspace for Education or Google Workspace for Business instead of personal Google accounts, for better teaching experience. Figure 2 shows the information on the difficulties faced by the learners.

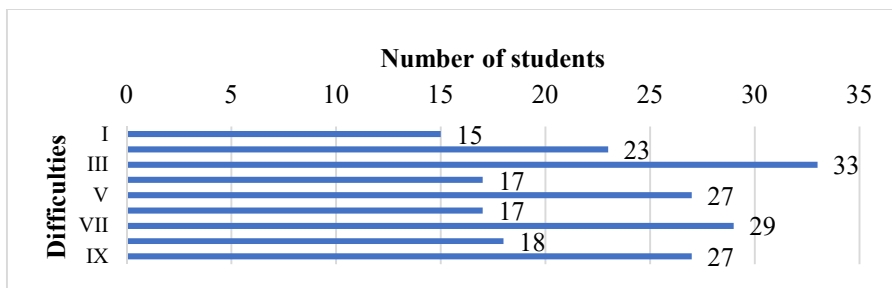


Figure 2: Difficulties Facing Students When Using Google Classroom as a Tool in Learning Speaking Online

The following is the statements shown in the questionnaire:

- I. I don't find this application user-friendly.
- II. I can't practice speaking with my friends via this application.
- III. I can't make real-time interactions with my lecturers on this platform.
- IV. This application doesn't provide a suitable environment for group work.
- V. It takes time to hand in my assignments as I can't make the recordings directly on this application.
- VI. I don't find the practice-speaking activities carried out on this application fun and interactive.
- VII. This application takes time to upload videos due to the size of the videos.
- VIII. This application does not have its own storage, so all the files take up space in Google Drive.
- IX. This application doesn't provide automated quizzes and tests for further practicing.

Based on Figure 2, statement number III describes the difficulty experienced by the largest number of learners (33 out of 74), followed by statements number II, V, VII and IX (from 20 – 29 out of 70). The other statements (I, IV, VI, VIII) express obstacles of a smaller number of learners (under 20 learners).

From the analyzed data, once again, it can be concluded that the synchronous teaching-learning process is not fully supported by this application. A considerable number of students claimed that they cannot make real-time interaction with their lecturers and practice speaking with their friends on Google Classroom, which is a crucial factor of a speaking class. Moreover, the difficulties relating to assignments, such as the impossibility to make recordings on this platform and time strain on uploading files, are also a problem to many students. Surprisingly, while a majority of lecturers stated that they cannot organize various practice-speaking activities on this application, just a small number of students (17 out of 74) claimed that the activities carried out on this application does not seem fun and interactive to them. Last but not least, unlike teachers, the lack of storage of Google Classroom is not an important matter to students, as only 18 of them considered it a difficulty.

As being asked about how to overcome the difficulties, most of the responses were using other applications to practice speaking. Other students just asked other people for help or searched for technical help on the Internet. Considerably, up to 25 students said they did not know how to deal with the problems, or did not want to do anything to make things better.

5. Discussion

The study on teachers' and learners' perception of teaching and learning speaking online via Google Classroom was conducted to investigate the perceptions of Google Classroom in a group of teachers and learners at a university, thereby exploring more about the activities carried out by teachers and learners with the assistance of Google Classroom to facilitate the teaching-learning process in online speaking classes as well as some difficulties encountered when using this application.

5.1. Research Question 1

In answer to the first research question, which is “What are the teachers’ and learners’ perceptions of Google Classroom?”, the data were collected from the first part of the survey, and then processed with the help of Excel and IBM SPSS Statistics software. The analysis shows both teachers and learners have a positive perception of Google Classroom. Both the groups of participants agree on the ease of use and usefulness of Google Classroom, and are satisfied with the main features of Google Classroom relating to class organization and management, teacher-student communication enhancement, materials sharing, and students’ assignments and feedback delivery. Considerably, among the features mentioned, materials sharing and students’ assignments and feedback delivery received strong agreement of lecturers on their usefulness; and in terms of students, they were also most satisfied with the features relating to their assignments. These findings agree with the ones by Harjanto & Sumarni (2019), which showed that Google Classroom is seen favorably by teachers and is beneficial to their students’ learning processes. Teachers found it useful for fostering collaborative learning, minimizing problems, organizing student documents, and saving time.

5.2. Research Question 2

With regard to the second question, “How do teachers and students use Google Classroom as a tool for teaching and learning speaking online?”, three aspects, Class management, Classroom activities and Students’ assignments and feedback, were investigated. In general, teachers use Google Classroom to share links to online videos or worksheets, check on their students’ assignments and give private feedback on their students’ work at a high frequency. Inviting students’ parents into the virtual classroom to keep an eye on their children’s studying and putting students into groups directly on

Google Classroom are the things teachers rarely do. The results on students' activities match with those of teachers, and making videos and recording their voice practicing speaking English are their common types of assignments. These findings are new compared to those in previous studies, which have not carried out deep investigations into the activities teachers hold on Google Classroom when teaching speaking skills.

5.3. Research Question 3

In terms of the last question, some difficulties and solutions were pointed out by the lecturers and students. According to the teachers, Google Classroom does not have its own storage, so all the files take up space in Google Drive. One solution to this is using other storage websites such as Dropbox or Mediafire. Integrating other applications is also a solution to the obstacles facing a large number of lecturers, which is the impossibility to make real-time interactions with students and organize various practice-speaking activities on Google Classroom. As for students, beside the difficulties above, the huge amount of time spent on uploading video assignments onto Google Classroom is also a problem to students as it usually causes them to miss the deadline. Generally, all the problems suggested by the researcher were ticked by no less than 15 students, but a majority of the students claimed that they did not know how to fix them or did not try to do anything to deal with the problems.

In comparison with the study by Diana et al. (2021), besides such new difficulties found by the author as the lack of storage and making real-time interactions between teachers and students, it seems that uploading videos and files onto Google Classroom is the major problem to most students.

6. Conclusion and Implications

The study aimed to investigate the perceptions of Google Classroom among teachers and learners at a university in central

Vietnam and explore the use of this platform in online speaking classes. The study involved a review of previous studies and theoretical materials and two surveys of teachers and learners. The results showed that both teachers and learners had a positive perception of Google Classroom, agreeing on its ease of use and usefulness for class organization and management, teacher-student communication, materials sharing, and assignments and feedback delivery. Teachers used Google Classroom to share links to online videos or worksheets, check on their students' assignments, and give private feedback. Students commonly made videos and recorded their voices for speaking assignments. Some difficulties were identified, such as the lack of storage on Google Classroom and the time-consuming process of uploading video assignments. Solutions proposed by teachers included using other storage websites and integrating other applications for real-time interactions and practice-speaking activities. Overall, the study indicates that Google Classroom is a useful tool for teaching and learning speaking online, with some challenges that can be addressed with appropriate solutions.

This research aims to provide benefits to students, lecturers, and relevant departments who plan to use Google Classroom in the future for teaching and learning speaking skills. For students, this study offers useful information on the features, benefits, and limitations of Google Classroom. It also provides solutions to common problems suggested by lecturers and peers to maximize the use of the application for a creative and motivating virtual learning environment. For lecturers, this research provides an insight into how their students perceive Google Classroom and what challenges they face while using the application. This knowledge can help teachers generate novel ideas to boost students' speaking competence. Additionally, this paper can serve as a starting point for other universities and institutions to gain a deeper understanding of their staff and students' perception towards Google Classroom, leading to suitable adjustments to meet the demands of the lecturers and students. Lecturers recommend that

departments register for high-quality versions of Google Classroom to provide access to more effective features for both teachers and students.

Even though the study has accomplished its aims and objectives, there are two significant limitations that must be addressed in future studies. First, as the population of this research is quite small, limited within seven lecturers teaching the speaking skill and 74 sophomores majoring in English Teacher Education, it is necessary that further studies be conducted on a larger scope to determine if the conclusions of this study are still valid, and, consequently, make suitable changes. Another restriction lies in the subject and method of study, which just focuses on exploring the perceptions of lecturers and learners of Google Classroom in speaking classes without experiments on what can be done on Google Classroom to improve students' speaking skill. Thus, researchers can carry out further studies with different research methods on a different English skill to gain a comprehensive picture of the use of Google Classroom in e-learning. For instance, case studies can be conducted on the effectiveness of Google Classroom in improving students' speaking competence.

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