STUDENTS' PERCEPTIONS AND ATTITUDES TOWARD GOOGLE CLASSROOM IN ENGLISH READING

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ABSTRACT This research was inspired by advancements in the education sector that have led to the adoption of online learning platforms, such as Google Classroom, for teaching English. The purpose of the study is to investigate students' views, feelings, and difficulties in using Google Classroom for English reading instruction. A quantitative descriptive methodology is used, relying on a survey approach. Data were collected through an online questionnaire distributed to students with experience with Google Classroom. The findings suggest that students have favorable views and attitudes towards Google Classroom, especially regarding of the accessibility of materials, enhanced reading comprehension, and a sense of comfort during the learning experience. However, several challenges were identified, including internet connectivity issues, data plan costs, and limited internet speeds. These findings indicate that Google Classroom is an effective learning platform for supporting English reading instruction, though technical obstacles remain to be addressed. Therefore, the use of Google Classroom needs to be optimized to account for the readiness of the technological infrastructure, enabling the learning process to run more effectively.
Keywords: Google Classroom, Reading, Students' Perception, Students' Attitude

INTRODUCTION

Advances in information and communication technology in the digital age have brought significant changes to various aspects of life, including education. The use of technology in the learning process allows teaching and learning activities to take place more flexibly and effectively, no longer limited by time and space. Technology facilitates greater access to a variety of learning materials for both teachers and students, promoting a more engaging and structured educational experience (A. T. A. Dewi & Syafiih, 2025; Haleem et al., 2022; Singh et al., 2023).

One form of technology utilization in education is the use of online learning platforms or learning management systems that allow teachers to manage classes digitally (Harini et al., 2024). In the context of modern education, the integration of technology serves not only as a tool but also as the primary medium for delivering content and managing the learning process (Djibran et al., 2024). The use of digital platforms such as Learning Management Systems (LMS) is one concrete example of this technological application. LMS enables teachers to organize classes systematically, distribute materials, and conduct learning assessments efficiently (Hadi et al., 2025).

One of the most widely used platforms in learning activities is Google Classroom, developed by Google. Google Classroom offers various features that support learning activities, such as providing learning materials, assigning and collecting assignments, and providing online feedback to students. Through this platform, teachers can organize their classes more effectively, while students can access learning materials anytime and anywhere as long as they are connected to the internet (Nuryatin et al., 2023; Qibtiya et al., 2024).

When learning English, students must develop four essential skills: listening, speaking, reading, and writing. Among these, reading is one of the most crucial skills. Reading helps students acquire information, expand their vocabulary, and improve their understanding of language structure (Grabe & Stoller, 2019). According to Watkins (2017), reading is a complex cognitive process that requires integrating linguistic and

background knowledge, along with reading strategies, to achieve comprehension. In addition, Krashen (2004) emphasizes that exposure to comprehensible input through reading plays a significant role in language acquisition, particularly in developing vocabulary and overall language proficiency.

In English language learning, particularly in reading, Google Classroom can be an effective tool because it allows students to access a variety of reading materials anytime, anywhere. With Google Classroom support, reading activities can be conducted in a more structured and varied manner by providing digital materials and text-based assignments (Muthi'ah et al., 2022). This shows that utilizing technology, especially Google Classroom, can greatly enhance the effectiveness of English reading instruction. Furthermore, reading in online learning environments involves metacognitive strategies, in which students actively plan, monitor, and evaluate their comprehension. A study by Tarihoran et al. (2022) found that EFL students used higher levels of metacognitive reading strategies during the pandemic than in the pre-pandemic era.

Several prior studies have explored the integration of Google Classroom into English language learning. Syakur et al. (2020) analyzed the efficacy of Google Classroom as a medium for English language education, revealing that this platform enhances the learning experience and simplifies access to educational materials for students. Furthermore, Muthi'ah et al. (2022) investigated the use of Google Classroom in teaching reading comprehension and found that it can boost students' reading abilities, as evidenced by improved learning outcomes after implementation. A different investigation conducted by Asyiqin et al. (2022) also explored students' views on the use of Google Classroom in listening comprehension classes. The research revealed that students held a favorable view of Google Classroom, finding it effective, user-friendly, and beneficial for accessing educational resources and turning in assignments during online learning.

Although several previous studies have examined the use of Google Classroom in English language learning, most of these studies have focused on the platform's effectiveness in improving learning outcomes (Muthi'ah et al., 2022; Syakur et al., 2020) or on students' perceptions of its use in specific language skills, such as listening (Asyiqin et al., 2022). The results of these studies indicate that Google Classroom offers various benefits in the learning process. However, research specifically examining students' perceptions and attitudes toward Google Classroom in English reading instruction remains relatively limited. Furthermore, the challenges students face when using Google Classroom for reading activities have not yet been fully explored.

Given these circumstances, research is needed to provide a more comprehensive understanding of students' experiences using Google Classroom in English reading instruction. Unlike previous studies, which have focused more on the platform's effectiveness or students' perceptions of specific language skills, this study specifically examines students' perceptions, attitudes, and challenges in using Google Classroom for English reading instruction. By integrating these three aspects, this study is expected to contribute to research on the use of digital learning platforms in English reading instruction and to serve as a reference for educators in optimizing Google Classroom use to support a more effective learning process.

Based on the above, this study aims to explore students' perceptions of Google Classroom's use in English reading instruction, identify their attitudes toward using the platform in reading activities, and uncover the challenges they face during the learning process.

RESEARCH METHODS

This study employed a descriptive quantitative approach to examine students' perceptions, attitudes, and challenges regarding the use of Google Classroom in English reading instruction. According to Sugiyono (2013), descriptive quantitative research aims to describe phenomena using numerical data collected from respondents through questionnaires. The participants in this study were students from various majors and semesters who had prior experience using Google Classroom in English language learning. The sampling technique used was purposive sampling, which involves selecting a sample based on specific criteria relevant to the research objectives. The criteria used were students who had previously used Google Classroom in English reading activities. This technique was chosen because respondents with direct experience using Google Classroom were considered capable of providing information relevant to the research focus.

The research instrument was an online questionnaire distributed via Google Forms. The questionnaire aimed to gather information on students' views, feelings, and difficulties related to using Google Classroom for English reading instruction. This questionnaire comprised two primary sections. The first section included questions about participants' backgrounds, such as their names, genders, majors, and semesters. In addition, this part includes inquiries about the students' familiarity with Google Classroom. The second section contained 10 statements related to students' perceptions, attitudes, and challenges regarding the use of Google Classroom in English reading instruction. Responses were measured using a five-point Likert scale ranging from strongly disagree to strongly agree.

The questionnaire was adapted from several previous studies. Statements on challenges were adapted from Mukhtar and Lateef (2024), perception items from Sudaryani et al. (2023), and attitude items from Moonma (2021). The instrument was modified to suit the context of English reading instruction through Google Classroom, and to ensure content validity, the modified instrument was first reviewed by faculty members with expertise in English language education and research methodology. The feedback received was used to improve the clarity of the language, the appropriateness of the content, and the relevance of each item to the research objectives.

Data for this study were collected via an online questionnaire. All responses were then analyzed using descriptive statistics to identify trends in respondents' answers to each statement. The results of this analysis were presented as percentages to provide an overview of students' perceptions, attitudes, and challenges when utilizing Google Classroom for English reading instruction.

FINDINGS AND DISCUSSION

Demographic Information

Table 1. Demographic Information of Respondents (N= 101)

No	Category	Classification	Frequency (N)	Percentage (%)
1	Gender	Male	26	25,74%
		Female	75	74,26%
2	Semester	2	19	18,81%%
		4	12	11,88%
		6	68	67,33%
		8	2	1,98%

3	Major	English Language Education	74	73.27%
		Management	10	9.90%
		Accounting	5	4.95%
		Islamic Economics	4	3.96%
		Guidance and Counseling	4	3.96%
		Law	4	3.96%
Total			101	100%

According on Table 1, the study included 101 students. In terms of gender, the majority of respondents were female (75; 74.26%), while males numbered 26 (25.74%). This indicates that female students dominated participation in this study. In terms of semester, the majority of respondents were in their 6th semester, totaling 68 students (67.33%), followed by the 2nd semester with 19 students (18.81%), the 4th semester with 12 students (11.88%), and the 8th semester with 2 students (1.98%). The data suggests that most participants have adequate experience attending lectures, including using Google Classroom as part of their learning experience.

In addition, the respondents came from a wide range of academic programs. As presented in Table 1, the majority of participants were from English Language Education-related programs, accounting for 73.27% of the total respondents. The remaining participants were from Management (9.90%), Accounting (4.95%), Islamic Economics (3.96%), Guidance and Counseling (3.96%), and Law (3.96%). This distribution indicates that the participants represented diverse academic backgrounds, providing a broader perspective on the use of Google Classroom in English reading instruction. Overall, these demographic data indicate that the respondents in this study have diverse backgrounds, including gender, semester, and academic program. This suggests that the research findings can represent students' general experience with Google Classroom for English reading instruction.

Analyses Of Research Questions

RQ 1: What are students' perceptions of the use of Google Classroom in English reading instruction?

Table 2. Students' Perceptions of Google Classroom in Reading Instruction (N = 101)

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean
1	Google Classroom helps me access English reading materials easily	4 (3,96%)	9 (8,91%)	38 (37,62%)	35 (34,65%)	15 (14,85%)	3,48
2	I can understand English reading materials better through Google Classroom	3 (2,97%)	11 (10,89%)	38 (37,62%)	38 (37,62%)	11 (10,89%)	3,42
3	Google Classroom helps improve my ability to understand English reading texts	3 (2,97%)	11 (10,89%)	43 (42,57%)	35 (34,65%)	9 (8.91%)	3,35

Based on Table 2, the research findings suggest that the majority of students hold a

favorable view of the implementation of Google Classroom in English reading instruction. Regarding the first statement, most participants concurred that Google Classroom simplifies their access to English reading materials. This is indicated by the high percentage in the "agree" and "strongly agree" categories. These findings indicate that Google Classroom facilitates straightforward access to educational resources, thus promoting a more adaptable learning experience. Regarding the second statement, the majority of respondents also stated that they could understand English reading materials better through Google Classroom. This suggests that the platform not only facilitates access to materials but also enhances students' comprehension of reading texts.

Moreover, in the third statement, a significant number of participants indicated that Google Classroom enhanced their comprehension of English texts. While some participants remained neutral, the overall outcome still reflects a favorable trend in utilizing Google Classroom to boost reading abilities. These results are consistent with earlier research suggesting that Google Classroom can facilitate learning more effectively and help students grasp educational materials. Furthermore, these findings reinforce studies showing that Google Classroom can enhance students' reading proficiency by providing structured, easily accessible resources. Therefore, it can be inferred that students have a positive perception of using Google Classroom for English reading instruction, especially regarding accessibility, understanding of content, and improvements in reading skills.

RQ 2: What are students' attitudes toward the use of Google Classroom in reading activities?

Table 3. Students' Attitudes toward Google Classroom in Reading Activities (N = 101)

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean
1	Learning reading through Google Classroom is interesting	4 (3,96%)	9 (8.91%)	39 (38,61%)	35 (34,65 %)	14 (13,86%)	3,46
2	I feel comfortable learning English reading through Google Classroom	2 (1,98%)	8 (7,92%)	39 (38,61%)	39 (38,61 %)	13 (12,87%)	3,52
3	Google Classroom makes reading activities more enjoyable	4 (3,96%)	8 (7,92%)	40 (39.6%)	34 (33,66 %)	15 (14,85%)	3,47
4	It is easy for me to access reading assignments through Google Classroom	3 (2,97%)	5 (4,95%)	25 (24,75%)	47 (46,54 %)	21 (20,79%)	3,77

Based on Table 3, the research results indicate that most students have a positive attitude toward the use of Google Classroom in English reading instruction. Regarding the fourth statement, the majority of respondents agreed that reading instruction via Google Classroom is engaging. This suggests that using digital platforms can increase students' interest in participating in learning activities. In the fifth statement, the majority of respondents also felt comfortable learning to read English through Google Classroom. The flexibility may influence this comfort in accessing materials and the ease of using the platform.

Furthermore, regarding the sixth statement, the majority of respondents stated that

Google Classroom makes reading activities more enjoyable. This suggests that integrating technology into education can improve students' learning experiences, leading to better outcomes. For this seventh statement, most respondents reported finding it easy to access reading assignments through Google Classroom. This reinforces the previous finding that Google Classroom facilitates assignment management and access to learning materials. These findings are consistent with previous research indicating that students tend to have a positive attitude toward Google Classroom because the platform is user-friendly, flexible, and effectively supports the learning process. In conclusion, students show an optimistic perspective on utilizing Google Classroom for English reading lessons.

RQ 3: What challenges do students face when using Google Classroom in English reading instruction?

Table 4. Students' Challenges in Using Google Classroom (N = 101)

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean
1	I sometimes experience internet connection problems when using Google Classroom	1 (1%)	13 (12,87%)	36 (35,64%)	33 (32,67 %)	18 (17,82%)	3,54
2	The cost of internet data makes it difficult for me to use Google Classroom	4 (3,96%)	16 (15,84%)	39 (38,61%)	32 (31,68 %)	10 (10%)	3,28
3	Limited internet speed makes it difficult for me to access reading materials in Google Classroom	4 (3,96%)	13 (12,87%)	36 (35,64%)	33 (32,67 %)	15 (14,85%)	3,42

Based on Table 4, the research findings indicate that students still face several challenges in using Google Classroom for English reading instruction. In the eighth statement, some respondents reported experiencing internet connection issues while using Google Classroom. This suggests that network stability remains a challenge in online learning. In the ninth statement, some respondents also stated that data plan costs were a barrier to using Google Classroom. Although not all respondents experienced this, economic factors remain an important consideration in online learning.

Furthermore, in the tenth statement, some respondents stated that limited internet speeds made it difficult for them to access reading materials on Google Classroom. This indicates that internet network quality significantly affects the effectiveness of using online learning platforms. Nevertheless, given the generally positive perceptions and attitudes, the challenges students face remain manageable. This suggests that, despite some technical difficulties, Google Classroom continues to provide significant benefits for English reading instruction. Thus, it can be concluded that the main challenges in using Google Classroom stem from technical factors, particularly internet connectivity and access, which can affect students' learning experiences in online instruction.

Discussion of Findings

This research aims to explore students' views, attitudes, and obstacles regarding the use of Google Classroom for English reading instruction. Based on the research findings, the subsequent discussion addresses the three research questions posed. Regarding

students' perceptions of Google Classroom in reading instruction, the results indicate that most students have a favorable opinion. Students feel that Google Classroom makes it easier to access reading materials and enhances their comprehension of English texts. This suggests that Google Classroom offers flexible learning, allowing students to access resources anytime, anywhere. This conclusion supports the findings of Dewi et al. (2020), who found that Google Classroom can improve the effectiveness of reading instruction and help students better grasp the content.

Furthermore, regarding students' attitudes toward Google Classroom, the research findings indicate that students hold a positive attitude toward it. Students feel that reading instruction via Google Classroom is more engaging, convenient, and enjoyable. Additionally, the ease of accessing assignments and learning materials also contributes to these positive attitudes. This suggests that incorporating technology into education can improve student motivation and involvement in the learning experience. These findings align with research by Albashtawi & Al Bataineh (2020), who noted that students exhibit positive attitudes toward Google Classroom due to its ease of use and flexibility. Likewise, Al Hadad et al. (2024) found that students responded positively to Google Classroom, as it enabled them to continue learning effectively, access learning resources easily, and maintain communication with teachers during online learning.

However, in addressing the third research question regarding challenges, this study found that students still face several obstacles in using Google Classroom. The main challenges encountered relate to technical factors, such as unstable internet connections, data plan costs, and limited internet speeds. These conditions indicate that, although Google Classroom has many advantages, its effectiveness is still influenced by the students' access to technological infrastructure. This finding aligns with research conducted by Haron et al. (2021), which indicates that the primary obstacles in online learning are limited internet access and economic factors. Similarly, Muawanah et al. (2024) found that students experienced various challenges in using Google Classroom, including unstable internet connections, difficulties accessing the platform, and problems understanding learning materials. These findings suggest that technological and infrastructural factors continue to influence the effectiveness of online learning. In addition, Tarihoran et al. (2022) also reported that online reading may reduce students' concentration, which supports the challenges found in this study.

Overall, the study's results indicate that Google Classroom is an efficient learning platform for facilitating English reading instruction, particularly by improving student accessibility and engagement. However, to achieve optimal results, adequate infrastructure support is necessary to minimize the technical challenges students face.

CONCLUSION

According to the research findings, students hold a favorable perception of Google Classroom in the context of English reading instruction. It is perceived that Google Classroom facilitates easier access to reading materials, enhances comprehension of text, and improves students' ability to understand English reading passages. This suggests that Google Classroom serves as an effective educational tool for facilitating reading activities.

Moreover, students exhibited a positive attitude towards utilizing Google Classroom for reading instruction. They found that learning through this platform was engaging, convenient, and enjoyable. The straightforward access to assignments and the flexibility in their learning were key factors contributing to this favorable perspective.

Therefore, employing Google Classroom can boost student engagement and motivation in English reading instruction.

Nevertheless, the research also discovered that learners continue to encounter various difficulties with Google Classroom. These difficulties are mostly technical, such as issues with internet connectivity, data plan costs, and slow internet speeds. However, these obstacles do not reduce the main advantages of utilizing Google Classroom for educational purposes. Consequently, it is essential to address these technical challenges to enable more effective use of Google Classroom in facilitating English reading instruction.

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