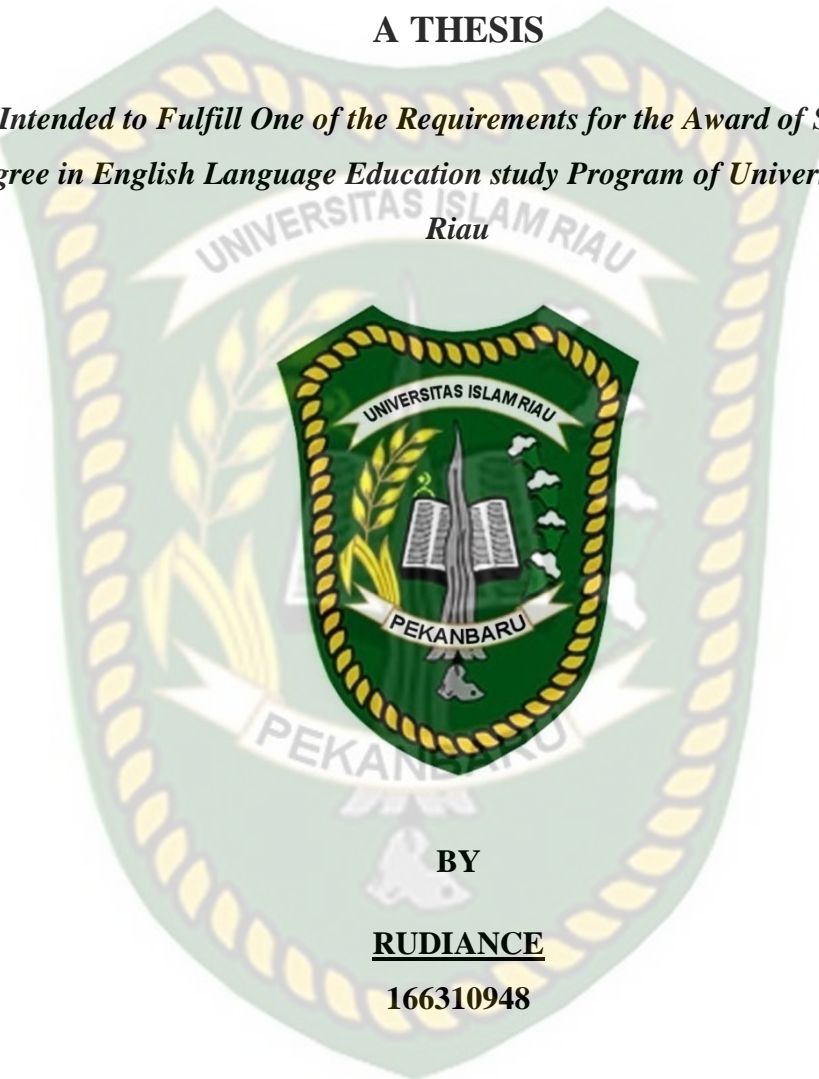


**AN ANALYSIS OF STUDENTS' PREFERENCES OF USING GOOGLE
CLASSROOM IN LEARNING AT THE SIXTH SEMESTER STUDENTS
OF ENGLISH LANGUAGE EDUCATION PROGRAM FKIP UIR**

A THESIS

*Intended to Fulfill One of the Requirements for the Award of Sarjana
Degree in English Language Education study Program of Universitas Islam
Riau*



BY

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The Researcher

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ABSTRACT

Rudiance. 2021. *An analysis of Students' preferences of using Google Classroom in learning at the sixth semester students' of English Language Education program of Universitas Islam Riau in 2020/2021 academic year.* Thesis, Pekanbaru: English Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau.

Keywords: Google Classroom, Learning, Students' preferences.

With current technological advances, teachers or lecturers and students can take advantage of technology as a means of the learning process that can be done online without having face-to-face meetings. Google Classroom is one of the learning management systems that can be used to support the online learning activities. Hence, this study aimed to know the students' preferences of using Google Classroom in learning at the sixth semester students in English language education program of FKIP UIR

This study worked on a quantitative research design, the researcher used questionnaires to collect the data. The indicators of the questionnaire consist of four indicators as follows; resources sharing, activity, support, and evaluation which were adapted from (Balasubramanian et al., 2014). To be able to find out the answers of each respondent, the researcher also used a four point Likert scale; strongly agree 3.01-4.00, agree 2.71-3.00, disagree 1.71-2.70, strongly disagree 1.00-1.70. The Researchers also used Google Forms as a process of distributing the questionnaires to the samples.

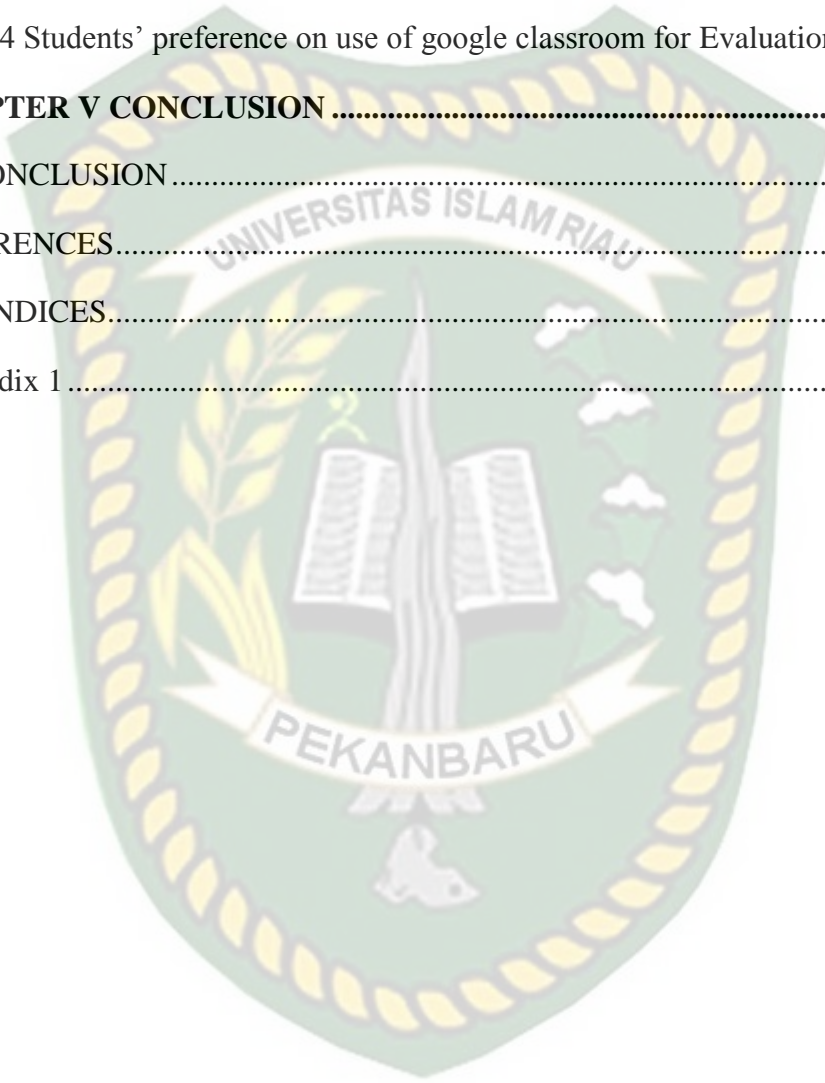
The results of the analysis from the questionnaire showed that the average responses of the students towards the preferences of using Google Classroom as resource sharing was 3.09 (strongly agree). Then, in terms of preferences in the activities of using Google Classroom, the students' average is 2.99 (Agree). In addition, for the use of Google Classroom to support the students in learning, the data showed that the students disagree (2.74). The preference of using Google Classroom for evaluation was 2.89 (Agree). In conclusion, the students did not preferences to use Google Classroom in their learning process because one of the indicators showed the students disagree that the Google Classroom totally supports their learning.

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CHAPTER I

INTRODUCTION

1.1 Background of the study

In the modern era nowadays, people can not be apart from technology because it has grown rapidly. Technology becomes an essential need for many people. They used technology for various activities, such as travelling, learning, shopping, communicating and others.

The growth of information technology in the world of learning results most important in the education process. According to Rosenberg in G.Gunawan (2009), Currently, with increasingly sophisticated technology, there are some changes in the world of education especially on the learning process with used technology as follows: From exercises to physical training through technology, from classroom to where and anytime, from paper to digital resources, from face-to-face learning through distance learning.

In education, the use of technology such as telephone, computer and social media has been widely applied by teachers and students. The learning process can simply happen through the use of smartphone because teachers can easily share information through smartphone, then the students can easily access the learning materials in their smartphone. Not only waiting for the learning materials from the teachers, the students can also get various learning resources on the internet by using social media, such as WhatsApp, Facebook, Instagram, or Twitter.

With current technological advances, teachers or lecturers and students can take advantages of technology as a means of the learning process that can be done online without having to face-to-face meeting. To support effective learning through technologies, teacher or lecturers are required to be selective in choosing the best learning applications that can support the students in their learning process. Nowadays, there are a large number of educational applications that can be used by teachers and lecturers, such as Google classroom, Edmodo for learning management system, or Zoom or Google Meet for online learning platform, or Kahoot, and Quiziz for game-based learning applications.

Based on researcher's observation at English language education program of Universitas Islam Riau, especially at the sixth semester students in 2020/2021 academic year, the researcher found that some lecturers in the classroom were using Google Classroom as learning management system to support the online learning system during the pandemic situation. Based on the interview with the lecturer, she mentioned that using Google Classroom was very helpful for her in managing her teaching activities because the platform provides excellent features that ease the information sharing process, such as annoucements, learning materials, new task, quiziz, and students' task scores. From the result of the interview with one of the lecturers, I found that Google Classroom is one of the essential learning tools that can be used to effectively run the online learning system

However, the information that have been shared by the lecturer needs to be investigated further by investigating the effectiveness of using Google Classroom based on the students' perspectives. Hence, this research was finally conducted with title, **“AN ANALYSIS OF STUDENTS' PREFERENCES OF USING GOOGLE CLASSROOM IN LEARNING AT THE SIXTH SEMESTER STUDENTS OF ENGLISH LANGUAGE EDUCATION PROGRAM FKIP UIR”**.

1.2 Identification of the problem

In technology era nowadays, teaching by using technology cannot be separated in educational field. Technology should be intergrated during during the teaching and learning process. Based on the researcher's observation of the sixth semester students' learning activities during the pandemic Covid-19, the researchers found some problems that related to their online learning system:

Firstly, the students have been learning online for about one and a half years or three semesters. The students were looking forward to having their normal learning acvtivities by having face-to-face meeting with their classmates and lecturers in the physical classroom.

Secondly, internet access appeared as one of the challenges experienced by the students in following their online learning. Some of the students got problem to get the internet access because they were living in a small village with limited internet connection, while some others get problem to buy the internet qouta because they need more qouta to follow their learning process. Not all of the

students have received free internet quota from the government because of some technical reasons, such as not registering their names for getting the quota.

Last but not least, the students have been working with various learning applications during the online learning systems. The students use some kinds of applications because they follow their lecturers' preferences in selecting the learning platforms. One lecturer can use more than one applications, such as in the Translation subject, taken by the sixth semester students in 2020/2021 academic year, the lecturer used some applications; WhatsApp, Google Classroom, Zoom, and Quiziz applications.

1.3 Focus of the problem

Based on the identification of the problem above the researcher wants to focus on the third problem about the use of some applications during the online learning system experienced by the sixth semester students of English language education program of Universitas Islam Riau. However, this study focused on investigating the students' preferences in using Google Classroom during their online learning activities. The students' preference in using Google Classroom was investigated on four components; Resource sharing, activity, support, and evaluation.

1.4 Research question

1. How are the students' preferences of using Google Classroom of learning at the sixth semester students in English language education program of FKIP UIR?

1.5 Object of the Research

The objective of the research is to know the students' preferences of using Google Classroom in learning at the sixth semester students in English language education program of FKIP UIR

1.6 Significance of the Research

Currently lecturers use a lot of social network applications to be able help their in the teaching process, one of the application that is widely used by the lecturers that google classroom, besides being interested and easy to use, Google Classroom is usefull in teaching and learning activities both lecturers and students. Here some contributions to users

1. For students'

This research expected that students can take benefit use google classroom to support their leaning process, students obtain new knowledge and experience when use google classroom and can make teaching and learning cost-effective and self-paced learning.

2. For lecturers

This research expected that the lecturers more interested for use Google Classroom in the teaching process to students, because there are many new features that can make learning even more effective.

1.7 Defenition key of terms

1.7.1 Analysis The process of finding and compiling data obtained from interviews, field sources, and documentation, by combining data into categories, forming them into a form, compiling into a format, selecting

the most important parts and making a conclusion that is easily understood by others (Sugiyono, 2012). In this study, the researcher was analyze the undergraduated students' of English Department FKIP UIR.

1.7.2 Students' preferences is the students' point of view of looking something or how the way they see something (Afzal & Fardous, 2016). In this study was research students' preferences used google classroom to support their learning.

1.7.3 Google Classroom the application developed by Google, is always synchronized with Google Drive as a place to store our files in this application (Rozak & Albantani, 2018). In this study the researcher used google classroom as a prefer the students' in learning procces.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

In this study, the Researcher mentioned the theoriest that related to this research. Theories were researcher explained in order to support this research.

2.1.1 Technology in learning

According to "Shyamlee & Phil, 2012" Technology is one of the major drivers of sociolinguistic transition. In addition (Alqahtani Mofareh, 2019) The utilize of present day innovation in education English is broadly caught on to include an inovation application of strategies, devices, materials, gadgets, frameworks, and procedureds which are straightforwardly pertinent to English dialect educating and lead to the accomplishment of the specified objectives. Based on the expert, it can be conclude that The positive impact of technology in learning English and can be used as a significant learning tool in learning English.

Based on the expert above, it can be conclude that technology can be used throught the students without exception and may be the primary means of technology-based English language learning by students and teachers impacts both because it can facilitate the learning of the students so that teachers can make use of the method of learning with technology carefully, Technology can also an efficient means of learning support if used with the right target, so that the learning process is very strategic use of technology.

2.1.2 Definition of Google Classroom

According to (Rozak & Albantani, 2018) Google Classroom was created to make it easier for teachers to connect with students via the internet. This application provides an opportunity for lecturers or teachers to explore scientific ideas owned by students or students. In addition (Abd. Syakur et al., 2020) Google Classroom is a Google for education feature was released on August 12, 2014. Google Classroom is a web-based way of creating virtual classrooms. Google Classroom can be used to transfer assignments, collect them, and even grade them

Based on (Shampa Iftakhar, 2020) Google Classroom is the best platform to improve teacher performance. Google Classroom provides powerful features that make it a great tool for students to use. Google Classroom can help teachers to save time, and strengthen communication with students, Google Classroom also provides Gmail, Drive, and Google Docs features. In addition (Shaharaneet al., 2016) Google Classroom is a an application introduced by Google Apps for Education in 2014, facilitates teachers to create and submit assignments quickly, provide feedback quickly, and communicate directly with students easily.

From the explanation above, it can be conclude that the google classroom is a one of the networking technologies that can allow a connection with lecturers and students to make some classes online for learning. In other words, it can be inferred that Google classroom in education are also very useful. It interests students' in the process of learning. In addition, the students' can learning with the lecturer via google classroom and make disscusion about material learning.

2.1.3 Features of Google Classroom

Google classroom has the benefit of being a means of facilitating communication between students and teachers. This application is also useful for students learning to listen, read, send assignments, remotely. This Google Classroom app also creates a drive folder for each student's assignments, keeping all documents organized. The features offered in this Google Classroom based on the expert :

The following are the features contained in the google classroom that can be maximized effectively by lecturers as an effort to improve student literacy skills according to(Sutrisna, 2018)

1. Make task

Make task is a feature used to give assignments for students

2. Make Question

Make question is a feature that can be used to give questions for students.

3. Make Material

Make material is a feature that lecturers can use to send lecture material files in various formats.

4. Make Topic

Create topic is a feature that can be used to create topics

lectures that will be discussed in virtual classes or through google classroom so that students can actively participate in discussing lecture material both in ordinary classes and in google classroom classes.

5. Reuse Post

Used to repost existing posts, lecturers can add questions and edit them, also can be directly shared with the class group to be addressed.

In addition Shampa Iftakhar, 2020 mention that The features in Google Classroom are very simple to use. All available features are fully integrated. After the classroom is created, the lecturer can see all the activities carried out by the students. Four different tabs will open named reuse post, create a question, create an assignment, and make an announcement.

By using google classroom, lecturers can save all files on Google Drive, lecturers can also send emails to all students at once to submit course material.. According to (Harjanto & Sumarni, 2019) There are two options to enter the Google Classroom site. First, the lecturer starts by logging into the Google classroom website "classroom.google.com", then entering the registered gmail email address and password. after that the lecturer's Gmail account appears and can automatically access Google Classroom on the menu available on the lecturer's gmail account. After successful entry, lecturers have two choices, join or create a class.

2.1.4 Benefits of use Google Classroom in leaning

The use Google Classroom as a support for learning activities provides a very large contribution and has a great opportunity to become an effective means of student learning if used properly. According to (Shampa Iftakhar, 2020) There are five some benefit of using google classroom for learnig as follows ;

1. Easy to use

It is very easy to use. "Google Classroom's design purposefully simplifies the instructional interface and options used for delivering and tracking assignments; communication with the entire course or individuals is also simplified through announcements, email, and push notifications.

2. Cloud-based

Google Classroom is a technology that is very professional and flexible for use in a learning environment.

3. Flexible

This application is easily accessible and used by lecturers and students in the online learning process, this allows students to explore google classroom.

4. Free

Google Classroom is a free application so that lecturers and students can enjoy the features of Google Classroom for free.

5. Mobile-friendly

This platform designed to be responsive for students.

According to (Harjanto & Sumarni, 2019) some benefit of google classrom as follows;

1. Classroom management

Google Classroom is used for lecturers to create classes, assignments and post course materials for students.

2. Flexibility

Students and teachers can access all Google Classroom features in the

form of gadgets, such as computers, laptops and smartphones.

3. Safety and security

Google Classroom's security system is very high so it can't be hacked by anyone

2.2 Relevance studies

First, this research was done by (Balasubramanian et al., 2014) the journal published on 2014 ISSN:1877-0428, the title is "Student preference toward the used edmodo a learning platform to create responsible learning environment" In Her research attempted to find out: to know the student preferences toward use communication technology based on used edmodo on student responsible in learning. Quantitative descriptive techniques using observations, focus to identify whether Edmodo is an authentic teaching strategy that more teachers should use. The finding indicates results through the support of student preference analysis using Edmodo, especially for resources, support and communication such as forums, discussions and also for online activities. Students find Edmodo to be a beautiful and user-friendly social learning platform that allows them to enjoy working on online classes.

Based on explanation above this study have similiaryties, this study use the same survey design where there are 4 indicators and 20 statement items that must be filled out by students about preferences used google classroom for resource sharing, activity, support, and evaluation. Then the researcher concludes the results of the 4 statement indicators distributed to the research sample.

Second The research article was done by (Abd. Syakur et al., 2020) the article published on march 2020 with the title "The effectiveness of english learning media through google classroom in higher education" This research used explanatory survey as method for collection the data, this research focused on determine to success in the implementation of education through distance teaching methods during the Covid 19. Researchers found that blended learning using Google classroom as an alternative to the English learning process was very efficient during the Covid-19 pandemic.

Third Journal article relevance with this research was made by (Harjanto & Sumarni, 2019) This journal article published by 3rd English Language and Literature International Conference (ELLiC), ISSN:2579-7263. Title the article is "Teacher experiences on the use of google classroom" The aim of his study to investigate perception the teacher's of use Google Classroom as a learning process. This study used qualitative design, the study finding teacher use facilitation tool for managing students' tasks, organizing classroom and accommodating students' interaction. His studies show that teachers use Google Classroom as a tool to manage student assignments, organize classes and interact with students online.

Based on the relevance study above have a similiarity on finding the influence of google classroom to support the learning process for students and the use of the features provided in using google classroom.

CHAPTER III

RESEARCH METHODOLOGY

This study investigated students' preferences used Google Classroom in English language learning. The subject was investigated students' at the English Department Study Program of the Islamic University of Riau. The purposes of the study are 1) To know how the students' preferred used google classroom for supported their in English language learning. The method of study related to research design, population and sample, research instrument, data collection technique and analysis technology will be discussed in this chapter.

3.1 Research Design

In this study, the researcher used quantitative research. According to (Ary et al., 2010) More quantitative research study focuses on measuring instruments including scales, measurements, monitoring lists and questionnaires. Quantitative method is a phenomenon that describes the phenomenon of numerical data obtained by mathematically analyzing. The researcher decided to collect quantitative data from the questionnaires will be distributed to active students' in English Department study Program at Universitas Islam Riau. This method was aimed to know students' preferred social media usage in English Language Learning in English Education study Program at Islamic University of Riau.

3.2 Population and Sample of the Research

3.2.1 Population

According to (Ary et al., 2010) characterized as groups, event or object of well-defined membership. Based on (Sugiyono, 2012) The population is a generalization region consist of the objects or subjects that have quality and the facts determined by researchers to learn, The population is not only objects and other natural objects.

Based on explanation by the expert above, the population in this study is the sixth semester students' of class A in the English study Program on Islamic University of Riau. Which consisted of 4 classes.

3.2.2 Sample

Based on (Sugiyono, 2012) The sample is number or symbols owned by the population. Based on (Sugiyono, 2012) Non-Probability Sampling is a sampling technique that does not provide equal opportunities for every member of the population to be selected as the research sample. In addition (Sugiyono, 2012) Systematic Sampling is a sample method based on the sequence of members of population that has been numbered sequentially. Sampling can be done with even and odd numbers only, or multiples of certain numbers.

Based on explanation by the expert above, the sample in this research used Nonprobability sampling technique, sampling technique taken by researcher based on the order of the population that has been given a serial number by one of the students' in English Study Program in academic year 2017-2018. Then the technique used by the researcher is systematic sampling technique, selected

sample as contained in the table. This study was taken 28 students' as the sample of the research in sixth semester students' of class A in the English Department study Program of Islamic University of Riau.

3.3 Instrument of the Research

This study the used an electronic survey by used online questionnaire through Google form and distribute through students' whatsapp groups. The questionnaire was consist of four indicators of online learning.

Table 3.2 Indicator of Questionnaire

No	Indicators	item
R	Resources sharing	5
U	Activity	5
D	Support	5
I	Evaluation	5
	TOTAL	20

Adopted from Balasubramanian et al., 2014

In this study, The results from the questionnaire analyzed based on the basis of frequency, means, and standard deviation. In addition, the Researcher used Like Scale to scores the close-ended questionnaire.

The Likert Scale has five categories as alternative answers as follow; Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) to increase response variability.

TABLE 3.3 RANGE OF SCORE QUESTIONNAIRE

Range	Score
Strongly agree	4
Agree	3

Disagree	2
Strongly disagree	1

3.4 Data Collection Technique

The researcher collected the data from questionnaire.

1. The Researcher share the questionnaire via google form to 28 Students' in 6th semester periode 2017-2018 in English Study Program of UIR.
2. The Researcher collected all of the questionnaire from the sample.
3. The Reseacher analzyed the result of the questionnaire using Microsoft Excel.
4. The Researchers get the results of the questionnaire from the sample, process the questionnaire data and make conclusions from the data findings.

3.5 Data Analysis Technique

Data from the questionnaire was analyzed by using the Ms.Excel to analyze the data, below were the steps applied:

3.5.1 Collected the main data (item score/responses)

3.5.2 Arranged the collected the score into distribution of frequency of score table.

3.5.3 Calculated frequency, mean and standart deviation.

3.5.4 Mean

According to (Ary et al., 2010) A measure of central tendency for a distribution of interval data; the sum of the scores divided by the number of scores in the distribution the arithmetic average.

$$\bar{X} = \frac{\sum X}{N}$$

\bar{X} = Mean value

\sum = Sum of

X = Raw score

N = Number of case

3.5.5 Calculated the standard deviation using formula as follow:

3.5.5.1 Standart Deviation.

$$\text{Stdev} = \sqrt{\frac{\sum fx^2}{N-1}}$$

$\sum fx^2$ = Sum of frequencyof ech score.

N = Number of cases.

CHAPTER IV

FINDINGS AND DISCUSSION

It has been mentioned in the previous chapter that the purpose of this study is to find the information about the preferences students used Google Classroom in learning process in English language study program at UIR. The researcher already got the data from the sample. The student preference used Google Classroom as a learning process to enhance a responsive learning activities was analyzed by using Likert-scale questionnaire and used a rating guide as follows: 3.01-4.00=Strongly Agree, 2.71-3.00=Agree, 1.71-2.70=Disagree, 1-1.70= Strongly Disagree. Finally, the data collected were analyzed and grouped in terms of Resources, Activity, Support and Evaluation (RASE) pedagogical model to understand which are the students preference was high.

4.1 RESEARCH FINDING

4.1.1 Personal Information Data

Most of the students who participated in the survey respondents were women; female 23(82,1%) and male of 5(17,9%)

4.1.2 Students' preference on use of Google Classroom

Table 1. Students' preference on use of Google Classroom Resources sharing

	Statement	Mean	Standard Deviation	Grade
R1	Google Classroom easy to identify the study materials.	3,00	0,544	Agree
R2	I like the shared folder option as it allows me to access my lecturer's resources (eg lecture notes, videos, etc.).	3,21	0,499	Strongly Agree

R3	I find the unlimited Backpack option is usefully for saving data (e.g. Files, folders, etc.).	3,14	0,448	Strongly Agree
R4	Preview of the files option from Google Classroom is usefull to check before downloading.	3,25	0,585	Strongly agree
R5	I like the “filter by posts” search in option.	2,86	0,356	Agree
Total		3,09	0,487	Strongly Agree

Best on the table 1 above, The students’ “**Strongly agree**” with the score(3.09) for preferences of google classroom for Resources sharing. The data from the questionnaire shown in Table 1 indicated that the students “**Strongly agree**” with used of Google Classroom such us as easy to shared folder option materials with the score(3.21) Their also “**Strongly agree**” the unlimited Backpack option for saving data. For all features in the sharing of resources, a the higher score student preferences for resources sharing contained in (R4) with an average value higher than 3.25.

Table 2 Students’ preference on use of google classroom for Activity

	Statement	Average	Standart Deviation	Grade
U1	I like to use google classroom for forums or groups discussions with the lecturers.	3,07	0,539	Strongly Agree
U2	I like to use Google Classroom for forums or groups discussions with the other students	2,86	0,356	Agree
U3	Google classroom is useful to make ask for some information (e.g.video file, slides, etc.) posted by the lecturers.	3,07	0,378	Strongly Agree
U4	Google classroom is useful to make ask for some information (e.g. video file, slides, etc.) posted by my other friends	3,18	0,390	Strongly agree

U5	I like to join the online quizzes use google classroom because it can give me the right answer after the quiz is collected	2,79	0,568	Agree
Total		2,99	0,446	Agree

Based on the data analyzed from table 2, student preferences for the use of google classroom indicate that students **“Strongly agree”** to use google classroom for group discussion forums with lecturers with the score (3.07). Then their also **“Strongly agree”** to use google classroom to view information posted by lecturers with the score (3.07) and **“Strongly agree”** of use google classroom to ask about information posted by their friends on group assignments with the score (3.18). From the results of this analysis, it can be seen that students really like to use google classroom to ask about information posted by their friends on group assignments, shown in the questionnaire (U4) as the average score is 3.18, which is higher than the score other average. as shown in Table.

Table 3 Students’ preference on use of google classroom for Support

	Statement	Average	Standart Deviation	Grade
D1	I found the online help tool easy to understand	2,96	0,331	Agree
D2	communication skills (e.g. alerts, postings notification, etc.) between the students and lecturers very fast.	2,50	0,839	Disagree
D3	communication skills (e.g. alerts, postings notification, etc.) with my friends fastly.	2,54	0,693	Disagree
D4	I like to make an appointment online with my lecturer use google classroom, because it is fastly and simple.	2,68	0,548	Disagree

D5	I like the support community feature in google classroom	3,00	0,272	Agree
Total		2,74	0,537	Disagree

Best on the data questionnaire table 3 above, indicates that students preferences of used google classroom for support only some agree for google classroom as a support in learning. The students' **"Disagree"** for google classroom as communication and post notification between the lecturers and students with the score(2.50) and also they **"Disagree"** for google classroom as a make an appointment online with the lecturer, with the score(2,68). From the table the data questionnaire above the highest score value data is on item (D5) with score 3,00 higher than another questionnaire in table and the lowest score value data is on item (D4) with score 2,50 the lowest of the other questionnaires in Table.

Table 4 Students' preference on use of google classroom for Evaluation

	preference on use of google classroom for Evaluation	average	Standart Deviation	Grade
I1	I like to use google classroom to send assignments (eg reports, portfolios, etc.) because my lecturers' assessments are fast.	3,14	0,448	Strongly Agree
I2	I like to use Google Classroom to submit group assignments, because of the fast assessments of my friends.	2,75	0,752	Agree
I3	Use of icons by my lecturers for feedback to motivates me to create the task.	2,96	0,508	Agree
I4	I like to make online appointments with my lecturers using google classroom because it is fast and simple.	2,75	0,645	agree
I5	I found the selection to give a "badge" to me by my lecturer as a reminder.	2,86	0,448	Agree
Total		2,89	0,560	Agree

From the data questionnaire above indicate that the students’ **“strongly agree”** for google classroom to collect the assignments as a comments from the lecture are quickly with the score(3.14) and also their **“agree”** for icons Use of by my lecturers for feedback to motivates me to create the task with the score(2.96), Their also use google classroom to make online appointments with the lesctures. Among all items questionnaire, student preference is the submission of assignments and comments from lecturers option (I1) which has an average value of 3.14 score higher than other items in Table 4.

4.2 DISCUSSION

The purpose of this study was to know the students’ preferences in using Google Classroom in learning at the sixth semester students in English language education program of FKIP UIR. The students’ preferences of used Google Classroom based on their own experiences has been examined. Based on the finding of this study, the data is interpreted as follow;

4.2.1 Students’ preference on use of google classroom Resources sharing

Online facilitators have the ability to communicate directly with their students about information and online resources. Rather than maintaining e-Learning courses or sending individual e-mails to each student, they can simply access the Google Classroom application and distribute links to interesting online resources and additional e-Learning materials (Abd. Syakur et al., 2020). This allows the students’ to update the time in lessons, so that they gain a better understanding of the material and access multimedia tools to enhance their e-Learning experience. Based on (Keeler & Miller, 2015) Sharing Resources allows

you to take a document, video or link and push it out to your students. So the researcher can be concluded that google classroom allow the students' to take and send to other students' about the material and also the lecturer can sharing the some information about the learning material.

4.2.2 Students' preference on use of google classroom for Activity

Collection of assignments with deadlines can make students disciplined in collecting their assignments, the use of google classroom for this activity can also create good communication between lecturers and students. Therefore, good communication will make students more active in exploring the material given by the lecturer (Rozak & Albantani, 2018). The researcher concluded that Google Classroom can also be used as a discussion forum between lecturers and students and a discussion forum among students. In addition spreadsheets can be used to collect student opinions on discussion topics. the spreadsheet allows multiple discussion questions to be collected, with student editing access it can quickly get all students in the same class and give each student a voice in group discussions (Keeler & Miller, 2015).

Based on the explanation above the google classroom allowed the students' to correct the online quiz has given by the lecturer, Google Classroom can also send assignments to the students and even assess assignments submitted to lecturers. This platform also provides access rights for lecturers to manage the assignments given, so that students can simply view, edit and even collaborate with lecturers.

4.2.3 Students' preference on use of google classroom for Support

The use of this application can also make a good communication between students and students. It is possible that good communication will make students more active in exploring the material provided by the lecturer. In addition to face-to-face learning, this application can be used as a class discussion forum. (Sutrisna, 2018). It mean communication and explanation when used google classroom for makse some discussion forum is fast and clearly it make the students' used to prefered the google classroom for learning process. In addition Google Classroom help the students' to record discussion results which will later be used to assess their performance. Google Classroom also helps students to get the right information about assignments uploaded in Google Classroom because it has a notification feature through the student's email account so that it allows students to access quickly, features such as "Home" which contains notifications from lecturers regarding the material to be discussed and other features. "assignment" with a deadline determined by the lecturer to make students disciplined in collecting assignments (Harjanto & Sumarni, 2019). It can be conclude that there are many supporting features in Google Classroom that can be used by students' and support students to make appointments with lecturers through Google Classroom quickly and easily.

4.2.4 Students' preference on use of google classroom for Evaluation

Google classroom to help students learn without having to waste a lot of paper. Learning using Google Classroom also makes it easy to create or announce information quickly and thoroughly to each student. Students can see every

assignment that is approaching the deadline for submission via Google Classroom notifications. Lecturers can quickly see who has not completed assignments, and provide feedback and direct scores in the class group forum (Rozak & Albantani, 2018). It means with used google classroom the students' preferred the google classroom to submitting the assignments quickly without used papers and also their can see some comment about assignment from the other students'.

In addition This is the best part when students try to get involved in commenting on other students' opinions because there are many different opinions. These students believe that the teacher has an important role to play in attracting student participation by giving them sufficient direction through questions and differing opinions. What's more, these students can also discuss group assignments and their role in the progress of the assignments (Harjanto & Sumarni, 2019). The creation and collection of student assignments without having to use paper, by utilizing the features of Google Docs, Drive, and other applications students can work on and submit assignments through an online system (Shampa Iftakhar, 2020). Based on the explanation above, the students' preferred to used google classroom for submitting the assignment is very quickly and also the students' can make online appointments with the lecturers are very quickly.

CHAPTER V

CONCLUSION

5.1 CONCLUSION

Based on the results of this study, the researcher finding that the students' preferences for the use of google classroom as a learning platform on average are strongly agree for all levels in this questionnaire, be it google classroom for resource sharing, activities, support, and for evaluation. the researchers concluded that learning English through google classroom has a positive impact on students and lecturers in the lecture process because their can communicate directly in an online class, the delivery of material and assignments is very clear for students. Google Classroom is also very supportive and opens new insights for lecturers and students to be able to enjoy the facilities that have been provided by Google Classroom.

There are many benefits provided by Google Classroom to support the online student learning process, for example, students can create online learning classes with lecturers and also create study rooms for fellow students and can also answer quizzes given online through Google Classroom. The task collection system can also be done online and can be responded to by lecturers quickly, then Google Classroom can be a reliable online learning system today. With the used google classroom in the learning proces, the lecturers and students' can do distance learning, especially in the learning English, google classroom also supports students to increase their English skills, especially in writing skills.

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