

**AN ANALYSIS OF STUDENTS PROBLEMS IN LEARNING ENGLISH
WITH GOOGLE CLASSROOM AT SMA N 1 TANDUN**

A THESIS

*Submitted to the Department English Education, The Faculty of Education and
Teacher Training as a Partial Fulfilment of the Requirements for the Sarjana
Degree*

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2021

ACKNOWLEDGEMENTS

The first and greatest gratitude is due to Allah SWT who has given researcher easiness, healthy, mercy, both strength and ability to accomplish this thesis entitle:

“AN ANALYSIS OF STUDENTS PROBLEMS IN LEARNING ENGLISH WITH GOOGLE CLASSROOM AT SMA N 1 TANDUN”

This paper is intended to fulfil one the requirements for the Sarjana degree in English Study Program Teacher Training and Education Faculty, Islamic University of Riau. The writer rendered a lot of thanks and put his high appreciation of correction, revision, and suggestions which were continually given by the following individuals:

1. **Dr. Hj. Sri Annah, M.Si** as the Dean and all staff members of teacher training and education faculty who have given their assistance for the completion of this thesis.
2. **Muhammad Ilyas, S.Pd., M.Pd** as the Head of English Language Education and **Sri Wahyuni, S.Pd., M.Pd** as the Secretary of English Language Education who give support and permission to write the thesis.
3. **Estika Satriani.,S.Pd.,M.Pd** as my advisor, I would like to say a big thank for your support, criticism, advice, and convenience in the guidance period in my thesis. Thank you for your quick response to my questions eventho I taxed you at night or weekend, you are the nicest lecturer and I will never forget your kindness and joyful. Hopefully, Allah Subhanawata’ala will repay all your kindness. Thank you very much.

4. Special for the researcher's beloved parents, father "**M.Yanis**" and Mother "**Siti Rosina**" thank you for your support, love, effort, patience, participation, and your bless for researcher and support material and anything researcher needed.
5. For the researcher's beloved, brother "**Alfian Hidayat**" and Sister "**Iga Mawarni and Sisra Yosi**" which have given the researcher support through prayer and motivation.
6. Thanks my best friend **Asrtianingsih, Rodiah, Weni rahmawati, Tria putri nanda, Muhammad aidil futra S.Ked, Reynaldi putra pratama** Who always give me suggestion, advisement, support, and motivation
7. All the researcher beloved friends on English Department 2014, especially for my friends in **Class B** thanks for your support, motivation, help, love and anything that the researcher needed in written this thesis.
8. All many people who can't researcher say one by one, thanks for everything.

Finally, the researcher hopes that this thesis will be useful for the readers in increasing English learning

Pekanbaru, 2021

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ABSTRACT

Anna Nurjannah, 2021. AN ANALYSIS OF STUDENTS PROBLEMS IN LEARNING ENGLISH WITH GOOGLE CLASSROOM AT SMA N 1 TANDUN

Keywords: problems, learning, Google classroom.

The purpose of this study was to find out the problems of students in learning English using Google classroom. Google Classroom is a mixed learning model that is used for every scope of education which aims as a solution to the difficulties in creating, sharing and grouping assignments without having to collect paperless assignments. The purpose of learning with Google Classroom is for students to gain deeper knowledge using technology. In this study, the researcher wanted to know the problems faced by students when learning English using Google classroom.

Three problems faced by students in learning English using Google classroom include The first internet access, second understanding of the materials and the last technology knowledge. The researcher performed the mixed method because it uses two data collection methods, qualitative and quantitative. The data were taken from the first grade students of SMAN 1 Tandun. This study took 10 respondents from XI as a sample. In this study, researchers used questionnaires and interviews as research instruments.

Based on the results of the highest percentage of each indicator, the main problem for students of class X IPA 1 SMA N 1 Tandun in learning English using Google classroom is when accessing the understanding the material and is calculated 79%, the second is followed by internet access 75% and the last is knowledge of technology 56%.

TABLE OF CONTENT

ACKNOWLEDGEMENTS	i
ABSTRACT	iii
LIST OF TABLES	iv
LIST OF APPENDICES	vii
TABLE OF CONTENTS	viii
CHAPTER I : INTRODACTION	
1.1 Background of Problem	1
1.2 Identification of the Problem.	4
1.3 Focus of the Problem	4
1.4 Research Questions	5
1.5 Objectives of the research.....	5
1.6 Significance of the Research.....	5
1.7 Assumption	5
1.8 Definition of the Key Terms	6
CHAPTER II : THEORITICAL FRAMEWORK	
2.1 Social Networking	7
2.2 Learning Media.....	8
2.3 Google Classroom.....	10
2.3.1 Definition of Google Classroom.....	10
2.3.2 Features on Google Classroom	12
2.4 The Usage of Google Classroom as Learning Media	12
2.5 Google Classroom Activities of Learning	13

2.6 Students Problems in Learning with Google Classroom	15
2.7 Advantages and Disadvantages of Google Classroom	17
2.7.1 Advantages of Google Classroom	17
2.7.2 Disadvantages of Google Classroom	20
2.8 Past Study	21
 CHAPTER III : RESEARCH METHODOLOGY	
3.1 The Research Design	24
3.2 The Location and Time of the Research	25
3.3 Population and Sample	25
3.3.1 Population	25
3.3.2 Sample	25
3.4 The Instrument of Research	26
3.4.1 Questioners	26
3.4.2 Interview	28
3.5 Data Collection Techniques	28
3.6 Data Analysis Techniques	28
 CHAPTER IV : FINDINGS AND DISCUSSION	
4.1 Research Findings	31
4.1.1 Questionnaire	31
4.2.1 Interview Result	41
4.2 Discussion	43

CHAPTER V : CONCLUSION AND SUGGESTION

5.1 Conclusions..... 45

5.2 Suggestion..... 46

REFERENCES..... 48



Dokumen ini adalah Arsip Milik :
Perpustakaan Universitas Islam Riau

LIST OF TABLE

Table 3.1 the distribution of the members of population by class.....	25
Table 3.2 The Blue Print Of Questioner	27
Table 3.3 Great Score	27
Table 3.4 Criteria in the interpretation of respondents based on the liker scale.....	27
Table 4.1 Questionnaire Result the Liker scale score.....	31
Table 4.2.1 I have trouble with the internet network while studying with Google Classroom.....	33
Table 4.2.2 I have to leave the house to get the internet network.....	33
Table 4.2.3 The Google classroom application takes up a lot of quota	34
Table 4.2.4 Limitations in communicating when learning using Google classroom.....	34
Table 4.2.5 Learning to use Google Classroom makes it difficult for students to understand the materials	35
Table 4.2.6 I'm having trouble collecting assignments in Google classroom	35
Table 4.2.7 I have problem in access the materials. more quickly when studying with Google Classroom.....	36
Table 4.2.8 I don't have a computer / Android to access Google Classroom .	36
Table 4.2.9 Difficulty in finding assignments or materials in Google classroom.....	37
Table 4.2.10 I lack knowledge about Google classroom	37
Table 4.2 The Recapitulation of Students Questionnaire.....	38

LIST OF APPENDICES

APPENDIX I

APPENDIX II

APPENDIX III



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CHAPTER I

INTRODUCTION

1.1 Background of problem

The current COVID-19 pandemic forced many countries to implement strict social distancing policies by closing offices and schools. We have seen student from elementary to tertiary use laptops or smart phones for almost a year to access online learning material when their school and campuses are closed. The Indonesian Government has taken the necessary steps to closely monitor the World Health Organization (WHO) situation report on the global outbreak of COVID-19 since the dangerous virus was first identified in Wuhan, South China, in November 2019.

The virus spreads rapidly across the globe. Directorate General of Disease Prevention and Control (2020) stated that Corona virus Disease (COVID-19) is a new type of virus that has never been identified in humans. Corona virus is a zoonosis (can be transmitted between animals or humans). Four days after WHO confirmed COVID-19 as a pandemic, on 15 March 2020 President Joko Widodo implemented a number of policies aimed at achieving social distance in society. He urged the public to work, study and conduct religious practices at home. During the Covid-19 pandemic like this, students are required to learn to use a system that can make them easier to learn with teacher.

Education is the government's effort to improve the life of the nation. The more citizens who are educated the country should be more advanced, increasing poverty will be increasingly reduced.

The process in education itself is commonly known as learning. Learning is a process of interaction between students and educators and learning resources in a learning environment. This means that in addition to the role of educators, what can't be separated is the use of media as a conveyor of material between educators and students with the media, of course, the learning process will be more effective. Effectiveness in learning is very important, this is very influential on the process and learning outcomes. the effectiveness of learning can be achieved if using media aids, in this study researchers used online media as a supporting tool in the learning process.

The use of online electronic media has been widely developed by researchers and has been widely tested, including the Moodle, Edmodo and Google classroom programs. Of course, various media have advantages and disadvantages. Existing programs allow anyone to use it. Google Classroom is a mixed learning model that is used for every scope of education which aims as a solution to the difficulties in creating, sharing and grouping assignments without having to collect paperless assignments. Google Classroom is designed to facilitate the interaction of lecturers or teachers with students cyberspace.

This application makes it easy for educators and students to carry out the learning process. In use, educators and students can collect, give, and assess

assignments without being bound by time limits. Google Classroom is used to help educators create and collect assignments without having to type or use paper (paperless), including features that can make time effects such as the ability to automatically make copies of documents for each student, this statement supported by (Rozak & Albantani, 2018).

This electronic class can also create a folder to store every assignment outside the teacher and each student who sends the assignment so that the file/assignment that is sent is not scattered and kept organized. Students can track each assignment that is almost close to the deadline for collection on the assignment page, and start working on it with just one click. Teachers can quickly see who hasn't finished an assignment, and provide direct input and grades in electronic classes. Through the Google Classroom application, it is assumed that learning objectives will be more easily realized and full of meaningfulness.

Specifically, several students' difficulties in applying Google Classroom were revealed in this study. First, the Internet network caused them difficult to access the Google Classroom and even difficult to submit the assignment. Second, students had the difficulties in understanding the materials since the teachers only provided the materials and tasks without much instruction. However, not all teachers can use Google Classroom easily, this statement supported by (Nagele, 2019).

Thus, the research found some phenomena as follows: 1. Some of the students had good performance in using Google Classroom in learning process, 2. Some of

students had not good performance in using Google Classroom in learning process, 3. Some of the students had good achievement learning by using Google Classroom as learning management system, 4. Some of the students had not good achievement learning by using Google Classroom as learning management system.

Based on the problems and phenomena above, the researcher is interested in analyzing the problems faced by students at SMAN 1 Tandun, especially the research entitled: “ **AN ANALYSIS OF STUDENTS PROBLEMS IN LEARNING ENGLISH WITH GOOGLE CLASSROOM AT SMA N 1 TANDUN** “

1.2 Identification of the Problem

Based on the explanation in the background about the problems faced by the students in learning with Google classroom, the researcher describes the problem. There are several problems faced by students in using Google classroom. The first internet access, second understanding the materials and the last facilities to online learning.

1.3 Focus of the Problem

Because the researcher have limited time, so the researcher need to focus on specific problem in order to focus on particular point discussion. The research only focuses on analysis of students problems in learning with Google classroom.

1.4 Research Questions

The formulation of the problem in this study is as follows:

1. What are the problems faced by students in learning English using the Google classroom application at SMAN 1 Tandun?

1.5 Objective of the Research

The objective of the research is to find out the difficulties of students in learning English with Google classroom based on answering the questionnaire and interview at SMAN 1 Tandun.

1.6 Significance of the Research

Through performing in this research, the researcher expects that:

1. for the researcher, to find out the problems that exist when teaching and learning using Google classroom, and give a solutions.
2. for the students, to find out the problems that exist when learning using Google classroom.
3. for the teachers, to find out the problems that exist when teaching using Google classroom.

1.7 Assumption

The researcher assumes that students SMA 1 Tandun face problem in learning English with Google classroom.

1.8 Definition of the Key Terms

1.8.1 Learning is a process characterized by a change in a person changes as a result of the learning process can be demonstrated in various forms of changes in knowledge, understanding, attitudes and behaviour skills, skills, habits, and change other aspects that exist in individuals who are studying.

1.8.2 Google Classroom is a tool which facilitates students and teacher collaboration; also teachers can create and distribute assignments for students in an online classroom for free.

1.8.3 The problems in learning with Google classroom, The first problem is the understanding on the subject materials, The second problem is the teacher's ability to use technology in online learning, Not all teachers are capable of operating computers or gadgets to use in online learning activities.

CHAPTER II

THEORITICAL FRAMEWORK

2.1 Social Networking

The type and amount of features offered by social networking sites differ. They can use a variety of modern information and communication tools on desktops and laptops, as well as mobile devices like tablets and smartphones. They could include online photo/video/sharing and diary entries (blogging). Social networking has recently emerged as a promising technology for knowledge management (Levy, 2009). The current generation of students are digital natives, having grown up in a Web-enabled society where ubiquitous technology play an important role in everyday life and new innovations are swiftly absorbed and assimilated.

Digital natives have been interacting with digital technologies from an early age, generally, appreciate the value of the technology, are quickly to adopt new technology (Palfrey and Gasser, 2010). Social networking is a significant and global phenomenon which has existed since society began. Online social media has become increasingly popular in the last few years. The rapidly increasing use of social media for sharing information has also triggered a great deal of academic interest (Oreilly, 20017). It is defined as a group of internet-based applications that build on the ideological and technological foundations of Web and that allow the creating and exchange of user generated content user-generated content (Kaplan & Hanlein, 2010). Social networking has expanded rapidly and transformed the ways of interaction between individuals (Asur, 2010).

The internet, as a public-sector technology, has been integrated into various communication forms and formats in daily life. Chatting, face-to-face communication, online buying, and even online schooling have all been steadily phased out in favor of communications through technological gadgets. “The internet is a worldwide network of interconnected computer networks that uses the internet protocol suite (tcp/IP) to connect devices. It is a network of networks made up of local to global private, public, academic, business, and government networks linked by a variety of electrical, wireless, and optical networking technologies. Educational technology is still cantered on efforts to give birth to processes for resolving these issues. The concept of innovation in learning models based on information technology has been discovered.

The internet has evolved into an effective and efficient means of obtaining and exchanging data and information without regard for spatial or temporal constraints. The development of internet technology today affects various aspects of life, including aspects of government, economic, social, to education.

2.2 Learning Media

Learning media is anything that can be used to convey a message so as to stimulate students' feelings, thoughts, willingness, and attention and encourage the learning process (Miarso, 2009). Meanwhile, according to Musfiqon (2012), learning media can be defined as a tool in the form of a physical and non-physical used teacher in conveying material to students to be more effective and efficient. Learning media is supposed to be more readily accepted by students as learning

tools and to attract students to learn. As a result, learning media can be thought of as a piece of hardware or software that teachers utilize to transmit materials to students during the learning process. In learning, media is supposed to make the learning process more effective and efficient in accordance with the learning goal.

Technology-based multimedia can be utilized as classroom learning media. Husain (2014) stated that the utilization of multimedia especially on presentation has a big effect and useful to increase student learning result. The use of multimedia in presentations seeks to cater to all of the student's senses in the form of audio, visual, or a combination of the two. Furthermore, the internet has an impact on the trend of media use in the classroom as well as the outcome of learning. Husain (2014) stated that the internet influences the option of method both in and out of the classroom. The utilization of the internet provides independence, acceleration, feedback, affordability, affectivity, and productivity in the learning process.

Because students must rely on technology to get course materials and engage with instructors and peers in an online learning environment, their media preferences may differ from those in traditional classroom settings. The level of media richness does not alone impact media choice in remote education. Individuals' technology abilities and social impact (e.g. group norms and peer pressures) were identified as key elements that influence media preferences in their study. In addition learning media will also increase students' learning motivation, this is in line with the statement expressed Sanaky (2009) that the benefits of instructional media include: (a) By using learning media, the learning

process will be more interesting, so it can lead to motivate student learning; (b) Can clarify learning materials, so that students can easily understand the material and enable students to master the learning objectives; (c) By using instructional media, the learning process becomes more varied. The material is not only delivered orally, so students do not get bored quickly and more effectively and efficiently; and (d) Students listening to the material presented by the teacher, doing more learning activities such as: observing, doing, demonstrating, and others. The features of learning media can promote the experiential classroom so that foster the students' learning engagement.

2.3 Google Classroom

2.3.1 Definition of Google Classroom

Google Classroom is a really simple program to use. Here are all of the features that are available, combined and associated with one another. All files were kept in Google Drive thanks to the professors' assistance. They can use this gadget to assign rank and level, as well as attach pdf, photos, videos, voice notes, documents, and other links for educational purposes. From Google Classroom, the teacher can send the assignment to all learners' at the same time (Iftakhar, 2016). Another factor that may add to Google Classroom's advantage is the amount of time saved. The teachers can then offer the class directions while simultaneously sharing the paperless assignment, commenting on, and scoring the students' work.

Then it will be able to reduce the amount of time spent squandering time while the class is in session. Furthermore, the teachers were more focused on explaining the material during the class (Iftakhar, 2016). Google Classroom provides a lot of benefits, but it also has some drawbacks, even if it has a lot of useful features. One of the disadvantages is that Google Calendar has limited integration options, which could make it difficult to manage assignment deadlines and materials by the deadline. When Google Classroom is integrated into Google Calendar, the students currently get notifications of every assignment equipped with their phones' alarm.(Pappas, 2015).

Assignments, grading, communication, time-costs, archive courses, mobile applications, and privacy are just a few of the capabilities available to teachers in Google Classroom. This study is also expected to provide a solution to the approaches used in the classroom, namely, traditional ways in which doses dominate learning activities, whether through lectures or assignments. The benefit is that pupils do not accumulate papers in their tasks, allowing them to become more efficient. Another point to consider is that e-learning is still not commonly employed in education; yet, this is an attractive feature for students who are more motivated to learn. However, the disadvantage is that using e-learning media sometimes necessitates a fast network, which is extremely inconvenient when there is none. As a result, Google Classroom makes it easier for teachers to manage their students' assignments.

2.3.2 Features on Google Classroom

There are two options for signing in. First, teacher starts with the Google Classroom website: classroom.google.com, then type the e-mail address and its password. (Keeler & Miller, 2016). Second, teacher can open his/her Gmail account then it can automatically access Google Classroom in the provided menu. After successfully signed in, teacher gets two options, joining or creating a class.

There are three pages available on Google Classroom, they are: stream, classwork and people.

- 1) Stream, The stream is a page where teachers focus on announcements and posts.
- 2) Classwork, A Classwork is the main page that allows teachers to organize assignments into modules and units. This is where teachers can create questions, quiz, assignments and post materials for students. Teacher can divide the section based on the topic, thus it is easier for students to find the assignments.
- 3) People, In this menu, teachers can see list of teachers and students who enrolled in the class. Teacher are also possible to invite other students to join the class.

2.4 The Usage of Google Classroom as Learning Media

The description of Google Classroom that has been explaining in the previous part of this article indicates that it is very potential for learning media. When we will use the Google Classroom as a learning media, it can be inside or

outside of the real classroom. It is, however, more focused on learning outside of the classroom because it allows online learning, which can be accessed at any time and from any location. Online studying necessitates a strong internet connection.

Teachers and students should be aware of this support in addition to the android or laptop offered for virtual class access. Asyhar (2011) states that using media is a creative way to facilitate students to learn. It means that learning content in media supports the learning objective. In a classroom the material in Google Classroom can be used as a media of learning offline while outside the classroom becomes the online learning media. It is a little bit different from Google site that learning in Google Classroom is something to learn in a virtual class in which teacher designed the learning with the task, assignment, etc. Students visit and learning themselves to what is provided. In Google site we can visit the site and choose what we want to learn in interest.

2.5 Google Classroom Activities of Learning

The steps of using Google Classroom Tomlinson and Whittaker (2013:45) mentioned that there are steps of using Google Classroom, such as:

- 1) During the weekly face-to-face sessions, for the duration students and teachers discuss a variety of materials, the selection of which is made based on their interests and taking into account their learning needs.
- 2) Then the students are offered a series of activities and exercises to help them to improve different aspects of writing and the language. Their

choice is conditioned by the course syllabus and at the beginning of the course many decisions are based on error analysis of the students' work made by the teacher.

3) During the face to face sessions students do brainstorming and prepare their essay's outline. In addition, depending on time availability, the students are asked to work on their own to free write on the topic of their essay and then discuss what they have written with their peers.

4) This work then continues to the online, which students can access from home during the week. In that website the students post their works in progress or completed ones.

5) The students are asked to post their works in online at least one day before a face-to-face session to leave their peers some time for commenting on their work. In general, they are asked to comment on at least one other person's work so as to not overwhelm them with the amount of work and to encourage them to do it.

6) After that the students should revise their essay drafts based on the comments of their peers and the teacher.

From the explanation above, the researcher can concluded the steps of using Google Classroom, they are: The teacher and students discuss the material about Analytical Exposition Texts based in syllabus, . the teacher asks students to join a group at Google Classroom, the teacher

asks students to read and work on text that teacher given, and the teacher asks students to post their work to the worksheet The teacher and students match and gives score for students.

2.6 Students Problems in Learning with Google Classroom

Digital technology permeates the lives of students and teachers almost everywhere, teachers participate in on-line computer conferences with colleagues, schools are clamouring to be linked worldwide with the Internet, and video games and home computers are increasingly a routine part of students' experiences. A large percentage of teachers remain reluctant and sceptical about the Internet, with Becker in 2000 stating that up to 70% of American teachers fall into the reluctant or late adopter categories when it comes to new technologies. Less than 25% of all teachers have integrated technology-based tools into regular classroom programs. (Becker 2000) The same study by Becker showed that only 20% of teachers are at an advanced skill level to integrate technology use into the classroom.

Specifically, some students' difficulties in applying Google Classroom were revealed in this study. Most of the students are stuck with technical problems in using their devices to run the program. This aim is in line with (Nagele, 2019) who proposes Google Classroom is for creating active learning which are student-centered, collaborative, and meaningful. Similar with (Al-Marouf & Al-Emran, 2018):

- a. the internet network made it difficult for them to access Google Classroom and even difficult to access turn over assignment.
- b. some students had the difficulties in understanding the materials since the teachers only provided the materials and tasks without much instruction.

Setyoko (2018:9) problems in google classroom includes:

- a) The amount of online media that requires supporting facilities and infrastructure.
- b) Uneven facilities owned by students such as android, computers and internet access.
- c) Lack of knowledge or technology stutter.

Based on the theory above, the researcher combine the theory become the indicators this study, they are: internet access, understanding the material, and facilities to online learning.

1. Internet access

Due to internet connection problems, not all students have a good internet network where they live, not even all students can buy internet quota every time learning begins.

2. Understanding the materials

The other reason is that the lecturer sometimes did not give the directions of doing assignment clearly, so that the students felt challenging

to understand what they have to do in the assignment. In these situations, the students were strived for learning by themselves as autonomous learners, and yet some of them were still not organized to the situation.

3. Facilities to online learning

The facilities owned by students are not evenly distributed, such as android, computers, and lack of knowledge or technology.

While computers are an important part of education, they cannot replace the natural world. Computer technology may enable us to see an example of how a stream's ecosystem works, but to get a full and authentic understanding, students must take a trip to a stream, and perform their own observations and tests.

2.7 Advantages and disadvantages of Google classroom

2.7.1. Advantages of Google classroom

There are so many advantages of using Google Classroom as one of the Learning Management Systems (LSM) (Izenstark & Leahy, 2015).

1. Quick and convenient setting The setup process of Google Classroom is very fast and convenient than having it installed or registered to local LMS or LMS provider. Lecturers can access Google applications and can begin to share tasks and learning materials. Lecturers can do this by adding a list of students or share a unique code that allows access to their online classes in Google Classroom. Google Classroom is simple and easy to use,

making it ideal for lecturers although the levels of e-Learning experiences are diverse.

2. Time saving Students no longer have to download a particular task by the lecturers. Lecturers just need to create and distribute files of duty to their students online. Lecturers can also determine the ranking, provide feedback for all the tasks and assess them using Google Classroom. Thus, there is the potential to save most of the time for both of them, both students and lecturers. Everything is paperless, so that no time is wasted distributing physical documents and that students can complete their tasks online on time, making it easier for them to meet the deadline and online learning can be tailored to daily schedule.

3. Increase in cooperation and communication One of the most important benefits of using Google Classroom is the very possibility to achieve an efficient online collaboration. Lecturers can send notifications to their students to start an online discussion or tell them about certain online learning activities. On the other hand, students have the opportunity to give feedback to their friends by posting directly to the flow of discussions in Google Classroom. Thus, if they need help because they have difficulties to understand an assignment or want to learn more about a particular topic, they can get feedback directly from their virtual classmates.

4. Centralized data storage With Google Classroom, all participants including students and lecturers are located in one centralized location. Students can view all their tasks in a specific folder, the lecturer can keep learning materials and activities for the academic year in the cloud and all the scores/grades can be seen in this application. There is no need to worry about missing documents or missing votes, because it is all stored in this free LMS.

5. This gives students the opportunity to obtain timely updates related to the current lesson, so that they can better understand the material and access multimedia equipment that can improve their eLearning experience (Anshari et al., 2017).

Quick sharing of resources Online facilitator/lecturer has the power to share information and resources directly online with their students. Instead of having to update the e-Learning courses or sending individual emails to each student, they stay connected to Google Classroom and distribute links to online resources and e-Learning materials enhancements that can benefit their students.

Mafa (2018) states the benefits of using Google Classroom to support the learning process:

1) Classroom management Google Classroom empowers teachers' authority to simply create and post content materials for students. The material itself can be in a form of documents, pictures, audios, file attachments and even videos. It also provides discussion board where students may discuss or

interact with each others easily. It also empowers other features such as announcements, upcoming task, datelines, and feedback, so students are able to manage their own independent learning.

2) Flexibility Students and teachers may access all the features of Google Classroom in any forms of gadgets, such as personal computer or smartphone. Accessing Google Classroom is very simple. It is integrated with Gmail account which connects everything to it.

3) Safety and security Students can enroll the class by entering the class code or based on teacher's invitation through e-mail. It means, it is restricted to certain people only and that no interlopers or unapproved groups or classes may have the access.

4) Promote collaboration Students can interact with others on the discussion board which encourages them to have better collaboration.

Students can discuss the task or project through online. Besides, teacher may invite students parents or guardian to get involved in the class. It means, they can track the progress of their children at anytime. They can easily get informed of any announcements and/or otherwise questions in the class stream.

2.7.2 disadvantages of Google classroom

on the other hand there are some weaknesses when we teach using Google Classroom application (Scragg, 2018);

- (1) We need to create a unique code which will be given to students to enter the Google Classroom;
- (2) This application is little bit difficult to share publicly to wider class or parents because it uses special code;
- (3) Google Classroom application does not provide any grade book although it provides scoring menu to all students' tasks given;
- (4) Google Classroom application is questioned to its privacy and marketing.

From the explanation above, there are advantages and disadvantages of using Google Classroom in teaching learning process. Using Google Classroom is useful for teachers, students, and parents. Teachers can share the material everywhere and every time. Teachers can also give a quiz or assignment to students if teachers cannot attend in classroom.

Google Classroom has some weaknesses which deal with its practicality; however it does not give any direct impacts to the learning improvement and success.

2.8 Past Study

The researcher use Mailyn yohana (2020) her thesis is Students' Learning Perfomance in Using Google Classroom as Learning Management System in English Education Department Uin Suska Riau.

theory from Shahrane in differentiating how students' learning performance in using Google Classroom as learning management system. This research show that in general students English Education Department, especially batch 2017 consist of class A and B who learn by using Google Classroom. they are feel accessing Google Classroom is easy, Google Classroom perceive usefulness, Google Classroom makes their communication and interaction easier and comfortable, perceive instruction delivery, and students satisfy with Google Classroom. the result of the first research problem is shows that Google Classroom is useful and helpful for the students learning performance and they felt satisfied with Google Classroom. The researcher used the Heyam's theory to differentiating the factors students learning performance. The result of the interview is students learning performance by using Google Classroom as learning management system there are; communication, collaboration, coordination and socialization. Based on the data finding it can conclude that there are factors that influencing students learning performance in using Google Classroom as learning management system.

Mar'atun Shalihah (2019) her thesis is The Application of Blended Learning Using Google Classroom for Teaching Writing at SMAN 3 MATARAM.

Based on the implementation of blended learning using Google Classroom, the comparison between face to face and online learning are 70% for face to face while 30% for online learning. Based on the students' achievement on pre-test and post-test there was a progressive improvement from students.

Where students' means score on the pretest was in fair category(55). While on the post-test was in good category (78). It can be concluded that blended learning using Google classroom is able to improve students' writing skill. 3. Based on the students' opinions of students SMAN 3 Mataram, it can be concluded that students have good perception on the implementation of blended learning using Google Classroom for teaching writing.

Stephen Sharpe (2019), Examining Google Classroom Capacities to Help Provide Principles Of Universal Design For Learning.

The applications attached to Google Classroom provides students with exceptionalities in the inclusive classroom support in reading, writing, and comprehension when completing curricular outcomes. The same technology can be used by students without exceptionalities to enhance their grasp of learning outcomes. When every student in the classroom is using the same device to complete a task, and it is not labelled 'assistive technology', there is no stigma attached to any student. As inclusive education is becoming increasingly common, teachers need to be equipped to teach in the inclusive classroom and to instruct every student in the classroom. Through UDL, and the assistive technologies found in Google Classroom, we have means to create a truly inclusive classroom.

CHAPTER III

RESEARCH METHODOLOGY

3.1 The Research Design

The researcher performed the mixed method because uses two data collection methods, qualitative and quantitative. mixed method usually use when the research problem does not have enough or clear answer by using one method only. The researcher decided to use mix method explanatory sequential design which begins with the collection of quantitative data and then continues with the collection of qualitative data to help explain and describe the results obtained by quantitative data, so that the results of this research model are explanatory or explain a general picture (generalization). The thing that underlies this research model is that the quantitative data obtained in the first stage can provide a general description of the research problem, for further analysis qualitative data is needed to explain this general description.

Creswel (2014) stated that Mixed research methods are research approaches involving the collection of quantitative and qualitative data, the combination of two data types and the use of various designs that may include conceptual assumptions and theoretical frameworks. The research applied only one variable that was analysis of problem students learning English with Google classroom at SMAN 1 Tandun.

3.2 The Location and Time of Research

This research will be conducted at SMAN 1 Tandun, particularly to the first grade students. The location of this research was on Jl. Jendral Sudirman No. 10 Tandun. The research was started from 2021.

3.3 Population and Sample

3.3.1 Population

The population of this research at SMAN 1 TANDUN. Arikunto (2010) stated that population is the whole subject of research. There are 102 students occupying six classes. The distribution of the research population can be seen below:

Table 3.1 the distribution of the members of population by class.

No	Class	Number of students
1	X ¹	25
2	X ²	25
3	X ³	27
4	X ⁴	25
	Total	102

1.3.2 Sample

Based on the table above the researcher think the numbers of the students of SMAN 1 TANDUN is large, the researcher take sample. Gay (1987: 101) says that sampling is the process of selecting individuals for a study. In addition, Surakhmad (1998) says if the population is homogeneous enough, for the

population that is less than 100% ,the sample taken is 50%, but if the population is more than 100 persons, the sample taken is at least 15%. In the research, the total number of the population of the first grade of SMAN 1 TANDUN is 102 students. The researcher also put 15% sample of population, so that the sample is 25 students.

In selecting sample, the researcher will decide to take a class as sample based on Radom sampling technique by using lottery for all classes and get X¹ class to be a sample. There were 25 students in class.

3.4 The Instrument of Research

3.4.1 Questioners

Questionnaire contained questions about items the students problem learning English with Google classroom. Sugiyono (2017: 142) says questionnaire is a technique of data collection conducted by giving questions or written statement to the respondent to answer. Questionnaires are efficient data collection techniques when researchers know with certainty the variables to be measured and know what can be expected from the respondents. In addition, the questionnaire is also suitable in use when the number of respondents is large and spread over a large area. Questionnaires can be closed or open questions can be given to respondents directly or sent by post, or the internet.

Table 3.2 The Blue Print Of Questioner

Indicator	Item
Internet access	1,2,3,4
understanding the materials	5,6,7,
Technology knowledge	8,9,10

Table 3.3 Great Score

Opinion	Score of scale
Always (AL)	4
Often (OF)	3
Seldom (SE)	2
Never (NV)	1

Table 3.4 Criteria in the interpretation of respondents based on the liker scale

Interval	Criteria
75% - 100%	very difficult
50% - 74,99%	difficult
25% - 49,99%	moderate
0% - 24,99%	easy

3.4.2 Interview

According to Arikunto (2013:189) the interview is also often called an interview or oral questionnaire, a dialogue conducted by the interviewer to obtain information from the interviewee.

Interview for students

1. Are you using Google Classroom in learning English regularly ?
2. Do you have difficulty to access Google classroom in learning English ?
3. Does Google classroom make it easier for you to learning English ?
4. What are the drawbacks in using Google Classroom in learning English ?
5. Does learning English using Google Classroom make learning more fun?

3.5 Data Collection Techniques

In collecting data, researchers used questionnaires and interviews with students. The questionnaire was given to respondents, namely students at SMAN 1 Tandun to answer the items in the questionnaire and the respondents had 20-30 minutes to complete them. In addition, after finishing answering the questionnaire, the researcher interviewed the students. Students are given 31-60 seconds to answer based on the answers to the questionnaire. Interviews are used to determine the honesty of students and are supported by questionnaires.

3.6 Data Analysis Techniques

According to Bodging cited by Sugiyono (2014:88) , "data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own

understanding of them and to enable you to present what you have discovered to others". So, it is true that data analysis need several times or may long time and difficult to get the result of data.

The figure above depicts the model of data analysis as well as data collection in qualitative research according to Mathew B. Miles and A. Michael Huberman (1994). They divided the process of analysis into three phases, consisting of Data Reduction, Data Displays, and Conclusion Drawing/Verification.

1. Data reduction

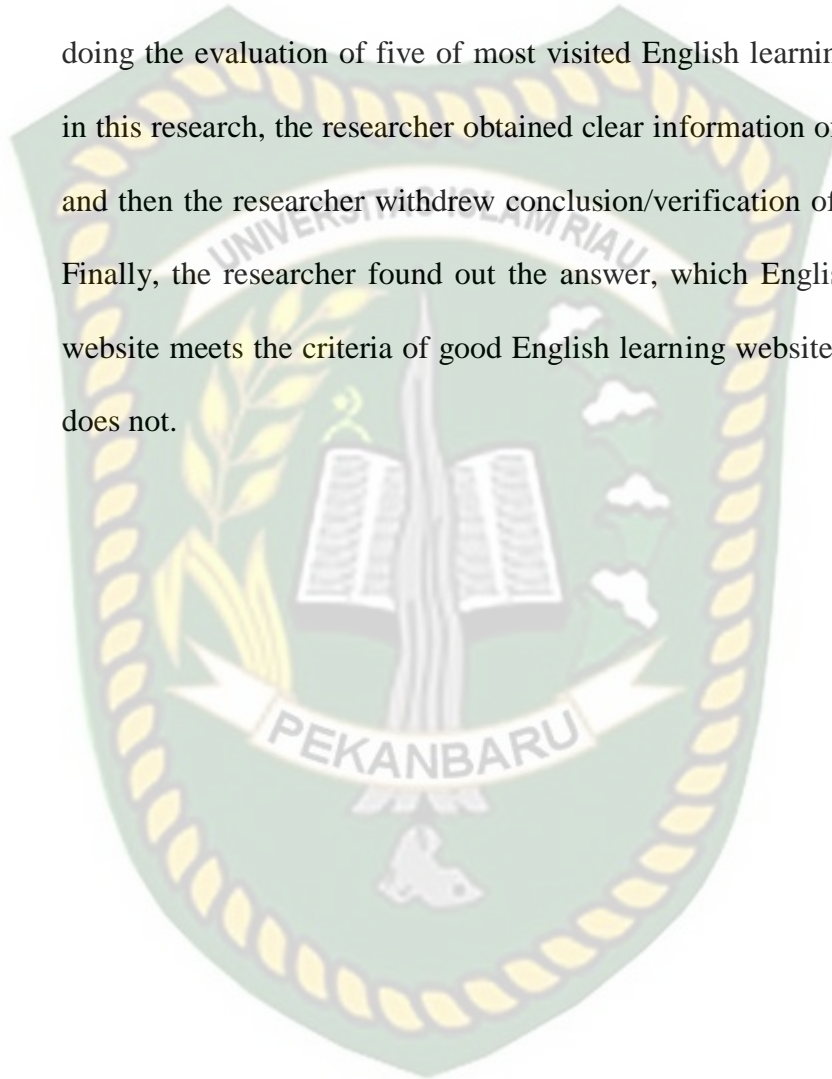
it is the process of sorting, focusing, simplifying, abstracting, and transforming of the raw data. In fact, as we saw the figure above, data reduction occurs continuously during the process of conducting qualitative research. It means that the researcher had been reducing the data before, during, and after collecting the data as well as analysing the data. Before the data were actually collected, the researcher decided (often without full awareness) which conceptual framework, which cases, which research questions, and which data collection techniques to choose.

2. Data display

By displaying the data, the researcher was easy to understand and to analyse what was happening with the data presented. And the researcher began to do the next plan of the research based on what the researcher has experienced.

3. Conclusion drawing/verification

According to Miles and Huberman the last step in analysis of qualitative data is withdrawing conclusion and verification⁴¹. After doing the evaluation of five of most visited English learning websites in this research, the researcher obtained clear information of the result, and then the researcher withdrew conclusion/verification of the result. Finally, the researcher found out the answer, which English learning website meets the criteria of good English learning website and which does not.



CHAPTER IV

RESEARCH FINDING

4.1 Research finding

4.1.1 Questionnaire

In this chapter, the researcher presents the data obtained of the students problems in learning English with Google classroom. The data was taken from the first grade students SMAN 1 Tandun. The research took respondents from X¹ as samples. After getting and collecting the data, the researcher presented the data based on their responses to the statements from the questionnaire as in the following:

Table 4.1 Questionnaire Result the Liker scale score

Indicators	No	Statement	Always (4)	Often (3)	Seldom (2)	Never (1)
Internet access	1	I have trouble with the internet network while studying with Google Classroom.	12	9	2	2
	2	I have to leave the house to get the internet network.	11	3	8	3
	3	The Google classroom application takes up a lot of quota.	15	0	5	5
	4	Limitations in communicating when learning using	4	15	3	3

		Google classroom.				
Understanding the material	5	Learning to use Google Classroom makes it difficult for students to understand the materials.	12	8	3	2
	6	I'm having trouble collecting assignments in Google classroom.	11	10	3	1
	7	I have problem in access the materials. more quickly when studying with Google Classroom.	4	12	6	3
Facilities to online learning	8	I don't have a computer / Android to access Google Classroom.	2	3	14	6
	9	Difficulty in finding assignments or materials in Google classroom	3	7	14	1
	10	I lack knowledge about Google classroom	1	7	12	5

Table 4.2.1 I have trouble with the internet network while studying with Google Classroom.

Item	Always (4)	Often (3)	Seldom (2)	Never (1)	%
1	48	27	4	2	81

Based on table 4.2.1, it show that there 48 students who stated that they always have difficulty with the internet network when studying with Google Classroom, and 27 students who stated that they often have difficulty with the internet network when studying with Google Classroom, 4 students who stated that they seldom have difficulty with the internet network when studying with Google Classroom, and 2 students who stated that they never have difficulty with the internet network when studying with Google Classroom. Based on the explanation above, the result is that 81% of students have difficulty with the internet network when studying with Google Classroom.

Table 4.2.2 I have to leave the house to get the internet network

Item	Always (4)	Often (3)	Seldom (2)	Never (1)	%
2	44	9	16	3	72

Based on table 4.2.2, it show that there 44 students who stated that they always have to leave the house to get the internet network, and 9 students who stated that they often have have to leave the house to get the internet network, 16 students who stated that they seldom have to leave the house to get the internet network, and 3 students who stated that they never have to leave the house to get

the internet network. Based on the explanation above, the result is that 72% of students have to leave the house to get internet connection.

4.2.3 The Google classroom application takes up a lot of quota.

Item	Always (4)	Often (3)	Seldom (2)	Never (1)	%
3	60	0	10	5	75%

Based on table 4.2.3, it show that there 60 students stated that Google Classroom always takes up a lot of quota, 0 students stated that Google Classroom often takes up a lot of quota, 10 students stated that Google Classroom seldom takes up a lot of quota, and 5 students stated that Google Classroom never takes up a lot of quota. So 75% of students experience that Google Classroom takes up a lot of quota.

4.2.4 Limitations in communicating when learning using Google classroom.

Item	Always (4)	Often (3)	Seldom (2)	Never (1)	%
4	16	45	6	3	70%

Based on table 4.2.4, it show that there 16 students stated that they always had limitations in communicating when learning using Google classroom, 45 students stated that they often had limitations in communicating when learning using Google classroom, 6 students stated that they seldom had limitations in communicating when learning using Google classroom, and 3 students stated that they never had limitations in communicating when learning using Google classroom. So, 70% students stated that they always had limitations in communicating when learning using Google classroom.

4.2.5 Learning to use Google Classroom makes it difficult for students to understand the materials.

Item	Always (4)	Often (3)	Seldom (2)	Never (1)	%
5	48	24	9	2	83%

Based on table 4.2.5, it show that there 48 students stated that they always had difficulty understanding the material when learning to use Google classroom, 24 students stated that they often had difficulty understanding the material when learning to use Google classroom, 9 students stated that they seldom had difficulty understanding the material when learning to use Google classroom, 2 students stated that they never had difficulty understanding the material when learning to use Google classroom. so, 83% students stated that they had difficulty understanding the material when learning to use Google classroom.

4.2.6 I'm having trouble collecting assignments in Google classroom.

Item	Always (4)	Often (3)	Seldom (2)	Never (1)	%
6	44	30	6	1	81%

Based on table 4.2.6, it show that there 44 students stated that they always having trouble collecting assignments in Google classroom, 30 students stated that they often having trouble collecting assignments in Google classroom, 6 students stated that they seldom having trouble collecting assignments in Google classroom, and 1 students stated that they never having trouble collecting assignments in Google classroom. So, 81% having trouble collecting assignments in Google classroom.

4.2.7 I have problem in access the materials. more quickly when studying with Google Classroom.

Item	Always (4)	Often (3)	Seldom (2)	Never (1)	%
7	16	36	18	3	73%

Based on table 4.2.7, it show that there 16 students stated that they always have problem in access the materials more quickly when studying with Google Classroom, 36 students stated that they often have problem in access the materials more quickly when studying with Google Classroom having trouble collecting assignments in Google classroom, 18 students stated that they seldom have problem in access the materials more quickly when studying with Google Classroom, and 3 students stated that they never have problem in access the materials more quickly when studying with Google Classroom. So, 73% students have problem in access the materials more quickly when studying with Google Classroom.

4.2.8 I don't have a computer / Android to access Google Classroom.

Item	Always (4)	Often (3)	Seldom (2)	Never (1)	%
8	8	9	28	6	60%

Based on table 4.2.8, it show that there 8 students stated that they always don't have a computer / Android to access Google Classroom, 9 students stated that they often don't have a computer / Android to access Google Classroom , 28 students stated that they seldom don't have a computer / Android to access Google Classroom, and 6 students stated that they don't have a computer / Android to

access Google Classroom. So, 60% students stated that they always don't have a computer / Android to access Google Classroom.

4.2.9 Difficulty in finding assignments or materials in Google classroom

Item	Always (4)	Often (3)	Seldom (2)	Never (1)	%
9	12	21	28	1	62%

Based on table 4.2.9, it show that there 12 students stated that they always Difficulty in finding assignments or materials in Google classroom, 21 students stated that they often difficulty in finding assignments or materials in Google classroom, 28 students stated that they seldom difficulty in finding assignments or materials in Google classroom, and 1 students stated that they never difficulty in finding assignments or materials in Google classroom. So, 62% students stated that they difficulty in finding assignments or materials in Google classroom.

4.2.10 I lack knowledge about Google classroom

Item	Always (4)	Often (3)	Seldom (2)	Never (1)	%
10	4	21	24	5	54%

Based on table 4.2.10, it show that there 4 students stated that they always lack knowledge about Google classroom, 21 students stated that they often lack knowledge about Google classroom, 24 students stated that they seldom lack knowledge about Google classroom, and 5 students stated that they never lack knowledge about Google classroom. So, 54% students stated that they lack knowledge about Google classroom.

Table 4.2 The Recapitulation of Students Questionnaire

No	Indicator	Always	Often	Seldom	Never	Total score	%
1	Internet access	168	81	36	13	298	75
2	Understanding the materials	108	90	33	6	237	79
3	Facilities to online learning	24	51	80	12	167	56

1. . Internet access

The total score from the results of the study using a questionnaire via Google form can be seen from the total score on the indicator multiplied by the weight of the provisions of the Liker scale. in this case the highest score on the Liker scale is multiplied by the number of questions, then $4 \times 4 = 16$. So the total desired score is the highest score multiplied by the number of respondents, so $16 \times 25 = 400$. So the calculation of the percentage of students' problems in learning English with Google classroom at high school N 1 Bunch, using the following formula:

$$\begin{aligned}
 \Sigma \text{questionnaire score} &= (\text{total AL} \times \text{score AL}) + (\text{total OF} \times \text{score OF}) + (\text{total SE} \times \text{score SE}) + (\text{total NV} \times \text{score NV}) \\
 &= 168 + 81 + 36 + 13 = 298 \\
 &= \frac{298}{400} \times 100\% = 75\% \text{ (very difficult)}
 \end{aligned}$$

So, on the internet access indicator, 75% of students have difficulty accessing the internet network.

2. Understanding the materials

The total score from the results of the study using a questionnaire via Google form can be seen by the number of scores on the statement multiplied by the weight of the provisions of the Liker scale. in this case the highest score on the Liker scale is multiplied by the number of questions, then $4 \times 3 = 12$. So the total desired score is the highest score multiplied by the number of respondents, so $12 \times 25 = 300$. So the calculation of the percentage of understanding the materials of problems student in learning English with Google classroom at SMA N 1 Tandun, using the following formula:

$$\begin{aligned} \Sigma \text{questionnaire score} &= (\text{total AL} \times \text{score AL}) + (\text{total OF} \times \text{score OF}) + (\text{total SE} \\ &\quad \times \text{score SE}) + (\text{total NV} \times \text{score NV}) \\ &= 180 + 90 + 33 + 6 = 237 \\ &= \frac{237}{300} \times 100\% = 79\% \text{ (very difficult)} \end{aligned}$$

And in the second indicator, 79% of students have difficulty understanding the material when learning to use Google classroom.

3. Facilities to online learning

The total score from the results of the study using a questionnaire via Google form can be seen by the number of scores on the statement multiplied by the weight of the provisions of the Liker scale. in this case the highest score on the Liker scale is multiplied by the number of questions, then $4 \times 3 = 12$. So the total desired score is the highest score

multiplied by the number of respondents, so $12 \times 25 = 300$. So the calculation of the percentage of understanding the materials of problems student in learning English with goggle classroom at SMA N 1 Tandun, using the following formula:

$$\begin{aligned} \Sigma \text{questionnaire score} &= (\text{total AL} \times \text{score AL}) + (\text{total OF} \times \text{score OF}) + (\text{total SE} \\ &\quad \times \text{score SE}) + (\text{total NV} \times \text{score NV}) \\ &= 24 + 51 + 80 + 12 = 167 \\ &= \frac{167}{300} \times 100\% = 56\% \text{ (difficult)} \end{aligned}$$

And in the last indicator, 56% of students don't have facilities to online learning.

The results in the table above show that of the three indicators, it shows students' difficulties in accessing the internet, understanding material and knowledge of technology. The results is based on the data analysis by using Liker scale.

Based on ten items that were asked to students through a questionnaire about internet access, most of the students (75%) answered that they had difficulty in accessing the internet network.

Material that is too difficult to understand when learning to use Google Classroom is also a problem for students of class X IPA 1. There are (79%)

students who answered questions having difficulty capturing meaning when reading the material without being explained directly by the teacher.

The low level of facilities to online learning is also one of the difficulties for students in understanding the use of Google Classroom. Based on the answers to the student questionnaire, 56% of students stated that they became confused when using Google classroom as a medium for learning English.

4.2.1 Interview Result

In conducting interviews, the questions given to participants the same as the questionnaire questions. So the point to use is the same, namely discussing student problems when learning English using Google Classroom. The results of the interviews were used by researchers to convince and strengthen student responses in the questionnaire. Researchers present interview data consisting of 5 basic questions that are slightly developed, as follows:

Researcher: Do you use Google Classroom to study English regularly?

Students : All students answered "yes" because students of class x IPA1 SMA N 1 Tandun learned English using Google classroom.

So, the first question is about whether students use Google Classroom or with other apps. In this case, it can be concluded that all students of class X IPA 1 SMA N 1 Tandun use Google Classroom as an app to learn English

Researcher: Are you having trouble to accessing Google classroom in learning English?

Students: Students 1,2, and 7 answered that they not have problems to accessing Google classroom when learning English, but students 2,3,4 and 6 answered that have any problems to accessing Google classroom. such as network disturbances, not having enough quota to access the Google classroom application.

So, in the second question, 3 students answered that they had no difficulty accessing Google classroom, but 4 students answered that they had difficulty accessing Google classroom.

Researcher: Does Google classroom make it easy for you to learn English ?

Students: out of 7 students, only 1 student answered "yes" that according to him Google classroom made it easier to learn English, but 6 students answered that students have difficulty in learning to use Google classroom, because they feel learning to use Google classroom makes them not focus while studying and difficulties in understanding the materials.

From the various answers above, the researcher can conclude that most students think that learning English using Google Classroom has difficulties in understanding the material given by the teacher.

Researcher: What are the disadvantages of using Google Classroom in learning English?

Students: student 1,2,4 and 7 answered limitations in communicating when asking questions, student 3,5 and 6 answered difficulties in understanding the materials and take up a lot of quota.

From the various answers above, the researcher can conclude that most of the students have difficulty in using the internet and have limitations in communicating during discussions.

Researcher: Does learning English using Google classroom make learning more fun ?

Students: student 1&2 answered learning English with Google learning English with Google Classroom is more relaxed, enjoy, and not in a hurry to join class, but student 3,4,5,6,7 answered learning English with Google classroom is not fun, students prefer to learn directly.

From the various answers above, the researcher can conclude that students prefer to learn offline with face-to-face directly rather than online learning using Google classroom which makes it difficult for students to understand the materials.

4.2 Discussion

In this discussion, the researcher focuses on the results of research that has been done with questionnaires and interviews with the results of the analysis of student problems in learning English with the Google classroom at SMA N 1 Tandun.

Based on the finding of research reveals three main findings in the problem of learning English using Google classroom at SMA N 1 Tandun.

First the problem raised is difficulty students in understanding the material when learning English using Google Classroom. Almaroof & al-Emran (2018) confirmed "some students had difficulties in understanding the materials and tasks without much instruction". Second, in the results of this study, students have difficulty understanding the material when learning English using Google classroom. second, researchers found problems in the internet network. in this case students have difficulty in accessing the internet. . Almaroof & al-Emran (2018) confirmed "in the internet network made it difficult for them to access Google classroom and even difficult to access turn over assignment". The same problem was also experienced by students of class x science 1 SMA N 1 Tandun, there were some students who lived far from the internet network so it was difficult to access Google classroom. and lastly, the problem of the students of class X IPA 1 SMA N 1 Tandun is knowledge of technology, in this case the researchers found the problem of students when learning English using Google Classroom is students' understanding of technology. There are several problems in Google classroom, this statement is supported by Setyko (2018), one of which is "lack of knowledge or technology stutter".

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

In conclusion, the researcher found that the students of class X IPA 1 SMA N 1 Tandun had problems in learning English with Google classroom which included access to the internet network, understanding material and knowledge of technology.

Based on the data presentation and data analysis from the previous chapter, the researcher draws conclusions. The first perception of students has the perception that the problem of learning English using Google classroom is on the limited internet network, some say that the network that makes learning is limited. In addition, they also argue that learning to use Google Classroom makes students find it difficult to understand the material that has been given by the teacher, and have limitations in communicating. The last problem that researchers found was online learning facilities which made students who did not have a Hp, laptop or computer find it difficult to follow the learning process.

5.2 Suggestions

After concluding the research, the researcher would like to give some suggestions that can be considered as follow:

1. The teacher

The teacher must pay attention to the internet network so that it is easier for students to learn using Google classroom and the teacher must deliver the best possible material during learning through Google classroom, not only giving assignments but must be explained to the student until no more questions. In addition, before giving assignments, it would be better to ask student about the material, so that the teacher can measure the extent of students' understanding of the material given. It's suggested to teacher using appropriate and up-to-date learning media in online learning in order to motivate students to be spirit for learning, especially in learning English is considered quite difficult by many students.

2. Student

Students can further enhance the enthusiasm for learning by a number of ways, such as not delaying work by delaying one assignment, because there will be more and more other assignments, then you can ask to teachers if you encounter difficulties while studying, and the last one is keep study hard even though there are no assignments, you have to search for additional knowledge or information to gain more understanding.

3. Other Researcher

This research is expected to benefit other researchers and as a reference or inspiration to conduct further research related to learning English through online leaning.



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