

**An Analysis of Students' Perception on using Google Classroom in Online Learning at English Language Education of FKIP UIR.**

**A THESIS**

*Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in English Language Education Department*



**BY:**

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**2021**

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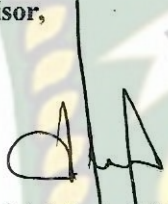
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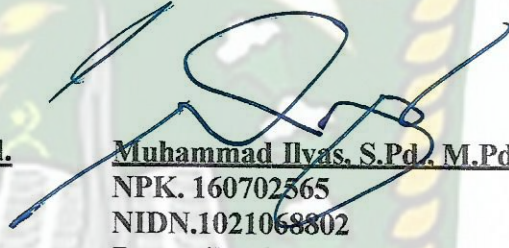
### AN ANALYSIS OF STUDENTS' PERCEPTION ON USING GOOGLE CLASSROOM IN ONLINE LEARNING AT ENGLISH LANGUAGE EDUCATION OF FKIP UIR

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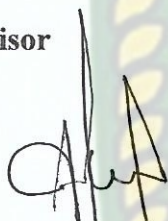
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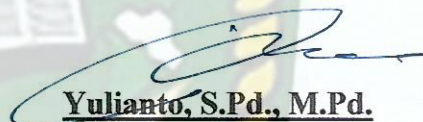
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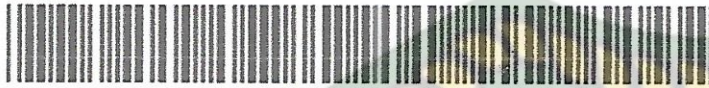
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NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1.	23/07/2020	Revised Chapter I	Change the research question and in the focus of the problem just focus on Google Classroom.	
2.	14/08/2020	Revised Chapter II	Add more information and experts, made the conceptual framework, found out the relevance studies.	
3.	21/08/2020	Revised Chapter III	Write the indicators in the table, gave explanation about the likert scale, and how to collect the data.	
4.	31/08/2020.	Approved to join Proposal Seminar	Learn and made preparation to proposal seminar.	
5.	10/09/2020	Joined the Proposal Seminar	Suggested to change the relevance studies, the questionnaire and the formula, use 5-point likert scale, and use Mendeley to write the references.	
6.	29/11/2020	Revised Chapter I,II, and III	Add explanation in the key terms, made a new questionnaire, balance the items in indicators and found out a new formula.	
7.	07/12/2020	Collects the Data for Chapter IV, and V	The results need to be elaborate.	

8.	09/01/2021	Consultation Chapter IV and V	Add more explanation about the data results and connected the result of the questionnaire and interview.	
9.	19/03/2021	Consultation Chapter IV and V	Add explanation after the charts.	
10.	21/03/2021	Approved to join the Thesis Examination	Make preparation for thesis examination.	

Pekanbaru, 26 March 2021

Wakil Dekan I/Ketua Departemen/Ketua Prodi



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## DECLARATION LETTER

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I hereby declare this thesis is definitely from my own ideas, except the quotations (directly or indirectly). Which were taken from various sources and mentioned scientifically. The researcher responsible for the data and facts provided in this thesis.

Pekanbaru, March 2021

The Researcher



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This thesis is intended to fulfill one of the requirements for the award of Sarjana Degree in English Study Program at FKIP UIR. In writing this thesis, the writer has received support from various sides. Thus for that kind on their occasion the writer wishes to express her sincere thanks and deep gratitude to:

1. 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 gave support and permission to write this thesis.
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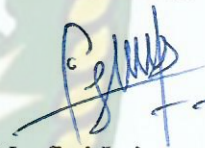
that I cannot mention one by one. Thank you for all the cares, supports, and loves.

10. Last but not least, thank you 6D class 2019/2020 for their worthy support and cooperation and time in terms of providing the writer all the needed information.

Finally, I realize that this thesis has not been perfect yet. Thus, I appreciate any critics and suggestions for this thesis. However, I hope this writing gives a worthwhile contribution to the improvement of the English teaching and learning process.

Pekanbaru, March 2021

The Researcher



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## ABSTRACT

**Nurfitri Istiqamah. 2021. An Analysis of Students' Perception on using Google Classroom in Online Learning at English Language Education of FKIP UIR.**

*Due to Covid-19 that has been spread to all around the world makes teaching and learning process changing from face-to-face classes to online learning to stop the virus spreading. There are many alternative tools that teacher use to online teaching. One of them is Google Classroom which used by teacher to create a virtual class to distribute learning materials, tasks, assignments submission also equipped with send feedback features. The aims of this research is to know how students' perception towards the use of Google Classroom in online learning and how the students perceived the use of Google classroom.*

*The methodology of this research is qualitative research. The researcher use questionnaire, and interview as the research instruments to answer research question. The participants of this research are consisting of 30 students from Sixth Semester students' of English Language Education Department, Universitas Islam Riau and there are 7 students chosen by the researcher as the interviewees.*

*The results of this research showed students' have positive perception towards the use of Google Classroom with percentage 70,21% in total average. This result is supported by interviews answers from 7 respondents. Students' were agreed with the use of Google Classroom during online class because many easiness that provided by Google Classroom.*

**Keywords: Online learning, Google Classsroom, Perception.**

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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of The Problem

The 21st century is a century in which there has been a rapid development in several areas such as global economy, culture, technology, society, including education. The effect of this development, in education teaching and learning activity nowadays is not only do in the class, it can do anywhere and anytime as long as having adequate tools.

Teaching and learning that people can do everytime and everywhere makes online learning or E-learning become a potential way to make learning easier. People can learning together without meet each other makes the use of this method in university be an option if lecturer far away and can not come to the class. As (Meyer 2014) stated that Online learning refers to a type of distance education and as web-based learning, e-learning, and online education.

In early 2020 the pandemic outbreak that attacks Wuhan, China have been spread throughout the world called Corona virus or Covid-19. On March 2020, Indonesian's government confirm the first case of Covid-19 in Depok. One by one public places is closed included school and university. Since that, teaching and learning activity doing in the online form, doing through the network or known as "Daring".

In practice teaching and learning through network, there are some problem that students, teachers and lecturer faced because they need to do the whole teaching and learning activities through network. This is a new condition, all that teachers and students can do is adapt and looking for the best way that teacher can do to make the process of teaching and learning keep going well.

To survive this condition, there are a few application and technologies nowadays that teachers can use to teach. One of them is Google Classroom. Teacher can use this application for posting announcements, distributing assignments, sharing learning materials, and doing discussion. In this application, students also be able to submit their assignments.

Based on the phenomenon above, the researcher want to know about what students perceptions. The researcher will conduct a research entitle “*An Analysis of Students’ Perception on using Google Classroom in Online Learning at English Language Education of FKIP UIR*”

## **1.2 Identification of The Problem**

Due to Covid-19 that has been spreads to all around the world makes teaching and learning process changing from face-to-face classes to online learning to avoid spreading the virus. So, online learning encourages learning using a platforms. There are a lot of teaching and learning platform that can be use, one of them is Google Classroom.

Google Classroom helps teacher to create a virtual class to distribute learning materials, tasks, assignments submission also equipped with send



feedback feature. There are many benefits that technology brings to educational field and learning with the help of technology looks more easy and efficient. But, the use of technology can bring problems too.

Besides the ease and efficiency gained from Online Learning, students' also faced problems. Online learning requires students to learn by their own in their house. The expectation is students can study well, it give the students chance to study in their own time more efficiently because they can study anytime and anywhere, Also efficient because students can study more subject in one time, after they finish their task, they still having some me-time with their hobbies and other job, also it can boast the level of self-motivation.

However, the reality is not that easy because not all the students can learning by themselves because online learning requires a sense of responsibility. In reality there are still numerous of students that having lack of motivation in learning. Another problem students can easily get distracted, they are not surrounded with by lecturer and cassmates, it can be difficult to study if the students do not disciplines and not build self-motivation to complete their task, and make progress. Also, there is no direct interaction between lecturer and students, there is no direct knowledge sharing with their classmates, teaching and learning process can be more boring and it may be tempting to procrastinate.

### **1.3 Focus of The Problem**

The researcher limit the problem about students perception of the use of Google Classrom in online learning.

#### **1.4 Research Question**

The questions of this research is:

1. What are the students' perception on using Google Classroom in online learning at English Language Education of FKIP UIR?
2. How do the students' perceived on using Google Classroom in online learning at English Language Education of FKIP UIR?

#### **1.5 Objective of The Research**

The objective of this research is to know about students' perception on online learning by using Google Classroom.

#### **1.6 Significant of The Research**

The significance of the research consisted of three significances:

1. For the lecturers

The lecturers will know students perception on the use of google classroom during online class.

2. For the Students

The researcher expected the research can be motivate students to keep study hard even though through online learning.

3. For other researchers

The result of this research hopefully make the other researchers interest to conduct the research about online learning especially the use of Google Classroom. In addition this research become a reference for the other researchers.



## 1.7 Definition of Key Terms

In order to avoid misunderstanding and misinterpretation toward the term in the title, the definition of terms as follows:

**1. Perception** is the processing of individualism in assess the circumstances around based on what they feel by senses. According to (Sinaga 2018) perception refers to the identification, organization, and interpretation of sensory information in order to represent and understand the environment. It is the process by which individuals choose, save, organize, and interpret the information gathered from senses.

**2. Online Learning** is teaching and learning process that does not occur in the classroom. And to make online learning happen, it makes use of communication networks. As Naidu (2006) stated online learning refers to the intentional use of communications technology and information network in teaching and learning, there are kind of E-learning such as distributed learning, web based learning, network and virtual learning.

**3. Google Classroom** is an online educational platform that provided by Google Inc which allows instructors to create classes which use to post announcements, distribute assignments, send feedback, also sharing learning materials for students to view. (Khalil, 2018). It is means that Google Classroom is one of platform that able to use during online learning, features in this application makes teacher easier to lead teaching and learning process.

## CHAPTER II

### THEORITICAL FRAMEWORK

#### 2.1 Perception

##### 2.1.1 The Definition of Perception

Perception is derived from Latin word '*Perceptio*' means a receiving or collecting. Perception constructed as the results as the results of individual observation towards certain events or things that occurs around them. Elements around the environment can influence someone's perception. Many factor that contributes in process of perception is the situation. The situation covers time, work settings, and social settings.

According to (Sinaga 2018) Perception refers to the identification, organization, and interpretation of sensory information in order to represent and understand the environment. It is the process by which individuals choose, save, organize, and interpret the information gathered from senses.

Perception does not appear by itself, it come up through processes. Perception basically the way people interpret and make sense the every different stimuli that they were got, one's perception also affected from many factors. As (Jailani and Harahap 2019) stated that someone's perception formed and influenced by factors of human self and stimulus surroundings them.

According to Nyagorme, Qua-Enoo et al (2017), Perception is represents opinion or belief that people often held based on appearances. As Alan and Gary (2011), Perception is process of interpreting the messages, it helps to organize and



sort out the varied and complex input received by senses of sight, touch, smell, hearing and taste to provide order and meaning to the environment.

(Démuth n.d. 2013) said there is called constructivist theories that says the process of perception is very active process of extracting sensory stimuli, interpretation, backward organization, and evaluation of sensory stimulus. perception can be defined as the final product of the interaction between stimulus and internal hypotheses, also between expectations and knowledge, in this proces there are motivation and emotions that plays an important role.

From the definitions above, the writer can conclude that perception is a belief or opinion that come through toward something happened in the environment, it can also something that people feel from their senses and sensory stimulus.

### **2.1.2 The Components of Perception**

According to Alan and Gary (2011), Perception has three components, such as: a perceiver, a target that is being perceived, and several situational contexts in which the perception is occurs.

#### **1. The Perceiver**

The perceiver's emotions, experience, and needs can affect his or her perceptions of a target. Emotions, such as: happiness, fear and anger can affect someone's perceptions. It can be happen because someone can easily misperceiving someone's innocent comment when they are angry. Someone's past experiences also can influence their current perception because it will lead the

perceiver to build expectations and that expectations affect it. Lastly, unconsciously needs can influence human perception by making them understand what they are feeling.

In some cases, there is a phenomenon known as perceptual defense, which means that the human perception system functions to protect them from unpleasant emotions. For example, everybody have experiences cases in which they "hear what they want to hear" and "see what they want to see", human perceptual system works to ensure that they don't hear or see threatening things.

## 2. The Target

Perception involves commentary and the addition of meaning to the target. Ambiguous targets are very vulnerable to interpretation and additions. Perceivers have a need to resolve the ambiguity.

## 3. The Situation

The situation is the most important effect because the situation add information about the target.

The researcher can conclude the three components of perception is interrelated. The perceiver, the target and the situation is connected to each other so the perception came up as a results.

## 2.2 Online Learning

### 2.2.1 Nature of Online Learning

Distance learning was founded since 1883, this method of learning underwent a fairly long developmental evolution. Which is in its development influenced by the development of sciences and technologies. According to



(Požgaj and Knežević 2007), Distance learning evolution divided into three generations, such as: Textual, Analogical, and Digital. The first generation is Textual. Learning process only based on printed text and supported by regular correspondence and mail. This process was known as “correspondence study”, “education at a distance”, or “correspondence education”.

The second generation is Analogical. In this generation, learner not only use texted books. There are fax, phone, and radio-television that were used for teaching. The situation that textual and analogical distance learning models were used is when there were no school, the school were very far away and could not found adequate teachers.

The third generation is Digital. The development of technology information occur rapidly, education also got the impact of it. Distance learning based on web also rapidly developing. Teaching and learning materials are digitized, saved in databases and repositories. The progression in modern technology makes students easy to engage in online learning and all students need to learning have been facilitated.

From the explanation above, it can be seen that online learning is not came instantly. There were a process that makes this learning method exist. As stated by Zakariah, Alias et al (2011), digital era that todays known as online learning or E-learning comes as a form commercialization of internet in education. E-learning in university level aim to give students a greater autonomy regarding the method, the content, and the point in time by which they learn by providing on requested learning without worrying the barriers of distance and time.

As (Meyer 2014) stated that Online learning refers to a type of distance education and as web-based learning, e-learning, and online education. Another expert, Khan (2005) said online learning can be interpreted as an innovative way to approach for delivering well-designed, anyplace, anytime which interactive that focus on learner-centered by utilizing the attributes, also facilitated by learning environment which are from resources of various digital technologies that suited for open, flexible and distributed learning environment.

According to (Samir Abou El-Seoud et al. 2014) Nowadays, Web-based learning or online learning is used as another option to face-to-face learning. In fact, the use of web increases in proportion directly with the increase of the number of students. this phenomenon causes the educators gave some effort to presents learning materials using interactive content that is filled up with multimedia to attract students' excitement and build motivation to learning.

According to Prawiradilaga et al (2013), Online learning is the process of education that utilizes information and communication technology to bridge teaching and learning activities in asynchronous and synchronous way. As well Naidu (2006) says E-learning refers to the intentional use of communications technology and information network in teaching and learning, there are kind of E-learning such as distributed learning, web based learning, network and virtual learning. Basically, these kind of E-learning is same because refer to educational processes that utilize information and communications technology to mediate synchronous or asynchronous learning and teaching activities.



There are the differential between synchronous and asynchronous learning, that is described by (Perveen 2016) Synchronous is similar with virtual learning, there is a group of students that learning in the same time. Text and voice chat rooms provide an opportunity of teacher-student and student-student interaction. Beside that, there is video-conferencing that facilitates face-to-face communication.

Meanwhile, Asynchronous is a flexible learning because students do not need to online in the same time with their lecturer because they already provided learning materials in the form articles, audio/video lectures and power point presentations. Lecturer freely use both of Synchronous or Asynchronous way to teaching.

Based on theory declared by experts, the writer takes conclusion that online learning is a type of distance learning that intentionally use by utilizing technology as their media to learning. The use of online learning can be an option if face to face learning can not be done, or be an innovative way to get different atmosphere of learning.

### **2.2.2 The Role of Online Learning**

E-learning offers many rewards, both from an organisational or institutional point of view as well as for students. The United Nations Educational Scientific and Cultural Organisation (UNESCO 2010) reveals that the role of e-learning depends on a number of factors, which are as follows: the number of students involved in the learning or training programme; information technology tools that are already in place; and the solution should be easy to integrate into the

existing IT platform (e-learning and/or administration platform and virtual campus).

There are four roles of online learning identified by (Berge n.d.):

1. Managerial (organizational; administrative; procedural),

The role concern setting the agenda: procedural rules, the timetable, the objective of the discussion, and decision-making norms.

2. Technical,

The goal of technical is to ensuring all participants comfortable with system and software is to make learners concentrate on the academic task.

3. Pedagogical (intellectual; task),

The role of teacher provide insights from their subject experience and knowledge. teacher uses questions to get students responses that focus discussions on principles, skills, and critical concepts.

4. Social,

Creating a friendly social where students are encourage to developing group cohesiveness, maintaining group and helping each other in the group.

### **2.2.3 Awareness of the use of E-learning**

According to Nyagorme, et al (2017), There are four parameters that researcher use to measuring the awareness of E-learning. The first is English Perception, represents opinion or belief that people often held based on appearances. The stakeholders of educational institution have varied perceptions about online learning, Online learning has potential to allow students interaction,

increase students motivation, critical thinking and provide situated learning environment through stimulation.

Second, E-Learning Adoption. The rate of e-learning adoption by an individual is largely dependent on utilization of e-learning tools. Factors such as: organizational, intra- and interpersonal character, socio-cultural, fear of computer threats and the lack of trust in securing sensitive data, are at play when adopting e-learning.

Third, E-Learning Training. Training is very important to make the implementation success because the successful use of Information and Communication Technology (ICT) in education depends on teacher skill.

Fourth, E-learning Availability and Accessibility. There are many platform that teacher and students use for learning such as YouTube, slideshare, mobile learning platform etc. But, the use of it depends on the availability and accessibility of IT facilities to students at both home and school.

Lastly, Motivation. Motivation refers to internal and external conditions that influence the direction, arousal, and maintenance of behaviour. Motivation plays an important role in the online learning environment because in online learning students need a good self-motivation to help them finish their task, time-management for learning by themselves, also being a critical-thinkers, creative and actively developing their knowledge.

Likewise, (Yacob et al. 2012) classify the evaluated of E-learning implementation into three categories; ease-of-use, self-efficiency and usefulness.



### 1. Ease-of-use

The implementation of E-learning helping the students in doing their task to be more effective and efficient. Once students access to the E-learning system, they will get learning materials in various formats such as; pictures, text, sound, videos, and so on. Furthermore, the students also can interact with their teacher and classmates. So, that is why the technologies that being use for E-learning should be able to deliver the knowledge as required.

### 2. Self-efficiency

Self-efficiency has been identified factor for assessing the readiness for E-learning. One of factors that determine the success of E-learning is students are able to learning by themselves as they are required to do. Due to this, students have to understand how to use technology.

### 3. Usefulness

Innovation E-learning are required considerable development time, up-front analysis, money, leadership support and technological infrastructure to be successful. E-learning readiness assessment will help the organization to implement its ICT aims effectively and design comprehensive E-learning strategies.

## 2.2.4 The Categories of Online Learning

According to Oye, Salleh and Iahad (2012), Online learning devided into several categories. These categories can be seen as follows:

1. Courses, most of all online learning focus on educational course. In course material usually modified and added with various different media and then will be upload to network environment for online assessing.
2. Communitiess, learning is social. currently, we are in the global era. the methods of problem solving are changing daily. Dialogue and communication with others in an organization or network globally to other organization is necessary for get tacit knowledge.
3. Blended learning, classroom learning to E-learning. Blended learning is a combination of face to face learning and online learning that combines various defferent delivery methods, such as: computer communication practices, web-base courses and collaboration software with face to face instruction.
4. Learning network, is a procedure of preserving and developing reationship which aim to support each other in learning. Personal learning network will help individual to create connection also developpe their knowledge to remain current in their field.
5. Informal learning, the needs for information encourages people to seek information, search engine like Google coupled with information storage tools and personal knowledge management tools such as Blogs and Wikis present a powerful toolset in the knowledge. People acquied that they will get more knowledge during break time that is from using trial and error also through conversations than in a formal learning environment.

6. Knowledge management, Globalization is focus on E-learning because online learning technology able to improves learning opportunities to a wide audience. In corporate, knowledge management technologies is using for document management systems and expertise locators. it also be an essential process which is put its attention to create atmosphere for people to share knowledge on information exchange, adoption and distribution activities in an organization.

The conclusion is online learning divided into several categories that not only focus on students side but universal because it covers working environments.

#### **2.2.5 The Modalities of Online Learning**

According to Naidu (2006), there are two modalities in E-learning; selfstudy and group study. Selfstudy classified into two category; online and offline. The same goes to group study that is classified into two category; Synchronous and Asynchronous.

1. Group-based e-learning synchronously, refers to situations where a group of students are working together in real time while online learning. Examples; students engaged in a real-time chat or an audio-video conference.
2. Group-based e-learning asynchronously, refers to situations where a group of students are working over an Intranet or the Internet where exchanges among students occur with a time delay. Example; discussions through electronic mailing.



3. Individualized self-paced e-learning online, refers to situations where an individual students accessing learning resources like course content online on the internet. Example; a self study student, or conducting some research on the Internet.
4. Individualized self-paced e-learning offline, refers to situations where an individual learner is using learning resources like a computer-assisted learning package offline. Example; hard drive, DVD, or a CD.

#### **2.2.6 Kind of Online Learning Platform**

The use of technology for teaching and learning activity is not a new trend. There are many online learning platform that teacher use for teaching.

1. Google Classroom

According to (Alim et al. 2019), Google Classroom is blended learning platform that designed to help teacher to create a virtual class and distribute tasks, assignments submission as well as assessment in a paperless way. As (Islam, Lecturer, and English 2019), says Google Classroom is an innovative way to learning which allows teachers and students to engage in 'beyond the classroom.

Likewise, Khalil (2018), stated Google Classroom is an online educational platform that provided by Google Inc which allows instructors to create classes which use to post announcements, distribute assignments, send feedback, also sharing learning materials for students to view. In his research, he found the perception of Google Classroom is positive. Teaching and learning process with

the aid of technological platform like Google Classroom could pave the road for students improve their skills.

Google Classroom is easy to use, this platform can be utilization through multiple platforms. i.e., Computer and Mobile Phone. To use this application, teacher and student can visit the website at <https://classroom.google.com> or download it from Appstore or Google Playstore without any charge by registering themselves on the Google account application.

There are some benefits that teacher and students got when they are use Google Classroom, such as: Google Classroom make teacher more easier to carry out learning activities. Google Classroom is kind of blended learning that learning is not only in the classroom but it is also outside the class because it enable students to learn whenever and wherever by accessing Google Classroom. Google Classroom also emphasize the acquisition of students observation skills.

## 2. Edmodo

According to (Etfiti n.d.) Edmodo is a social learning platform which give access to students to view course content presented by teachers for free. Edmodo is applicable in teaching writing with modestly designed, provides space for teachers, students, and parents to maximize teaching and learning process. (Purnawarman, Susilawati, and Sundayana 2016)

There is a research about students' perception of Edmodo for english learning done by Handayani, Mu'in and Nasrullah (2020). The results of that research showed students' perception of Edmodo is at medium level. They found

that the use of Edmodo does not cause any effects on students' English learning. Edmodo can be used as media for learning because some features might helps students' in learning.

### 3. Kahoot!

According (Bicen and Kocakoyun 2018), Kahoot is an online learning platform using game based pedagogy that used to providing metakognitive support, students attendance and liveness in class. Kahoot enables to preparing online discussions, exam or questionnaires as well as let the students to cooperate.

A research which done by Adnyani, et al (2019) about students perception towards the use of Kahoot found that teacher and students' perception is 'very good' and they were satisfied showing the latest trend in educational innovation.

### 4. Zoom

According to Guzacheva (2020), Zoom is an original software-based conference room solutions which allows content sharing and video conferencing capability. Zoom can motivates teacher to annotate their shared screen to making teaching and learning process more interactive.

Reffering to students' perception in the research by Agung, et al (2020) Zoom is one of online learning applications that considered as hard platforms to use during online class. Zoom requires students to have strengh connection and extra internet data, another difficulty is not all students had proper gadget. Zoom did not suitable for students' budget.



## **2.2.7 The Advantages and Disadvantages of Online Learning**

### **2.2.7.1 The Advantages of Online Learning**

There are many researchers that had been doing some research to know about the benefits of online learning. (Astani, Ready, and Duplaga 2010) explained about the advantages of online learning, they found that online learning is an innovative learning while flexible because students can learn anytime and anyplace as long as students able to do it. Through online learning students showed higher levels of engagement than face-to-face learning. Students also gained more knowledge and understanding of real-world and job-related problems, online learning also fitting in their lifestyles.

(L. Smart and J. Cappel 2006) also have explain about the benefits of online learning. Theory of learning shown that enhanced learning could happen when students are active in learning, assignments reflect experiences, applied critical thinking, and skillful analysis. Beside that, stimulus for learning also obtained from authentic situations and scenarios, build students motivation and excitement for learning, represent and simulating real-world problems and context, also directing the important structure for students to thinking.

Online learning has the potential to enhance learning and create that kind of environments and facilitate learning by providing real-life contexts to engage learners in solving complex problems, also can deliver new information which effectively offering explanation, examples, exercises and assessment.

According to (Cakrawati n.d.) that have been doing research about the benefits of using online learning platform in EFL classroom mentioned by the students. Online learning through Edmodo or Quipper helps students to understanding learning material. Beside that, online learning also helps students to practice their language skills and add more English vocabularies.

Edmodo or Quipper very usefull to stimulates students interest and participation in new learning experience. Students also mentioned that reading through the screen makes reading activity become interesting. Another benefit, through Quipper teachers and students have opportunity to have interpersonal communication.

Prabu (2015), stated several advantages from online learning when compared with face to face learning, such as:

1. Students have choice to select learning materials that suitable with their interest and level of knowledge
2. Students can work at their own pace because of self-paced learning modules allow them to do so.
3. Students can study anywhere as long as the have access and internet connection.
4. Teacher and students report that E-learning make them interect more often.
5. Flexibility to join disscussion and be able to interact with classmates and teacher through chatroom.

6. Students can test out or skim over learning material that already mastered and then concentrate in mastering new skills or information.
7. E-learning builds students self-confidence, self-knowledge and encourages them to take responsibility for their learning

#### **2.2.7.2 The Disadvantages of Online Learning**

In addition to its benefits the researchers also found deficiencies. (L. Smart and J. Cappel 2006) have explain about potential limitations of online learning. The students commented that online learning omit classroom interaction time where a 'real learning' happened. To be ready to online learning, the students need to self-motivation, discipline, writing skills, and prepare the need to make a time commitment to learning.

Other problems that had been identified is learner frustation, confusion, anxiety, and a sense of learner isolation. The researcher also found is the higher amount of students attrition rates. The key of E-learning success is learner motivation because it affecting students performance and learning.

According to (L. Smart and J. Cappel 2006), there are some disadvantages of online learning, such as the lack of interaction, privacy issues, technological difficulties, and not focus to the learning material. The lack of interaction happen because there is no interaction between student-to-lecturer or studen-to-student, also cause struggle in feedback since most of the online courses are asynchronous.



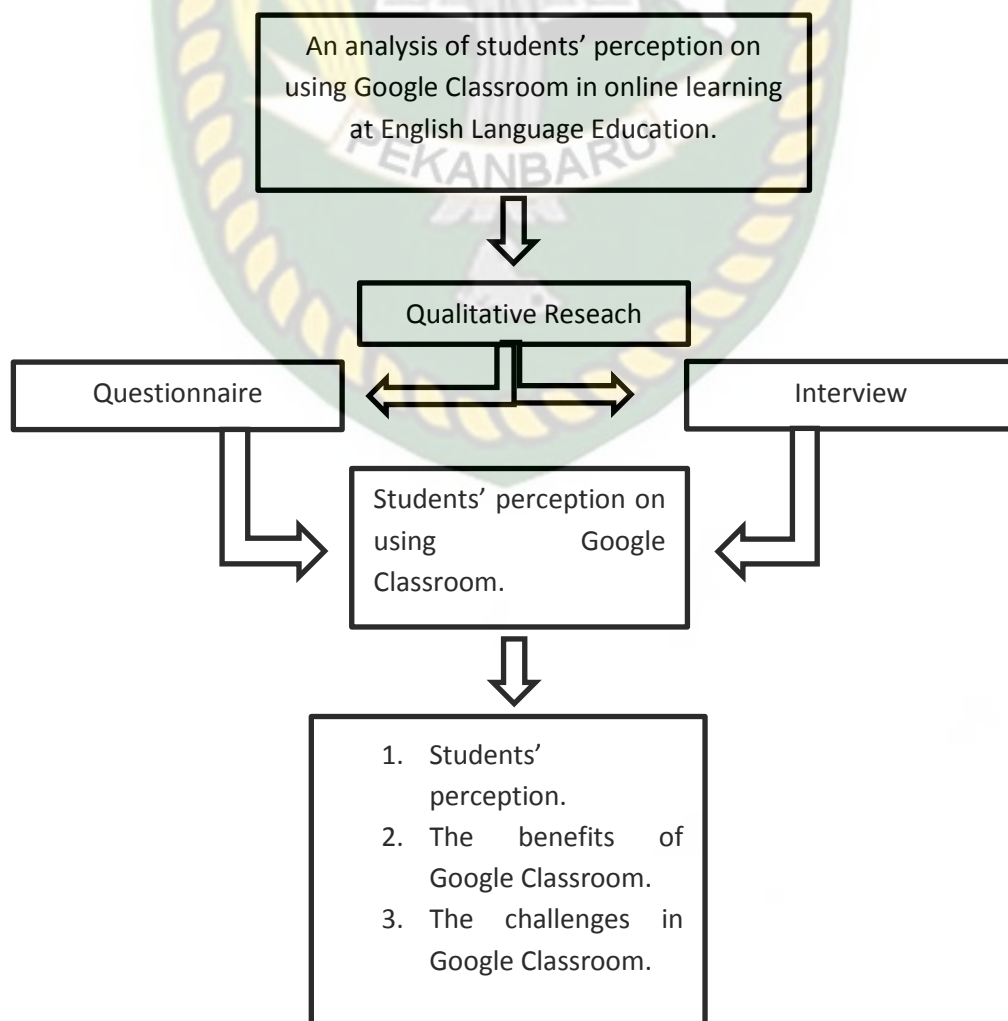
### 2.3 Relevance Studies

There are some related studies that had been done by some researchers that related to online learning.

1. The research was conducted by (Setiadi 2020) with the title Students' Perception On The Use Of Google Classroom In Language Learning. The need of this study is to find out the students perception on the use of Google Classroom in language learning especially the easiness on the use of Google Classroom and performance of Google Classroom in language learning. The researchers surveyed and asked 30 students from semester 5th English Education Department Muhammadiyah University of Makassar. For the results of this study, it can be conclude the students perception on the use Google Classroom have positive respond, most of students was agree that Google Classroom was easy to use and have good performance to used Google Classroom in language learning because Google Classroom facilitate the students to save and get tasks or assignment, information or announcement, submit tasks or assignment through Google Classroom, and students are happy and interested in language learning process. So, it is good to use Google Classroom as a media of language learning.
2. The research was conducted by (Ridho, Sawitri, and Amatulloh 2019) with the title Students' Perception Toward Google Classroom Application In EFL Classroom. The aims of this research is to investigate students' perception toward Google Classroom, and also to

find out the benefits and challenges of using Google Classroom in EFL classroom. Descriptive qualitative method was used and the researcher collected the data by spreading questionnaire and doing interview with 30 students that consist of students in eighth semester of English department in one of Universities in Majalengka, West Java. The results of this research was learning trough Google Classroom application obtains the positive perceptions from students. Therefore it can be used for teaching and learning in English as a foreign language (EFL) classroom and in other subject.

#### 2.4 Conceptual Framework



This research with title An analysis of students' perception on using Google Classroom in online learning at English Language Education is a qualitative research with two kind of data collection techniques, that is questionnaire and interview. These two technique will be use to find out the students perception on using Google Classroom and how they perceive it.

### **2.5 Assumption**

The assumption of this study is English Education students has been learning through online sometimes. In this condition when they need to do online learning all the time, they will get used to it and learn as much as they have in face-to-face class.



## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

This research was a descriptive research which focus on the qualitative design. According to Creswell (2014), Qualitative research is an approach to exploring and understanding individuals or groups meaning ascribe to human or social matters. Then, according to Hennink, Hutter and Bailey (2020), Qualitative reseach is an approach which covers a wide range of techniques such as in-depth interview, focus group discussion, observation, content analysis, visual methods, and life histories or biographies that allows the researcher use to examine people's experiences in detail. The variable of this research was students' perception of online learning. Students as the respondents will be survey and asked by the researcher to answer the questionnaire.

#### 3.2 Location of the Research

This research was conducted at English Language Education major, Teacher Training and Education Faculty of Universitas Islam Riau (UIR) which located on Kaharuddin Nasution Street No. 113. The researcher interest to know about students' perception of online learning. In this case, the use of Google Classroom.

### **3.3 Subject of the Research**

The subject of this research was sixth semester students of English Language Education of Universitas Islam Riau especially 6D class. According to rochester.edu subject of the research is an individual who participates in the research. Information or data is collected from individual answer the question under study.

### **3.4 Research Instrument**

For this research, the instruments used by the researcher were questionnaire and interview in order to get the answer of the research questions.

#### **3.4.1 Questionnaire**

According to Herlina (2019), Questionnaire is a method to obtain the data by giving a set of statements or questions to the respondents, and then the questionnaire will filled by respondents according to what they want independently. Questionnaire contained questions about the items students perceptions of the use of Google Classroom for online learning. The questionnaire contains 20 statements using five-likert scale; Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. To find out students perception, the researcher adopted questionnaire from (Rossytawati 2018).

**Table 3.1 Blueprint of the questionnaire**

No	Indicators	Items	Total Number of Question
1	Students Perception	1,2,3,4,6,8,11,14	8
2	The Benefits of Google Classroom	5,7,9,10,12,13	6
3	The Challenges in Google Classroom	15,16,17,18,19,20	6

Adopted and adjust from Rossyitawati (2018)

### 3.4.2 Interview

Interview is the one of method that can successful if the interviewer pay attention to three aspects such as role of interviewer, role of respondent, the technique in interview. The reseracher used those three aspect to make the interview success. To make this study clear and complete, the researcher took 10 questions from the questionnaire and then choose 7 students randomly to be the interviewees of this research.

**Table 3.2 Blueprint of Interview**

No	Indicators	Questions
1	Students' perception	1. What do you think about the use of Google Classroom in online class? Is it effective?  2. Do you think the use of Google



		Classroom increase your motivation to study?
2	The Benefits of Google Classroom.	3. Do you think Google Classroom allows you to get immediate feedback and doing discussion? 4. Do you think the use of Google Classroom affects your learning style?
3	The challenges in using Google Classroom.	5. Do you think Google Classroom is easy to use? 6. Is there any difficulty that you found while using Google Classroom?

### 3.5 Data Collection Technique

#### 3.5.1 Questionnaire

There are 3 way that researcher can use to distribute the questionnaire: (1) direct by the researcher; (2) mailquestionnaire; and (3) sending through computer, such as email. The researcher was using email google form to spread the questionnaire due to Covid-19, researcher would not able to meet the respondents. Researcher asked the chairman of 6D to shared the questionnaire to the WhatsApp group and ask the classmates to fill up the questionnaire.

### **3.5.2 Interview**

For the interview, researcher choose 7 students randomly and did the interview by asking them several questions. During the interview, researcher will record it.

## **3.6 Data Analysis Technique**

### **3.6.1 Questionnaire**

This research is using qualitative design. For measure the agreement with statement in the questionnaire, researcher consist the questionnaire with questions using a five-likert scale which are: Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. The questionnaire use to figure out students' agreement toward statements of the use of Google Classroom in online learning.

According to Wijaya, Raden (2013) there are some steps to calculate the questionnaire by using Likert Scale. The researcher will explain how to find out the calculation:

#### **1. Determining the items' score**

In this research is using 5 frequents, it is SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree), SD (Strongly Disagree). The scale numerical values that researcher use can be seen as a follow:

**Table 3.3**

**The scale numerical values to estimate the extent of agreement with statements in the questionnaire.**

No	Statement	Score
1	Strongly Agree	5
2	Agree	4
3	Neutral	3
4	Disagree	2
5	Strongly Disagree	1

## **2. Interpretation of score calculation (Ideal Score)**

Maximum Items' Score x Total of Respondents

$$5 \times 30 = 150$$

## **3. Index formula %**

Interval Formula :

$$I = 100 / \text{total of Likert Scale that have been used}$$

$$I = 100 / 5 = 20$$

## **4. Interpretation of interval**

0% - 19,99% = Very Low

20% - 39,99% = Low

40% - 59,99 = Fair

60% - 79,99% = High



80% - 100% = Very High

## 5. Persentage %

$$P = \frac{F}{N} \times 100\%$$

P: Percentage

f: Frequency of Each Answer

n: Interpretation of

$$F = T \times Pn = \text{Total Score}$$

T : Total of option that have been choosen by respondent

Pn: Likert Scale option number

Example:

F: SA : 5 x 5 = 25

A : 18 x 4 = 72

N : 6 x 3 = 18

D : 1 x 2 = 2

SD : 0 x 1 = 0

F: 117

### 4.6.2 Interview

After gathering the data through interview, the researcher analyzed the data based on the steps below:

1. Make a transcript from the interview's record
2. Identifying the answer from the interviewee
3. Explaining and describing the result of the interview.

In this part, the researcher used one-to-one interview, which means the researcher interview the samples one by one. After that, researcher will listen to the 7 recordings of interview from the sample, then analyze the answer and describe the results.



## CHAPTER IV

### RESEARCH FINDINGS

In this chapter, the researcher presents the finding and the analysis of the students' perception on using Google Classroom in online learning based on the indicators of the research. The aimed of this research to answer the research questions, which are: "What are the students' perception on using Google Classroom in online learning at English Language Education of FKIP UIR?" and "How do the students' perceived on using Google Classroom in online learning at English Language Education of FKIP UIR?"

The researcher has conducted the data on December, 2020 through the techniques of collecting data which have been explained in the research methodology. In order to answer the research questions, the researcher took 30 sixth semester students of English language Education from 6D class as samples of the research. The samples should answer 20 statements of questionnaire, then the researcher choose 7 samples to answer the questions of interview.

The instruments that use to answer the question are questionnaire, and interview. It has 3 indicators that adopted and adjusted from Rossyitawati (2018), which are: The benefits of using Google classroom, The effects of Google Classroom, and The difficulty of using Google Classroom. The researcher calculates the data by using formula of Likert Scale and describes the data result in findings part.



## 4.1 Data Description

### 4.1.1 Questionnaire

The data presentation is presented according to three indicators. In this research, the researcher will analyze the result for each indicators. The result will be showed by using table.

**Table 4.1 Questionnaire's Result**

Items	Statements	Responses					%	CS
		SA	A	N	D	SD		
		(5)	(4)	(3)	(2)	(1)		
	Students Perception							
1	Google Classroom meet my needs such as mobility and social communication.	5	18	6	1	0	78%	H
2	Google Classroom offers me more opportunities to interact with my teachers and peers outside classroom.	7	9	12	2	0	74%	H
3	I expect that Google Classroom can be used to increase the motivation to learn.	4	16	2	8	0	70,67%	H

To be continued

4	Students who are shy to participate in class, usually feel more comfortable communicating online via Google Classroom	7	12	8	3	0	75,33%	H
6	Google Classroom services give me running record of assignment due date and a description of what expected.	8	15	6	1	0	80%	VH
8	Google Classroom reduce learning cost.	9	12	8	1	0	79,33%	H
11	Google Classroom support cooperative learning through working in group.	4	9	8	9	0	65,33%	H
14	Google Classroom can complement classroom teaching and learning.	3	13	12	2	0	71,33%	H
<b>MEAN</b>							74,25%	H

To be continued

The Benefits of Google Classroom								
5	Google Classroom saves time and effort by doing and submitting assignment electronically.	10	14	2	4	0	73,33%	H
7	When absent, I can easily access class material and assignment through Google Classroom.	8	19	3	0	0	78%	H
9	Google Classroom gives me achance to share my writing with my teacher and peers.	4	12	12	2	0	69,33%	H
10	Google Classroom allows me to get immediate feedback from my teacher.	4	16	8	2	0	72,00%	H
12	Google Classroom allows me to participate in online discussion.	8	15	6	1	0	74,67%	H
13	Google Classroom develop my autonomous learning skill.	5	10	13	2	0	68,67%	H
MEAN							72,66%	H

To be continued



The Challengess in Google Classroom								
15	I lack access to computers or any mobile devices at home.	5	5	10	6	4	60,67%	H
16	Google Classroom requires long time to master its use.	2	5	10	10	3	55,33%	F
17	I need to learn some troubleshooting technology tasks to help myself when using Google Classroom.	2	7	10	11	0	60%	H
18	Students may use Google Classroom as more of social networking site than a learning tool.	4	12	9	5	0	70%	H
19	I dislike using Google Classroom mobile because the small sized screen causes me difficulty in navigation and typing.	1	3	13	11	2	53,33%	F
20	I get frustated by using Google Classroom mobile because of the slow-speed internet on my mobile.	7	6	6	8	3	64%	H

To be continued

MEAN	60,55%	H
THE AVERAGE OF 3 INDICATORS	69,15%	H

Adopted and adjust from Rossyawati (2018)

Explanation:

CS : Criteria Score

VL : Very Low

L : Low

F : Fair

H : High

SA : Strongly Agree

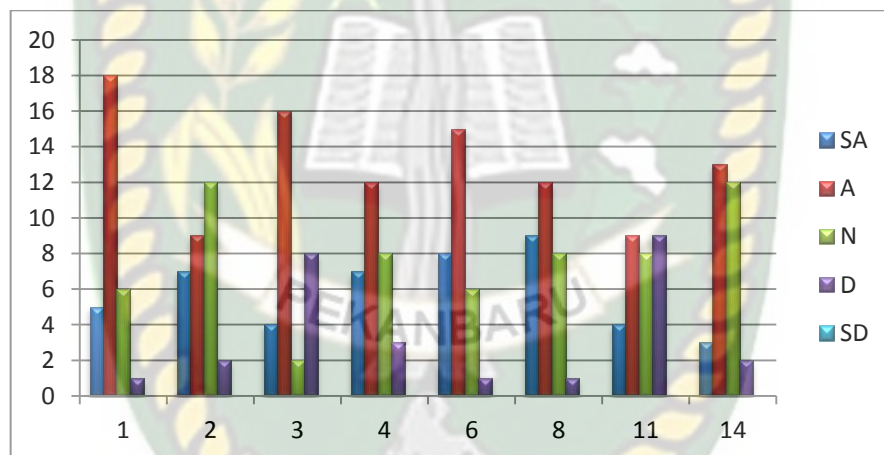
A : Agree

N : Neutral

D : Disagree

SD : Strongly Disagree

**Figure 1. Students' Perception**



In the bar chart above, shows the first indicator about students' perception.

The bar that got the highest score was the red color which means students agreed with the statements. In students' perception section, the statements focus on asking how Google Classroom performance in helping students who use it. As the results, the total score of this indicator is in a high position with 74,25% and become the highest score of the 3 indicators.

**Item 1. Google Classroom meet my needs such as mobility and social communications.**

The result of this statement shows that students agreed with the statement with 78% in total and counted as High in criteria score. About 18 students choose agree, which means more than half participants agreed that Google Classroom meet their needs in mobility and social communications.

**Item 2. Google Classroom offers me more opportunities to interact with my teachers and peers outside classroom.**

The results of statement two was 74% and counted as High in criteria score, there are 12 students choose neutral, 9 students choose agreed and 7 students strongly agreed with the statement. Just two studentss who does not agree and zero students strongly disagree,

**Item 3. I expect that Google Classroom can be used to increase the motivation to learn.**

The results of item 3 was more than half respondent agreed with the statement, 4 students strongly agreed, 8 students disagreed, 2 students neutral and 0 students strongly disagree with total percentage 70% and counted as High in criteria score.

**Item 4. Students who are shy to participate in class, usually feel more comfortable communicating online via Google Classroom**

The results of item 4 shows that 12 students were choose agreed, 7 students were strongly disagreed, 8 students choose neutral, and 2 students were disagreed. With total percentages 75% and counted as High in criteria score.



Means that students who usually feeling shy in the class, can be more comfortable when it comes to Google Classroom.

**Item 6. Google Classroom services give me running record of assignment due date and a description of what expected.**

The results of item 6 shows that the half of participants were agreed with the statement. 8 students were strongly agreed, 6 students were neutral and 1 students disagreed. The total percentages was 80%, and counted as very High in criteria score.

**Item 8. Google Classroom reduce learning cost.**

The results of this statement 12 students were agreed with the statement, 9 students were strongly agreed, 8 students neutral and just one students who disagreed. The total of percentages was 79% and counted as High in criteria score. Means that students agreed that Google Classroom reduce their learning cost.

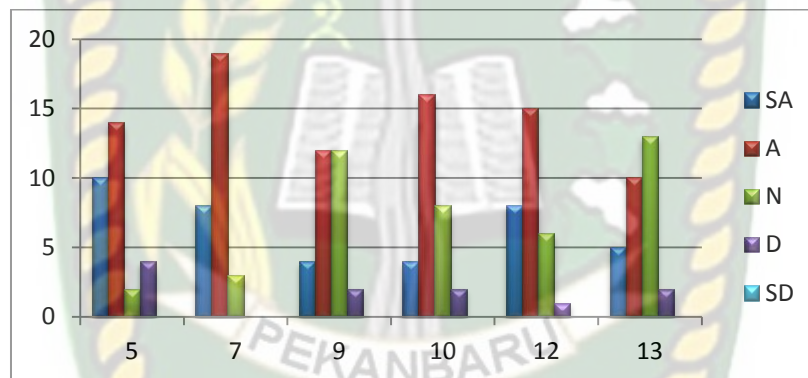
**Item 11. Google Classroom support cooperative learning through working in group.**

The percentage results of this statement was 65%, still counted as High in criteria score with same amount of students who choose agree and disagree, 4 students were strongly agreed and 8 students were neutral. With that total percentage, this statements Google Classroom still calculated support cooperative learning.

**Item 14. Google Classroom can complement classroom teaching and learning.**

The total percentages of this statement was 71%, counted as High in criteria score. There are 13 students who were agreed, 12 students were neutral, 3 students were choose strongly agree and 2 students were disagreed. This means Google Classroom still able to complement teaching and learning process.

**Figure 2. The Benefits of Google Classroom**



In the second bar chart, the bar with red color remains the preferred choice. The statements was about the benefits of Google Classroom and the majority of students were agreed with the statements. The total of score was 72,66%.

**Item 5. Google Classroom saves time and effort by doing and submitting assignment electronically.**

The total percentage of this statement is 73% with 14 students were agreed and 10 students were strongly agreed with the statement. 2 students choose neutral and 4 students disagreed. This means, Google Classroom saves students time and effort cause they do it electronically.

**Item 7. When absent, I can easily access class material and assignment through Google Classroom.**

The results of this statement shows that students were agreed by the statements that said easy to access learning material and assignment. More than half students were agreed, 8 students were strongly agreed, 3 students were neutral and nobody choose disagree and strongly disagree, the total of percentages also in the High criteria score with 79%.

**Item 9. Google Classroom gives me a chance to share my writing with my teacher and peers.**

This statement got same amount of students who choose agreed and neutral. 4 students were strongly agreed and 2 students were disagree, the total of percentage was 69% and still counted as High in criteria score. So, this statement counted gives chance to students to share their writing.

**Item 10. Google Classroom allows me to get immediate feedback from my teacher.**

The results of this statement was more than half students were agreed with the statement, 8 students were neutral, 4 students were strongly agreed and 2 students disagreed. The total percentages was 72% and counted as High in criteria score, which means students agreed that they got immediate feed back from the lecturer.

**Item 12. Google Classroom allows me to participate in online discussion.**

The results of this statement was half of the participant were agreed with the statement. 8 students were strongly agree, 6 students were neutral, and 1

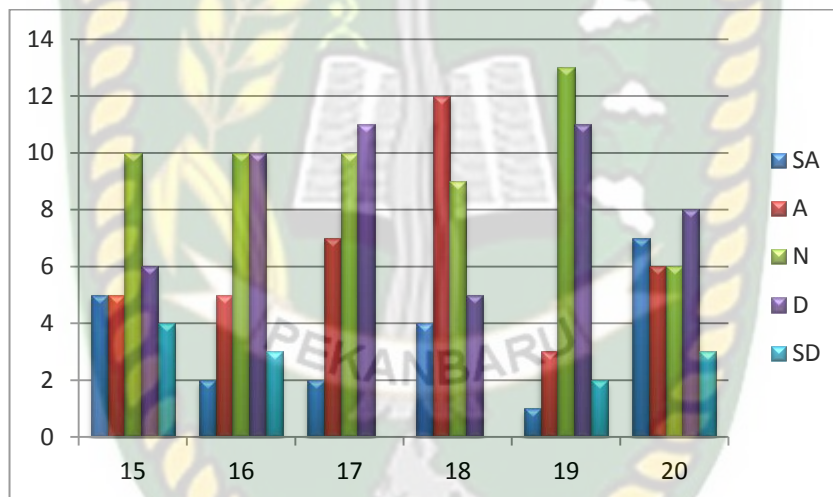


students disagree. The criteria score of this statement High with 74% in total. This means students agreed that they can participate in online discussion.

**Item 13. Google Classroom develop my autonomous learning skill.**

The results of item 13 shows that the total of percentage was 68%, counted as High in criteria score. 13 students were neutral, 10 students were agreed, 5 students were strongly agreed and 2 students were disagreed. Means students were agreed that Google Classroom develop their autonomous learning skill.

**Figure 3. The Challenges in Google Classroom**



The last bar chart was about the challenges in using Google Classroom. The total score was 60,55% which means the lowest among three indicators but still counted as High in criteria score.

**Item 15. I lack access to computers or any mobile devices at home.**

The results of item 15 got 60% in total percentage, and still counted as High in criteria score. There are 10 students who choose neutral, 6 students were disagreed, 5 students in each agreed and strongly agreed, and 4 students were

strongly disagreed with the statement. So it can be conclude that some students still lack to access Google Classroom by computers or mobile devices.

**Item 16. Google Classroom requires long time to master its use.**

The results of this item was 55% in total, counted as Fair in criteria score. There are 10 students in neutral and disagree side. 5 students were agreed, 3 students were strongly disagreed and 2 students were strongly agreed. It can be conclude that students does not agreed with the statement, they do not need a long time to mastering Google Classroom.

**Item 17. I need to learn some troubleshooting technology tasks to help myself when using Google Classroom.**

The results of item 17 was 60% in total percentage, 11 students were disagreed with the statement, 10 of them choose neutral, 7 students were agreed and 2 students were strongly agreed. The criteria score of this statement was High.

**Item 18. Students may use Google Classroom as more of social networking site than a learning tool.**

The results of item 18 was in the High criteria score with 70% total percentage. There were 12 students who agreed with the statement, 9 students were neutral, 5 of them were disagree, and 4 students strongly disagreed. This means students agreed with the statement, when they use Google Classroom, they feel like use a social networking site than a learning tool.

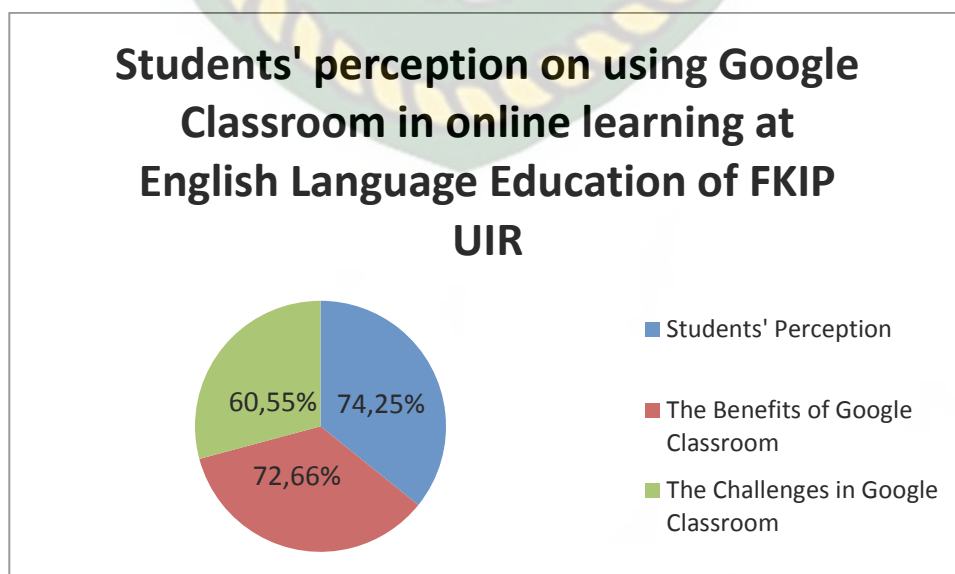
**Item 19. I dislike using Google Classroom mobile because the small sized screen causes me difficulty in navigation and typing.**

The results of this statement was there were 13 students who choose neutral, 11 of participant choose disagree, 3 students were agreed, 2 students were strongly disagree and 1 students strongly agree. The total percentages was 53% which means Fair in criteria score, also showed that students does not feel bothered using Google Classroom even in the mobile with small sized screen.

**Item 20. I get frustated by using Google Classroom mobile because of the slow-speed internet on my mobile.**

The result of this last statement was 64% in total percentage, counted as High in criteria score. There were 8 students who disagreed with the statement, 7 students were strongly agreed, 6 students in agreed and neutral side, and 3 students strongly disagreed. This means, students agreed with the statement. They got frustated using Google Classroom with low-speed internet on their mobile.

**Figure 4. The Average of Questionnaire's Result**





From the table and figure above, the score for each indicator are is in the high score criteria, with the average is 69,15%. The highest score from the calculation is Students' Perception with 74,25% followed by The Benefits of Google Classroom which got higher score than the challenges in Google Classroom by a 12% difference.

#### **4.1.2 Interview**

In this part the researcher took 7 participants randomly from the sample to be interviewed from analyses in the questionnaire. It could be seen on the interview's transcript in Appendix 3.

The questionnaire responses suggested that students have a good perception towards the use of Google classroom during online class. But, in the results of interview when researcher asked about students perception towards the effectiveness of using Google Classroom during online class, not all respondents said it was, some of them said it divided into two side; positive and negative. The respondents were answer:

R1: "There are 2 side: positive and negative. The positive side is the students become more easier to submit task and receive information without going anywhere. The negative side is hard to study the provided material."

R2: "It is effective for giving the questions and task, it is more clear because it is in text. We can read the text several times if we did not understand the meaning. It is not effective for giving explanation and learning because our connection not always good."

R3: "The use of Google Classroom is not really effective. Why? Because Google Classroom only provide something like chat room. Even there is a presentation there, not every students can express their opinion because it is just chat room."

R4: "In my opinion the use of Google Classroom is very effective for learning because it is easy to use, and also able to send any types of material, there is also time or due date so we can submit task before the set time."

R5: "In my opinion, the use of Google Classroom is effective because we can fill the attendance list, submit task, without any other application or media."

R6: "Plus and minus. The plus is more flexible. In offline class, if we late to submit the task the lecturer won't accept it. But in Google Classroom the task is still accepted but the score will deducted by the lecturer. The minus is The knowledge that we got from Google Classroom must be less than the half from face to face class."

R7: "Not effective. Discussing through comment section, sometimes the newest comment did not appears. We should refresh it over and over."

The questionnaire also revealed that a majority of the students choose they were agreed that Google Classroom increase they motivation to learn. This is explained by interviewees as below:

R1: "Indeed increase motivation because it students demands. So it is motivated me because it makes easier too."

R2: "Not bad, sis. Because there is a deadline there or intention to make it as soon as possible so I have time to relax."

R4: "Yes, because Google Classroom is the easiest application."

R5: "Very not enough. In my opinion, there is no motivation in Google Classroom."

R6: "Not at all. I'm personally into a face to face class. It is more real and did not need an internet."

R7: "Yes, it does. Because the task that given through Google Classroom is more clear."

The third question of interview, the researcher want to know about how the students got the feedback and how well they doing the discussion in Google

Classroom because in the questionnaire this aspect got high score. They were answered:

R1: "It depends on the students, because Google Classroom already served features feedback, comment section it is good. Students sometimes answer it by "yes ma'am" or "okay ma'am" so if we see from the aspect it is not good. But several students use it well for discussion through Google Classroom."

R2: "In my opinion, not so bad to do interaction and discussion through Google Classroom."

R3: "Personally, I can express my opinion there. I want to write it long even it took time."

R4: "Yes, the features is helpful because we can do discussion in Google Classroom. With these features we know where the classmates did not understand, also they can ask through comment."

R5: "In my opinion, Google Classroom is not enough to do interaction or discussion because there is not face to face."

R6: "Of course, if lecturer comments I'll answer it. The answer is the depends on my mood. If I'm in a good mood, I'll write it based on common sense. If I'm not in a good mood I search the answer by Google."

R7: "Actually, it is not enough. Because in comment section our question might be buried by others question. So when the lecturer answer the question, sometimes we confused which one."

Next, in the fourth question the researcher want to know about how Google Classroom affected students' learning style. The respondents answer as a follow:

R3: "There is no effect to my learning style, still same."

R4: "Yes, Google Classroom makes me more diligent because there is a deadline there"

R5: "I think Google Classroom more complicated. We should input the task and sent it. It is still connected with my learning style but not comfortable by use Google Classroom."

R6: "Yes, because I like study alone. I can be more intimate to myself, more focus and personal. The impact is positive."



R7: "I become more lazy, because when we use Google Classroom automatically we do not use a book, we can study just with search engine."

The fifth question, the researcher asked about how easy students' use Google Classroom. This aspect got same score on side neutral and disagree in the questionnaire, but in interview section, all respondents said Google Classroom is very easy to use and they do not need much time to master it.

For the last question, the researcher asked students' difficulty when they use Google Classroom to know what challenges that students faced. Researcher want to know is it same like in the questionnaire or not. The answer that researcher found were some respondents said there is no difficulty when they use it, except because the signal were bad. But, others respondents answered:

R1: "I ever found difficult, maybe because it is our first time use it. It is difficult to upload a video, but it is fine now."

R2: "At the beginning when I was in semester 1, yes. I think is natural because we adapting, but now there is no difficulties."

R3: "No difficulty. Just when join the class, there is code. Sometimes it did not works, false code or should be use email."

R6: "The difficulties are hard to transfer the knowledge because it is hard to understand the learning material from Google Classroom."

R7: "The newest comment would not appears and we need to refresh it. Sometimes it is not because the signal, though."

Explanation:

R = Respondent.

## 4.2 Data Analysis

The researcher has analyzed the answer of interviewees. It aimed to give support and emphasize that the answer of questionnaire and interview is matched and solid to be a reference.

### 4.2.1 Students' Perception

Based on the result of questionnaire, the highest percentage was in the first indicator that contained about the students' perception towards Google Classroom. It could be seen in figure 4, it was about 74%. Students' were agreed that Google Classroom offers them opportunities to interact with their classmates and lecturer. It can happen because Google Classroom has comment section. From the interview results also most of interviewees said they can write their thoughts about learning material through comment section, and they do not mind if need to write a long paragraph.

The due date feature in Google Classroom with its description helps students to do their homework, it also reduces learning cost. In the questionnaire, the students were agreed with the statement and got a high score about 80%. The results of interview also in the same line as questionnaire, most of the interviewees explain Google Classroom helping them a lot because there is due date so they have high motivation to do the assignment. Sharing learning materials in Google Classroom also very useful because they can access it whenever they need. The students also have more time to understand the

materials, the questions of the assignment and still have allowance time to doing their task.

Some interviewees admitted that Google Classroom makes them more diligent because they can learning by themselves without any distraction from others. They can put their focus just to study, and also can read the instruction or question in Google Classroom many times. It helps them a lot to understand what their lecturer asked for. Beside that, some interviewees also claim otherwise by said they became indolent because Google Classroom does not requires them to open the book when answering the question in the comment section.

The lowest score is this indicator was about cooperative learning with 65%. Eventhough Google Classroom provide many easiness, students said it was not enough because they study alone so need more time to understand learning materials in Google Classroom.

#### **4.2.2 The Benefits of Google Classroom**

The second position was about the benefits of Google Classroom which has 2% differences with the first indicator. In this indicator, the question number 7 got the highest score with 78%, students were agreed that they could easily filled the attendance list, accessed learning material and submitted assignment. It shows that students were helped by the convenience features provided by Google Classroom.

This result supported by the interview. Based on the interview's result, students said Google Classroom has positive side, Google Classroom brought easiness because in one application they can filled attendance list, get assignment



without doing anywhere, submitted task with due date, and shared learning materials. They also mention the task from Google Classroom more clear.

#### **4.2.3 The Challenges in Google Classroom**

In the other hand, the third indicator got the lowest score with 60%. This indicator talked about the challenges that students faced while use Google Classroom. More than a half of respondents were agreed that they felt Google Classroom was like social network site than a learning tool and it in a same line with interview results, another reason was because when their doing online learning through Google Classroom they did not have to really pay attention like others tool that need them to open the camera.

The interview's results also showed that basically students' difficulties in using Google Classroom was just in their first try of use the application and their difficulty in undertand the learning materials itself. Furthermore, Google Classroom does not need a strength signal but still some students might got trouble when use it in a bad signal when doing discussion in the comment section. However, students did not agreed that Google Classroom requires a long time to master its use.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter, the researcher provides the conclusions that related to this research and give suggestions. The conclusion of the research made based on the results and the data discussion to answer the research questions, the suggestion are giving to, the lecturer, the students, and the next researcher.

#### 5.1 Conclusion

Based on the data obtained and explanation in the previous chapter, the conclusions of this study were taken based on the result of related research to answer the research question in this study.

There are 3 indicators of the Google Classroom that can be measurement method to measure students' perception. The questionnaire of this research showed that students' have positive perception towards the use of Google Classroom with percentage 69,15% in total average.

This result is supported by interviews answers from 7 respondents. The results shows that in both questionnaire and interview students' agreed with the use of Google Classroom during online class because many easiness that Google Classroom provided. Although there were some difficulties and inconvenience that they felt which found by interview.

In addition, students giving their opinions about easiness that providing by Google Classroom such as: fill the attendance list, submitting task, sharing learning materials and having more time to understanding the task. Google Classroom also did not requires them to have strength speed of signal and students

still able to access the learning materials everytime they need. Students also able to doing discussion through comment section.

Students do not need much time to mastered the application, but they might face some trouble in their first try. The hardest part of use Google Classroom is students need time to understand the learning materials since they study separately from the other students.

## **5.2 Suggestion**

In this part, the researcher would like to give some suggestions which related with the research findings. The suggestions are giving for the lecturer, the students in English Language Education department and the next researcher.

### **5.2.1 Suggestion for the Lecture**

The researcher suggests the lecturer to do not just focus by sharing learning materials and assignments in Google Clssroom. and should doing more discussion about the assignments that already given, and asks students about their understanding to the lesson.

### **5.2.2 Suggestion for the Students**

The researcher suggests the students to increase their self-motivation because motivation is the key to makes them easy to study in online learning. It does not works whatever application or media that lecturer use to teaching if the students self did not have motivation.

### **5.2.3 Suggestion for the next Researcher**

The result of this research is expected to encourage the other researchers to conduct further research. This research was limited and focus of students'



perception towards Google Classroom in online learning, the researcher hopes that the next researcher could enhance topics which more complex and giving more beneficial to the future.



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