

**AN ANALYSIS OF THE THIRD SEMESTER STUDENTS'
PERCEPTION IN USING GOOGLE CLASSROOM FOR
WRITING IN ENGLISH LEARNING DURING PANDEMIC
COVID-19 OF FKIP UIR**

A THESIS

*Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in
English Study Program of University Islam Riau*



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An Analysis of The Third Semester Students' Perception in Using Google Classroom for Writing in English Learning During Pandemic Covid-19 of FKIP UIR

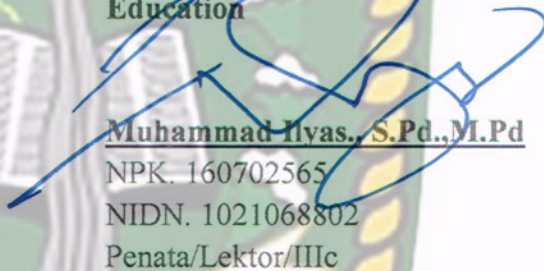
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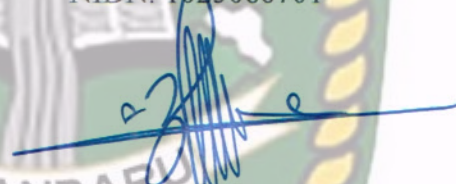


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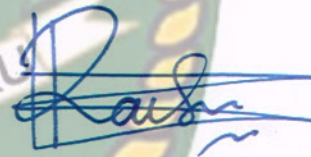
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ABSTRACT

Miranda Wanari (156311126). *An Analysis of The Third Semester Students' Perception in Using Google Classroom for Writing in English Learning During Pandemic Covid-19 Of FKIP UIR. PEKANBARU: English Language Education, Islamic University of Riau.*

The main purpose of this research was to find out the perception of English Language Education of Islamic University of Riau students' in using Google Classroom in writing English learning during pandemic. The design of this research was qualitative research. The research was conducted at English Language Education Program of Islamic University of Riau and the subject of this research was the third semester of English Language Education of Islamic University of Riau in academic year 2021/2022. The number of participants is 34 students. The data of the research were gained by conducting a questionnaire of students' perception. Following the fact that the students still learning from home because of *covid19 pandemic*, the researcher conducted the observation by online method. The percentages hit more than agree on aspect usefulness, with positive agreement ranging from 50% to 90% for each question or statement. It was discovered that the majority of students have a favorable opinion on the subject. In terms of simplicity of use, the percentages on agree statements for each question or statement exceeded 80%. It was shown that the majority of students have a highly good attitude toward the subject. In terms of accessibility, the percentages for affirmative agreement for each question or statement ranged from 80 percent to 100 percent. It was shown that the majority of students have a highly good attitude toward the subject.

After reviewing all of the data, it can be stated that the use of Google Classroom in learning English during the epidemic at the Islamic University of Riau's third semester of English Language Education has been optimized efficiently.

Keywords: *Students' Perception, writing, Google classroom.*

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

The current technological development is very rapid. Technology brings a big impact in various fields of life. In education, technology also contributes to the learning process, especially during this pandemic. Covid-19 pandemic is the first and biggest health crisis in this era. Currently, almost all countries in the world are hit by the Covid-19 outbreak. This pandemic very dangerous because it is easy to spread and deadly. For this reason, various efforts have been made to mutate the chain of spread of the Covid-19 virus, one of which is the large-scale social restrictions carried out in various regions in Indonesia. This government policy has certainly brought about major changes in various sectors of life, such as the economy, the health sector, and the education sector.

In the field of education, the government through the Ministry of Education and Culture strives to ensure the teaching and learning process can still be carried out even though in different ways. The Ministry of Education and Culture encourages teaching and learning to implement learning from home. Learning from home or online learning means that student can continue to study safely at home, break the Covid-19 infection chain, and ensure continued education. Other media, such as websites and applications are needed tom facilitate learning activities for this type of learning, Learning media applications can help improve previous learning outcomes. Koc (2016) states that the application of technology-based learning can contribute to education and learning

in this century. Second, Sakkir (2019) argues that teachers need to understand and use social media so that they do not get out of date with their students. In this case, the teachers are required to be master in using technology so that the learning process can be run well. the role of parents also needed to monitor the use of media for smooth online learning.

Dewi, (2020) explains that applications that can support the implementation can support the implementation of online learning include various discussion rooms such as Google Classroom, Whatsapp, Smart Class, Zennius, Quipper, and Microsoft Teams. During the Covid-19 pandemic, learning from home or online is the best solution. One of the online learning media that is currently widely used is Google Classroom. Google Classroom is an educational feature, the one that provides is the Google Apps for Education (GAPE). It was released on August 12, 2014. Google Classroom is an application used for online learning that can done remotely and making easier for teachers to grouping and distributing assignment to the students any time. Students also can learn, listen, read and send assignment for long distance through Google Classroom.

Northey et al. (2015) Google Classroom claims to be very convenient and appropriate and clearly provides recent differences in continuing education. Benefits are available to anyone with tools and applications (Gmail, Drive, Documents). Teachers can use these applications to provide materials and assignments in the form of documents, PPTs or Youtube links. Like teachers, students can submit assignments in Gmail, Drive or other formats based on teacher rules. Daud (2019) also states that teachers can use it for educational

purposes, such as making important presentations, post assignments, upload learning materials, and grade student assignments. With Google Classroom, teachers can create virtual classes, provide information about the teaching and learning process, and provide classroom materials in file format. Teachers can also view materials and videos, assign assignments to students, and schedule assignment collections.

According to Janzen (2014), Google Classroom is known for its simplicity. All subjects, including English, can be included there. Students enter the class code provided by the teacher to attend the class. Syakur et al. (2020) believe that Google's classrooms are less complex and more flexible to use. This makes it ideal for educators, even at different levels of e-learning. In addition, Northey et al (2015) Claims that it's easy to organize your work and save time. Teachers are not mixed between subjects because they can retain all the materials and assignments for each subject, making it easy to manage, collect, and provide feedback.

Google Classroom is easily accessible from your laptop, PC or mobile phone. Instructors and students can visit <https://classroom.google.com> or download the application from the Android Playstore or iOS App Store with the keyword Google Classroom. Google Classroom is flexible. This means that you can access it anytime, anywhere. Students only need a signal and internet connection for good access. Northey et al. (2015) also argues that this shows that the education community strongly recommends Google Classroom.

This survey focuses on student perceptions applied to the questionnaire to observe the impact and efficiency of this application. Researchers first need to know how students perceive social media in the classroom. Alnujaidi (2017) argues that perception is an external factor that focuses on one's perspective, understanding, trust, and response to innovation. This study takes this theory into account and presents students' views on using Google Classroom in their language learning process. There are several EFL surveys using Google Classroom. As in some previous studies, Vero Nanda Dwi Saputri (2020) Student's Perceptions Toward the Use of Google Classroom in Teaching and Learning Process. Then, Tihfani and Lilia (2020), The EFL Students' Perception in Using Google Classroom for English Learning During Pandemic. The study from Wisma and Ira (2020) Students' Perception on Learning Language at The Graduate Program of English Education Amid the Covid-19 Pandemic. Therefore, the researcher conducts research entitled **"AN ANALYSIS OF THE THIRD SEMESTER STUDENTS' PERCEPTION IN USING GOOGLE CLASSROOM FOR WRITING IN ENGLISH LEARNING DURING PANDEMIC COVID-19 OF FKIP UIR"**.

1.2 Identification of the Problems

The researcher necessary to identify the problem which arise in this study, to be clear and focused. For the identification of problem in this study are follows:

1. Teaching and learning activities should be conducted via online during pandemic of Covid-19.

2. Teachers and students need adapted with the new form of teaching and learning activities.
3. Google Classroom being one of site or application that massively use for online teaching and learning activities.
4. There are many perceptions from students' because they need to adapted with the condition where the learning activities fully conducted via online, especially Google Classroom.

1.3 Focus of The Research

From the identification of the problems above, the researcher focuses on student's perception of English Language Education of Islamic University of Riau in using Google Classroom as useful media for writing English learning during pandemic.

1.4 Research Question

Based on the background and the problem of study above, the research questions of this research are:

1. How are the perceptions of English Language Education of Islamic University of Riau students' in using Google Classroom on writing English learning during pandemic?

1.5 Objectives of the Research

In line with the research question above, the researcher formulates the objectives of the research as follow:

1. To find the perception of English Language Education of Islamic University of Riau students' in using Google Classroom in writing English learning during pandemic.

1.6 Significant of the Research

This research hopefully could give contributions to parties related to English teaching and learning process.

1. For English Teachers: The study may attract the attention of English language teachers to the importance of implementing media of Google Classroom as a means of developing students' English skills.
2. For the Students: The result of this study can help student to encourage and motivate in using Google Classroom to earn better knowledge.

1.7 Definition of the Key Terms

In order to avoid misinterpretation and ambiguity in this study, this is study briefly clarifies each term as follow:

1. Perception: According to Wood (2009), Perception is the active process of selecting organizing, and interpreting people, object, event, situations, and activities. In this research, the perception refers to interpreting people to know what their perception of the use of Google Classroom.
2. Google Classroom: According to Iskandar (2020), Google Classroom is a learning platform that can be allocated to space sphere of education intended to help find a way out for the difficulties experienced in making assignments without using paper(paperless).

3. Pandemic: According to World Health Organization (2020), A pandemic defined as an epidemic occurring worldwide, or over a very wide area, crossing international boundaries and affecting a large number of people.



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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

Google Classroom was developed by Google for academic purposes in support of the blended learning platform. This application is easy to use, takes up less space on your smartphone's memory and helps teachers and students track lessons. Users can create virtual classes that act as unconventional classes, but save time, money, and space. Iskandar (2020), Google Classroom is a learning platform that can be attributed to the space field of education, helping to find ways to get out of the difficulties encountered when creating assignments without the use of paper (paperless). The purpose is that. According to Japar (2020), Google Classroom is an application that allows you to create classrooms in cyberspace. In addition, Google Classroom is a way to distribute assignments, submit assignments, and grade collected assignments.

Based on Iskandar (2020), the effectiveness of learning using Google Classroom can see based on the level of error made by students when completing problems given, other things that become a reference for effectiveness learning is when the teacher motivates students to learn the material which has been uploaded into a Google Classroom class. Iftakhar (2016), Google Classroom is designed to help teachers manage the creation and collection of student assignments in a paperless environment, essentially leveraging Google Docs, Drive, and other app frameworks. It states that it is. With Google Classroom, teachers can spend more time with their students and less time doing paperwork.

Google Classroom is an easy to use. According to Janzen (2017) Google Classroom design deliberately simplifies the lesson interface and the options used to deliver and track assignments. Communication with the entire course or with individuals is also simplified with announcements, emails, and push notifications. Thus, this application can help educators and students in carry out a deeper learning process. Based on the expert opinion above, it can be concluded that the application Google Classroom can help students and teachers to carry out activities deeper learning, both for delivering modules via learning videos on Youtube, as well as attendance throughout the Covid-19 pandemic.

2.1.1 The Use of Google Classroom

Google Classroom offers more professional and authentic technology for use in learning environments. Because the Google app represents an important part of the cloud-based corporate communication tools used by all professional employees. If users have a Gmail account, users can create and join Google Classroom. Creating a Google class is a very simple task, and after creating the class, the teacher will provide the learner with the class code. Codes allow learners to integrate the code directly into each teacher's classroom. Teachers can create announcements, assignments, take exams, and email students. Teacher can contact with the guardians through e-mail just by a single click. Unlike Google's regular services, teachers can create announcements, assignments, take exams, and email students. Teachers can contact their parents by email with a single click. Unlike Google's regular services, Google Classroom does not allow

advertising on that interface and user data is not used or scanned for advertising purposes..

Google Docs, Dive, Calendar, and Forms are all Google products that can be combined with Google Classroom to make learning and teaching more dynamic. Due dates and events outside of the classroom, as well as other significant chronological data, can be entered into Google Calendar. Self-grading assessments can be done with Google Forms. Learners could use the findings to set new learning objectives. Classroom groups can be created using the Google form based on interests, reading levels, readiness, and other characteristics for teaching and learning, as well as group presentations and tasks. Students in high school and college typically keep a diary in which they record information on lectures and class materials. They take it home with them and utilize it at school as well. A form can be created using Google by the learners which can play the same function of a reading diary to enter information about their reading. Google Docs is a service that allows you to share documents and collaborate on writing projects. The teacher can even invite another Google user into class to do a guest lecture through Video Chat.

When a student logs into his or her Google Classroom class, a timeline appears by default. By developing discussion topics, this stream can be utilized to gather student feedback. Because the platform relies on Google Drive to send files and assignments, it's also a good idea to implement an e-portfolio plan. Learners and teachers can both create documents and folders that they can share with one another. If the students work in groups, each group can have its own shared

folder. This is how the work of the group will be available to all of the groups, even if one or more are not present. Everything should be feasible offbeat because everything happens on the cloud.

2.1.2 Features of Google Classroom

Users can take advantage of Google Classroom's capabilities. These characteristics are listed below:

1. **Assignment:** This function allows teachers to assign students to classes online. When the students are finished with their work, they can submit it here in a variety of formats.
2. **Question:** This function allows teachers to do assessments without using paper. As soon as the teacher shares the assessment with the students, they can complete it on their smartphone.
3. **Resources:** Teachers can readily share their resources by putting them here. It is available to students simply by downloading it.
4. **Theme:** It allows teachers to simply classify the lesson by providing a topic.
5. **Reuse post:** When teachers have an announcement that needs to be republished, they can use this tool to do so without having to retype the message. Simply click to share.
6. **Stream:** This portion allows the teacher to communicate with all of the pupils in the class in real time.
7. **Comment:** In Google Classroom, there are two types of comments that can be used. The first is a class comment, whereas the second is a private

comment. If the teacher wants to interact with the entire class, he or she should use class comment. Private comments can be accessed on an individual's account and can be used to discreetly comment on a student's assignment.

2.1.3 The Advantages of Google Classroom

There are several advantages found in using Google Classroom:

1. Easy to use and accessible from all devices

It does not to be a Google expert to use this application. It is very easy to use with simple format. Everyone with Google account can access this application using any gadget, such as: smartphone, computer, and tablet. The user can access it anytime, anywhere as long as they have internet connection and the gadget.

2. Effective sharing

Google Docs is one of Google product that can be used in Google Classroom. It can be tool for sharing the documents and it is saved online and shared with a limitless number of people. When teacher creates an announcement or assignment using a Google Doc, the students can access it immediately through their Google Drive. Teacher just needs to make sure that he/she has shared it with the students. Furthermore, Google Docs are easily organized and personalized in Google Drive folders. So emails are no longer needed to share information. Teacher just need to create a document and then share it with the students.

3. Paperless

No more paper needed material and assignment are shared and submit in a cloud-based location. No need to worry about printing out or losing the students work anymore.

4. Speeds up the assignment process

Google Classroom make the process of learning becoming fast and efficient. The students do not have to meet the teacher to hand out their work. They just need to uploaded in the provided folder. The teacher can easily see who has submitted their assignment and who is still working on it, as well as offer your feedback immediately.

5. Effective feedback

Google Classroom gives the teacher the opportunity to offer their online support by giving feedback to the students right away. In other words, feedback becomes more effective, as fresh comments and remarks have bigger impact on student's minds.

6. Clean and user-friendly interface

Google layout standards stay loyal to clean; Google Classroom invites the user to an environment that every single design detail is simple, intuitive, and user-friendly.

7. Great commenting system

The class member can post remarks that can be used to start an online class discussion.

8. Is for everyone

Everybody can use Google Classroom not only limited to the teaching and learning process but also can be used for sharing information, professional development or a meeting.

2.2 Perception

Perception, according to Savitra (2017), is the process by which each human organizes and interprets the experiences of their senses in order to give meaning to their surroundings. Furthermore, according to Aprianto (2017), perception is the manifestation of a human brain activity that manifests as a viewpoint on a phenomenon. Perception, according to Hariyanto (2015), is a process that involves the entrance of messages or information into the human brain by continual contact with the world through human perception.

Furthermore, according to Corbin (2020), an individual's impression of other individuals who play a role in his life might be one of the determining variables for success, which also applies to students. It is suggested that having a positive perspective on something or other people will benefit the individual. Perception, according to Amir (2020), can also be defined as an individual's interpretation of things. This viewpoint is similar to that of Hadi (2017), who claims that perception is a process of imparting meaning to inputs and feelings experienced by individuals, and that it is strongly influenced by both internal and external influences.

Moreover, perception is the process of treating individuals about what they see, feel and hear by their senses to produce a response, understanding, interpretation and image in the form of attitudes, opinions and behaviors which are also called individual behavior. According to Samuel (2016), there are factors can influence the establishment of a person's impression of a thing. The factors that influence one's perspective are classified into two categories:

1. Internal Factors

forming perception are aspects of an individual's personality that influence how they perceive things. Because each person is unique, their perceptions of a thing will alter based on their physical and psychological state, as well as their hobbies and life experiences.

2. External Factors

Things found in an object and a person's environment that can impact the perception of the object are examples of external influences forming perception.

2.2.1 Students' Perception

Every person has a different point of view based on their feelings. Depending on how the individual feels about the thing, there were two options: pro and contra, like or detest, and agree or disagree. According to Chen and Hoshower (2003), students' perceptions are important for significant learning achievement or a good learning method. The teacher can notice something or make a decision based on the pupils' perceptions. It's a type of associative

learning-related brain activity. Humans perceive things with their senses and interpret what they see with their actions and ideas.

According to Van Leeuwenkamp's (2019) findings, students' perceptions of assessment's influence on learning are positively associated to learning methodologies and learning outcomes. Furthermore, student perception is the process of students being given preferential treatment when it comes to information they receive from an object, which is the focus of this study. Students can understand the observed object by using their senses to observe it.

2.2.2 Types of Perception

In order to identifying student's perceptions, there are two kinds of perceptions; positive perceptions and negative perceptions.

1. Positive Perception: A useful present is positive vision, which develops self-confidence and power to catch on in the world, to bear crises, and to focus on things other than oneself. It promotes the development of relationships and the giving of oneself to others.
2. Negative Perception: People with a negative opinion of themselves are more likely to focus on their own desires, attempting to acquire and prove their self-worth.

2.2.3 Perception Process

Selection, organization, and interpretation are the three stages of the perception process:

1. Selection

The initial step in the perception process is selection. The process by which we pay attention to some stimuli in our environment while ignoring others is known as selection. Our personal motives, incentives, urges, or inclinations to act in a certain way all play a role in selection. Intense stimuli, such as brilliant lights and colors, loud sounds, strong scents, spicy aromas, or painful contact, can all impact selection. We do not, however, perceive all of the information available to us since doing so would result in information overload and chaos. As a result, we selectively perceive only a portion of information from the environment.

2. Organization

The second stage in perception process is organization. Organization is the process through we mentally arrange information into meaningful and digestible patterns. This organization stage is accomplished by putting things or people into categories, and that is why it is also termed categorization by some researchers. In this stage of perception, the social and physical events or objects we encounter will immediately have shape, color texture, size, etc. For instance, when asked what a human being is, some people may describe it from the perspective of skin color, others from that of race or nationally. If we close our eyes and think what our

university library is, we experience an organized environment with an internal and external structure.

3. Interpretation

The third stage in perception is interpretation. Interpretation is the process through which we represent and understand stimuli. One information is organized into categories, we superimpose it onto our lives to give them meaning. Interpretation of stimuli is subjective, which means that individuals can come to different conclusions about the exact same stimuli. This stage is characterized by our representation and understanding of stimuli in our environment. In this stage, individuals most directly display their subjective views of the world round them. Subjective interpretation of stimuli is affected by individual values, needs, beliefs, experiences, expectations, self-concept, and other personal factors.

Moreover, in this researcher, the main aim of this research is to find found perception of students about the using of Goggle Classroom by using Questionnaire. The questionnaire itself adopted from Abeer and Khaleel in Astuti and Ibdriani (2020). The questionnaire consists of 15 items, distributed among three indicators, usefulness, ease of use, and accessibility/ease of access. In detailed it can be seen in this following table:

Table 2.1 Question List Based on Indicators

No.	Question	Answer
Usefulness		
1.	I look forward to using Google Classroom in other classes	This indicator focuses on students' perception or responses about learning by using Google Classroom
2.	I find Google Classroom helpful	
3.	I find Google Classroom useful	
4.	Google Classroom helps me in improving my writing skills	
5.	Google Classroom activities are helpful	
6.	I like doing activities through Google Classroom	
7.	Google Classroom should be used in higher education	
8.	There is value in using Google Classroom for teaching and learning purposes	
9.	Using Google Classroom application is easy	
Ease of Use		
10.	I feel instructions of the activities are clear	This indicator focuses on students' perception or responses about the easiness in using Google Classroom during Learning Process
11.	I feel positive when submitting my assignment through Google Classroom	
12.	I respond as quickly as possible to each assignment or question in Google Classroom	
Ease of Access		
13.	Google Classroom application is available on my smartphone	This indicator focuses on students' perception or responses about the easiness in accessing Google Classroom during Learning Process
14.	I can login into Google Classroom anytime anywhere	
15.	Using Google Classroom in all courses that have assignments is better than paper	

2.2.4 Covid-19 Pandemic

Covid-19 is a virus that has lately spread over the world. This infection claimed numerous lives in a short amount of time. The virus was discovered for the first time in Wuhan, China. Yuliana (2020) stated that the virus caused infection in 2002, which was caused by the SARS-coronavirus, and that the condition was later recognized as severe acute respiratory syndrome (SARS), and that the Middle East Respiratory Syndrome (MERS) happened in 2012. (MERS). This virus can cause everything from minor respiratory infections to life-threatening pneumonia.

Initial symptoms of infection in patients infected with this virus include fever and cough, but in a more dangerous phase, these symptoms are accompanied with shortness of breath. Various efforts have been undertaken to stop Covid-19 from spreading. Social distance, school from home (SFH), and employment from home are some of the strategies used (WFH). Several sectors around the world, including education, have been disrupted as a result of these policies. Learning is done online to adapt to these situations.

A pandemic is a condition in which an infectious disease spreads rapidly from human to human in many parts of the world. According to WHO (World Health organization), a pandemic occurs when it has fulfilled three conditions, namely the emergence of new diseases in the population, infects humans, causes dangerous diseases, and diseases can spread easily to sustainably among humans.

Based on Ibadurrahman (2020), since Friday, 28th February 2020 WHO has raised the risk status of this corona virus to a level highest due to its rapid

spread to a number of countries. Large-Scale Social Restrictions (PSBB) are imposed by the Indonesian government, which restrict all activities to be carried out in the home. It is also carried out at home, ranging from work to learning activities, with the goal of decreasing human interaction in order to minimize the spread of the Corona Virus. Learning activities were compelled to be completed online under the terms of the policy. The term "online learning" refers to a learning system that is not implemented in a single location. Similarly, even though it is done remotely, it is done through employing platforms that can aid the teaching and learning process. During an online learning, someone was carrying out online learning during this pandemic student continue to hone the knowledge, values, and skills of students in participate in remote learning activities. But with implemented online learning will lead to a lack of effectiveness in learning in students.

2.3 Relevance Studies

The researcher takes third past studies related this research, among them are as follows:

1. Vero Nanda Dwi Saputri (2020), Student's Perceptions Toward the Use of Google Classroom in Teaching and Learning Process.
2. Abeer and Khaleel (2020), The Effectiveness of Google Classroom Among EFL Students in Jordan: An Innovative Teaching and Learning Online Platform.
3. Wisma and Ira (2020), Students' Perception on Learning Language at The Graduate Program of English Education Amids The Covid-19 Pandemic.

2.4 Assumption

The researcher assumes there are significant result of perception and effectiveness of using Google Classroom in writing English learning during this pandemic. The researcher also assumes that many teachers used Google Classroom for teaching English in online learning.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This is a descriptive study that employs qualitative analysis. Qualitative research seeks to study social phenomena from the perspective of the participants in order to get more insight into a specific occurrence, environment, process, or belief. According to Rugaiyah (2016) qualitative research is descriptive research and tend to use analysis because the researchers want to explain the result in detail without statistical or number calculation.

This study aims to analyze perception of third semester of English Language Education of Islamic University of Riau in using Google Classroom for English learning during this pandemic. To obtain data, the researcher uses a Google Form questionnaire. The goal of this study was to see if students had any reservations about utilizing Google Classroom to learn English.

3.2 Location and Time of The Research

This research conducted at English Language Education Program of Islamic University of Riau. The research location is on Kaharuddin Nasution street No. 113, Simpang Tiga, Kec. Bukit Raya Pekanbaru City, Riau. The Process of collecting data started from November 2021. The researcher chooses English Language Education Program of Islamic University of Riau for this research because English Language Education Program of Islamic University of Riau active to use Google Classroom for online learning.

3.3 Population and Sample

The population of this research are 78 students of the third semester of English Language Education of Islamic University of Riau in academic year 2021/2022. They are distributed into 2 class. Further, in determining the sample of this research, the researcher use purposive sampling theory from Sugiyono. Sugiyono (2017) defines sampling purposive as a sample determination technique that takes into account specific factors. The researcher chose Class 3A that consist by 34 students as sample of this research. The researcher analyzes the data required in this study in collecting data by using questionnaire and documentation.

3.4 Research Instrument

The research instruments used for data collection was questionnaire. It used to get perception and information from the students about the use of Google Classroom in learning English online. According to Sugiyono (2017), a questionnaire is a data collection strategy that involves asking respondents to answer a set of questions or written inquiries. The researcher handed questionnaires to respondents personally in this study. The purpose of the survey was to find out how students felt about using Google Classroom for language study.

A questionnaire, according to Cohen (2011), is a good tool for gathering factual information, data on attitude, belief, and opinion in the past and present. The researcher choose close questionnaire because researcher will get a higher response when participants do not need to write too much, suitable for questions that we can already predict the answer and easy to analyze using a percentage we

can predict the answer. The researcher also use the likert scale which was consisted of 5- point Likert scale, namely '5' represents 'strongly agree' 4 points represents 'agree' 3 points represents 'undecided' 2 points represent 'disagree' and 1 point means strongly disagree. The students should put a thick (□) to the degree of agreement based on student opinion.

This instrument helps the researcher to collect the data to know the perception, opinion and respond towards the method. The questionnaire helps the researcher in reflecting on the teaching learning as giving recommendation in the future the researcher adapted this questionnaire from Abeer and Khaleel in Tihfani and Lilia (2020) entitled, the EFL Students' Perception in using Google Classroom for English Learning During Pandemic. In order to achieve the study purpose, the researcher administered a questionnaire consisted of 15 questions use of Likert scale. The questionnaire adapted from Abeer and Khaleel in Tihfani and Lilia (2020) instruments as a guideline in deciding of the theme's variables. There are three indicators used in filling out the questionnaire: usefulness items (question 1,2,3,4,5,6,7,8,9), ease of use items (question 10,11,12), and access items (question 13,14,15,16). The indicator components are compiled to be filled by the students on the appropriateness of the applications.

Table 3.1 Blueprint of Questionnaire

No	Aspect of Interest	Number of Questionnaire	Total
1	Usefulness	1,2,3,4,5,6,7,8,9	9
2	Ease of Use	10,11,12	3
3	Ease of Access	13,14,15	3

3.5 Procedures of The Research

The researcher does some steps in order to fulfill the study's purpose:

1. First, the researcher looks for studies that are relevant to this topic.
2. The researcher adapts the prior researcher's questionnaire into a Google form.
3. To collect data, the researcher distributes the questionnaire.
4. The researcher then summarizes data from the questionnaire responses.
5. Finally, the researcher provides a description of the students' perceptions of Google Classroom.

3.6 Data Collection Technique

The technique to collecting data is qualitative. The qualitative research obtained by questionnaire and documentation. To obtain data, the researcher uses a Google Forms questionnaire. The questionnaire is based on Abeer and Khaleel in Tihfani and Lilia's (2020) work and consists of 15 items divided into three categories: usefulness, convenience of use, and accessibility. The participants in this study are 34 students from the Islamic University of Riau's second grade. The researcher asks each student to respond based on a 5-point Likert scale, namely '5' represents 'strongly agree' 4 points represents 'agree' 3 points represents 'undecided' 2 points represent 'disagree' and 1 point means strongly disagree.

3.7 Data Analysis Technique

A questionnaire is a self-data collection instrument that each research participant fills out as part of a research study, according to Johnson and Larry (2012). The researcher distributed a questionnaire to all of the students in order to

find out how they felt about using Google Classroom to learn English. The respondent was asked to select one of the options that came closest to their current situation and their actual experience when filling out the questionnaire. In this study, students were given a questionnaire to fill out in order to obtain numerical data on their perceptions of using Google Classroom for English learning.

To calculate the percentages of student according to their answer, the researcher uses conventional percentages formula:

$$X^{(1-5)} = \frac{a^{(1-5)}}{N} \times 100$$

$X^{(1-5)}$ = Percentage Per-Question (scale 1/2/3/4/5)

$a^{(1-5)}$ = Total Student that choose the scale (scale 1/2/3/4/5)

N = Total of Student

CHAPTER IV

RESEARCH FINDINGS

This chapter explained about the result that researcher found after conducted the observation on perception of third semester student of English Language Education of Islamic University of Riau in academic year 2021/2022 about using Google Classroom for English learning during pandemic.

4.1 The Description of The Data

This research has been started since November 2021 to the students of third semester of English Language Education of Islamic University of Riau in academic year 2021/2022. In this research, the data were collected by Google Forms links. Respondents must complete a questionnaire on student perceptions of online learning during the Covid19 pandemic. They were instructed to answer 15 questions. Scale 1 is used as the lowest score that represent "strongly disagree", and scale 5 is the highest score that represented "strongly agree".

Table 4.1 The Result of Questionnaire

No.	ITEMS	ANSWERS				
		1	2	3	4	5
USEFULNESS						
1.	I look forward to using Google Classroom in other classes	-	-	-	25	9
2.	I find Google Classroom helpful	-	-	-	31	3
3.	I find Google Classroom useful	-	-	-	28	6
4.	Google Classroom helps me in improving my writing skills	-	4	8	22	-

5.	Google Classroom activities are helpful	-	-	-	29	5
6.	I like doing activities through Google Classroom	-	5	9	18	2
7.	Google Classroom should be used in higher education	1	-	7	23	3
8.	There is value in using Google Classroom for teaching and learning purposes	-	1	30	3	-
9.	Using Google Classroom application is easy	-	-	-	30	4
EASE OF USE						
10.	I feel instructions of the activities are clear	-	-	-	32	2
11.	I feel positive when submitting my assignment through Google Classroom	-	-	-	30	4
12.	I respond as quickly as possible to each assignment or question in Google Classroom	-	-	-	29	5
EASE OF ACCESS						
13.	Google Classroom application is available on my smartphone	-	-	-	-	34
14.	I can login into Google Classroom anytime anywhere	-	-	-	-	34
15.	Using Google Classroom in all courses that have assignments is better than paper	-	5	-	26	3

4.2 Data Analysis

In this part, the researcher explained the result of questionnaire based on each question. Further, the researcher also explained the calculation for each aspect in percent. There are 15 questionnaire that should be answered by 34 respondents via Google Form Link. The questionnaire separated into 3 aspects, *usefulness, ease of use and ease of access*.

Diagram 4.1 Percentages of 1st Statement

I LOOK FORWARD TO USING GOOGLE CLASSROOM IN OTHER CLASSES

■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

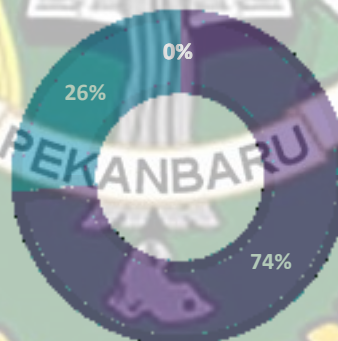


Diagram 4.1 showed that 25 of students (74%) choose agree and 9 of students (26%) choose strongly agree on *I Look Forward to Using Google Classroom in Other Classes* statement.

Diagram 4.2 Percentages of 2nd Statement

I FIND GOOGLE CLASSROOM HELPFUL

■ Strongly Disagree
 ■ Disagree
 ■ Neutral
 ■ Agree
 ■ Strongly Agree



Diagram 4.2 showed that 31 of students (91%) choose agree and 3 of students (9%) choose strongly agree on *I find Google Classroom helpful* statement.

Diagram 4.3 Percentages of 3rd Statement

I FIND GOOGLE CLASSROOM USEFUL

■ Strongly Disagree
 ■ Disagree
 ■ Neutral
 ■ Agree
 ■ Strongly Agree

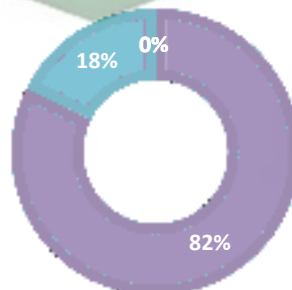


Diagram 4.3 showed that 28 of students (82%) choose agree and 6 of students (18%) choose strongly agree on *I find Google Classroom useful* statement.

Diagram 4.4 Percentages of 4th Statement

GOOGLE CLASSROOM HELPS ME IN IMPROVING MY WRITING SKILLS

■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

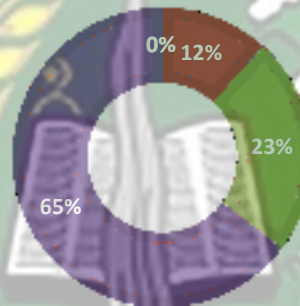


Diagram 4.4 showed that 4 of students (12%) choose disagree, 8 of students (23%) choose neutral, 22 of students (65%) choose agree on *Google Classroom helps me in improving my writing skills* statement.

Diagram 4.5 Percentages of 5th Statement

GOOGLE CLASSROOM ACTIVITIES ARE HELPFUL

■ Strongly Disagree ■ Disagree
 ■ Neutral ■ Agree
 ■ Strongly Agree

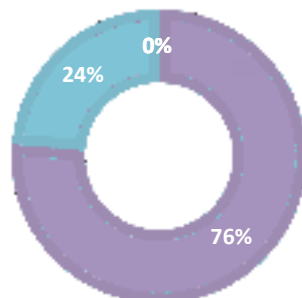


Diagram 4.5 showed that 29 of students (76%) choose agree and 9 of students (24%) choose strongly agree on *Google Classroom activities are helpful* statement.

Diagram 4.6 Percentages of 6th Statement

I LIKE DOING ACTIVITIES THROUGH GOOGLE CLASSROOM

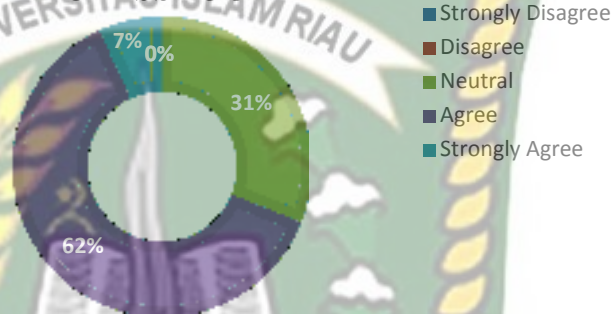


Diagram 4.6 showed that 9 of students (31%) choose neutral, 18 of students (62%) choose agree and 2 of students (7%) choose strongly agree on *I like doing activities through Google Classroom* statement.

Diagram 4.7 Percentages of 7th Statement

GOOGLE CLASSROOM SHOULD BE USED IN HIGHER EDUCATION

■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

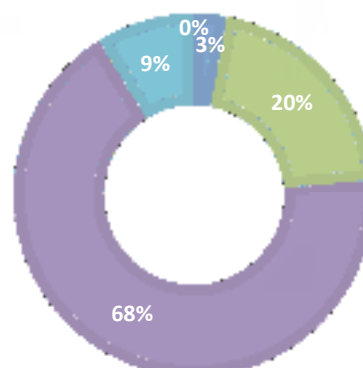


Diagram 4.7 showed that 1 of students (3%) choose strongly disagree, 7 of students (20%) choose neutral, 23 of students (68%) choose agree and 3 of students (9%) choose strongly agree on *Google Classroom should be used in higher education* statement.

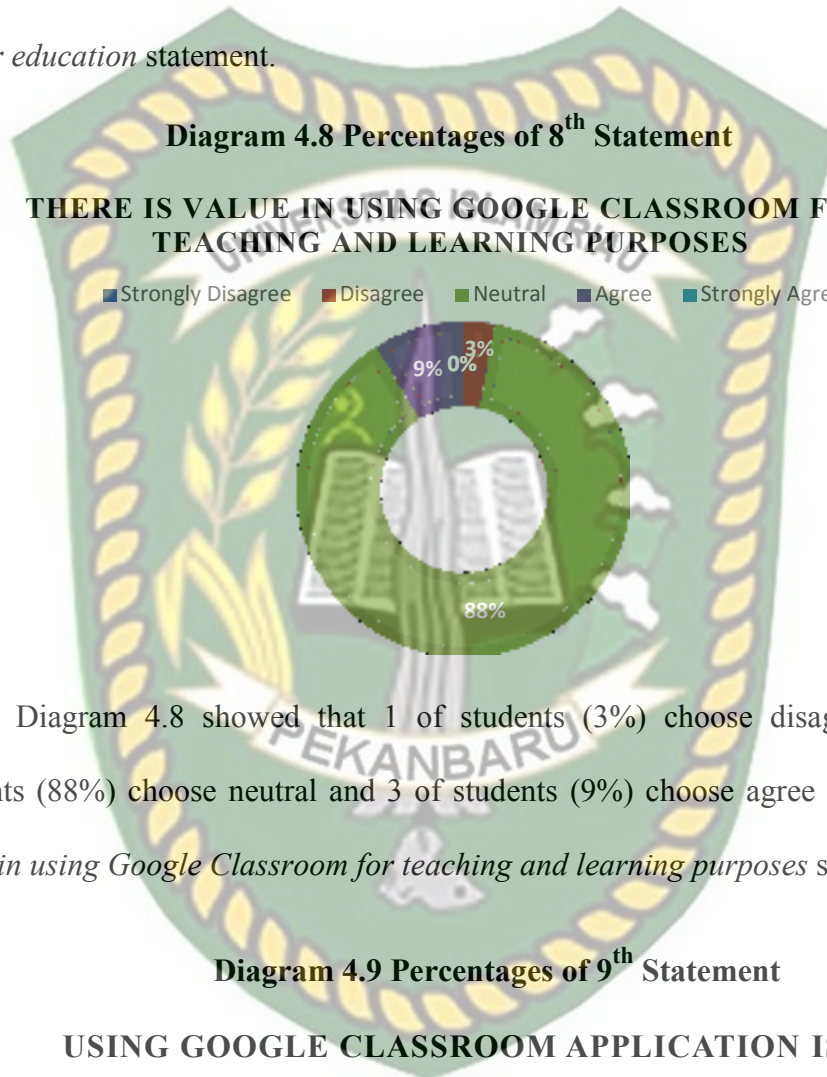


Diagram 4.8 showed that 1 of students (3%) choose disagree, 30 of students (88%) choose neutral and 3 of students (9%) choose agree on *There is value in using Google Classroom for teaching and learning purposes* statement.

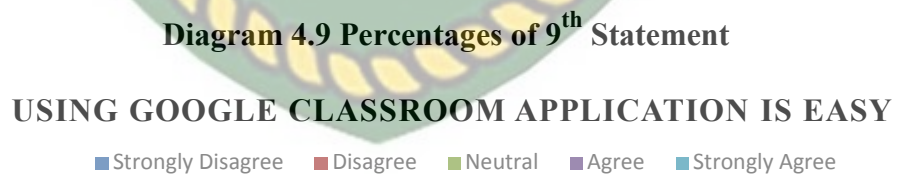


Diagram 4.9 showed that 30 of students (88%) choose agree and 4 of students (12%) choose strongly agree on *Using Google Classroom application is easy* statement.

Diagram 4.10 Percentages of 10th Statement

I FEEL INSTRUCTIONS OF THE ACTIVITIES ARE CLEAR

■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

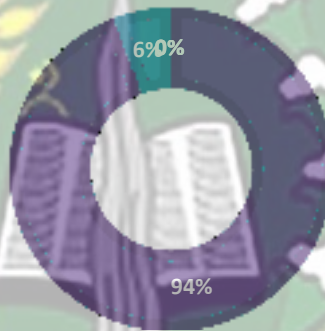


Diagram 4.10 showed that 32 of students (94%) choose agree and 2 of students (6%) choose strongly agree on *I feel instructions of the activities are clear* statement.

Diagram 4.11 Percentages of 11th Statement

I FEEL POSITIVE WHEN SUBMITTING MY ASSIGNMENT THROUGH GOOGLE CLASSROOM

■ Strongly Disagree ■ Disagree

■ Neutral ■ Agree

■ Strongly Agree

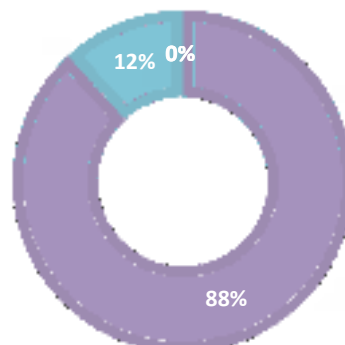


Diagram 4.11 showed that 30 of students (88%) choose agree and 4 of students (12%) choose strongly agree on *I feel positive when submitting my assignment through Google Classroom* statement.

Diagram 4.12 Percentages of 12th Statement

I RESPOND AS QUICKLY AS POSSIBLE TO EACH ASSIGNMENT OR QUESTION IN GOOGLE CLASSROOM

■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

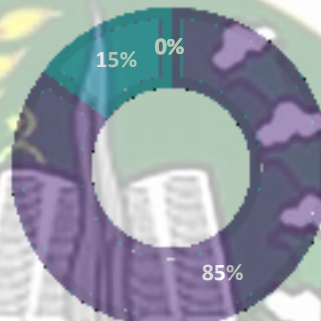


Diagram 4.12 showed that 29 of students (85%) choose agree and 5 of students (15%) choose strongly agree on *I respond as quickly as possible to each assignment or question in Google Classroom* statement.

Diagram 4.13 Percentages of 13th Statement

GOOGLE CLASSROOM APPLICATION IS AVAILABLE ON MY SMARTPHONE

■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

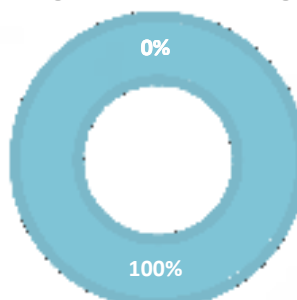


Diagram 4.13 showed that 34 of students (100%) choose strongly agree on *Google Classroom application is available on my smartphone* statement.

Diagram 4.14 Percentages of 14th Statement

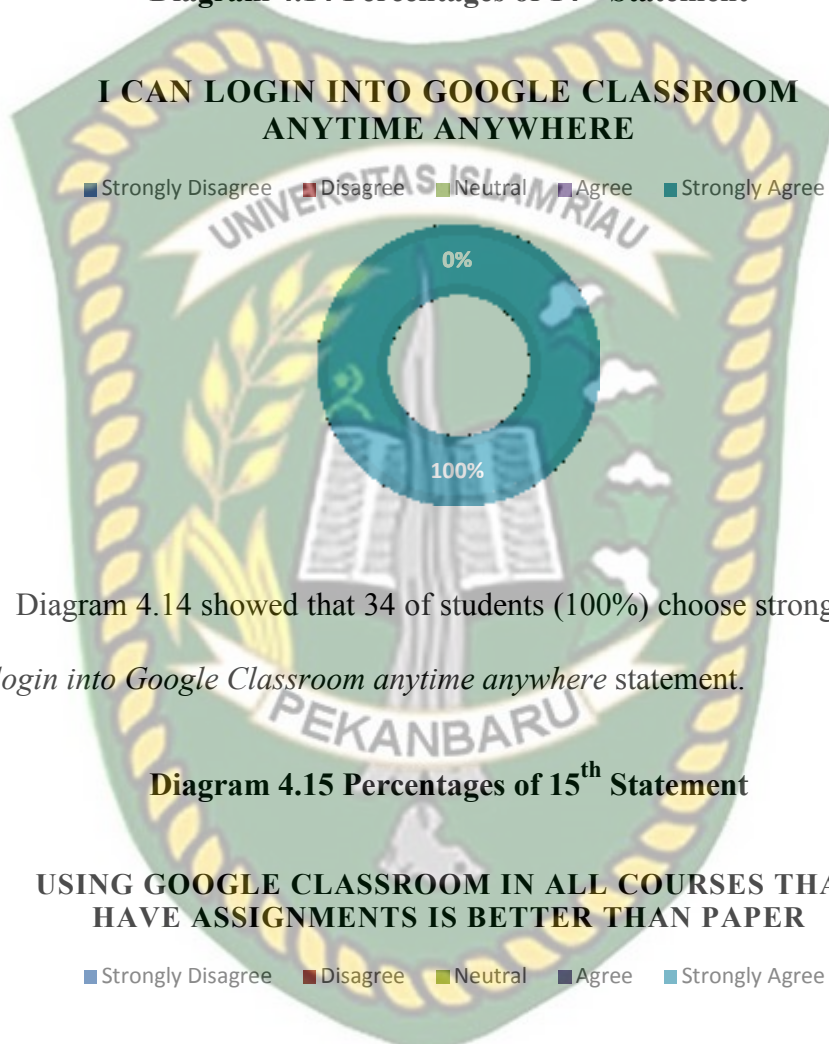


Diagram 4.14 showed that 34 of students (100%) choose strongly agree on *I can login into Google Classroom anytime anywhere* statement.

Diagram 4.15 Percentages of 15th Statement

USING GOOGLE CLASSROOM IN ALL COURSES THAT HAVE ASSIGNMENTS IS BETTER THAN PAPER

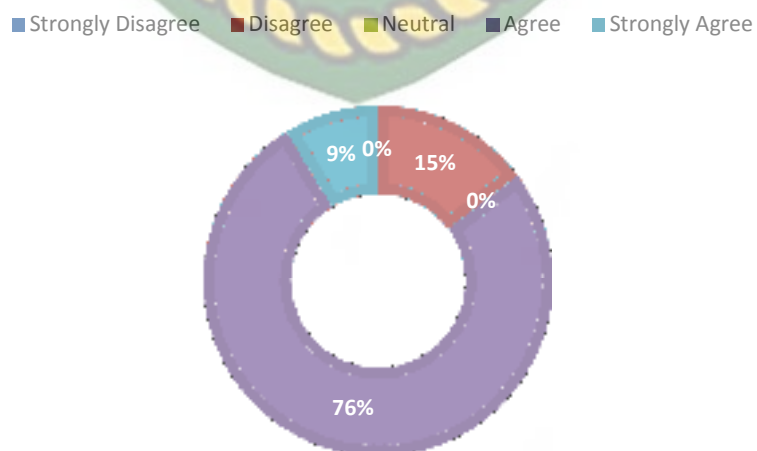


Diagram 4.15 showed that 5 of students (15%) choose disagree, 26 of students (76%) choose agree and 3 of students (9%) choose strongly agree on *Using Google Classroom in all courses that have assignments is better than paper statement*.

4.3 Discussions

From the data above, it can be seen that most of students has positive perceptions in every aspect. On aspect usefulness, there are more than 50% - 90% of students agree even strongly agree about the statement on each statement except question number 8, *There is value in using Google Classroom for teaching and learning purposes*. For question or statement number 8 more than 80% students on neutral perception.

Furthermore, on aspect of ease of use, most of students has very positive perception about the ease of use of Google Classroom in learning activities during pandemic. The percentages hit more than 80% on agree statement for each question or statements. Moreover, on aspect of ease of access, only on question number 15, *Using Google Classroom in all courses that have assignments is better than paper statement* that has disagreement for the statement. There 5 students (12%) that disagree on that statement and more than 80% other students has positive agreement for the statement. By seeing all of those data, it can be concluded that the using of Google Classroom in learning English during pandemic at the third semester of English Language Education of Islamic University of Riau students has been optimized effectively.

It shown by the positive perceptions of students about the usefulness of the application, the ease of use, and the ease of access during the use of the application in learning activities.



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CHAPTER V

CONCLUSIONS

5.1 Conclusions

The research is about to find out the perceptions of English Language Education of Islamic University of Riau students' in using Google Classroom in learning English during pandemic. After conducted the research, there are conclusions that already conclude:

- 1) On aspect usefulness, the percentages hit more than agree 50% - 90% on positive agreement for each question or statement. It shown that most of students has positive perception about the aspect.
- 2) On aspect of ease of use, the percentages hit more than 80% on agree statement for each question or statements. It shown that most of students has very positive perception about the aspect.
- 3) On aspect of ease of access, the percentages hit 80% until 100% on positive agreement for each question or statement. It shown that most of students has vey positive perception about the aspect.

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