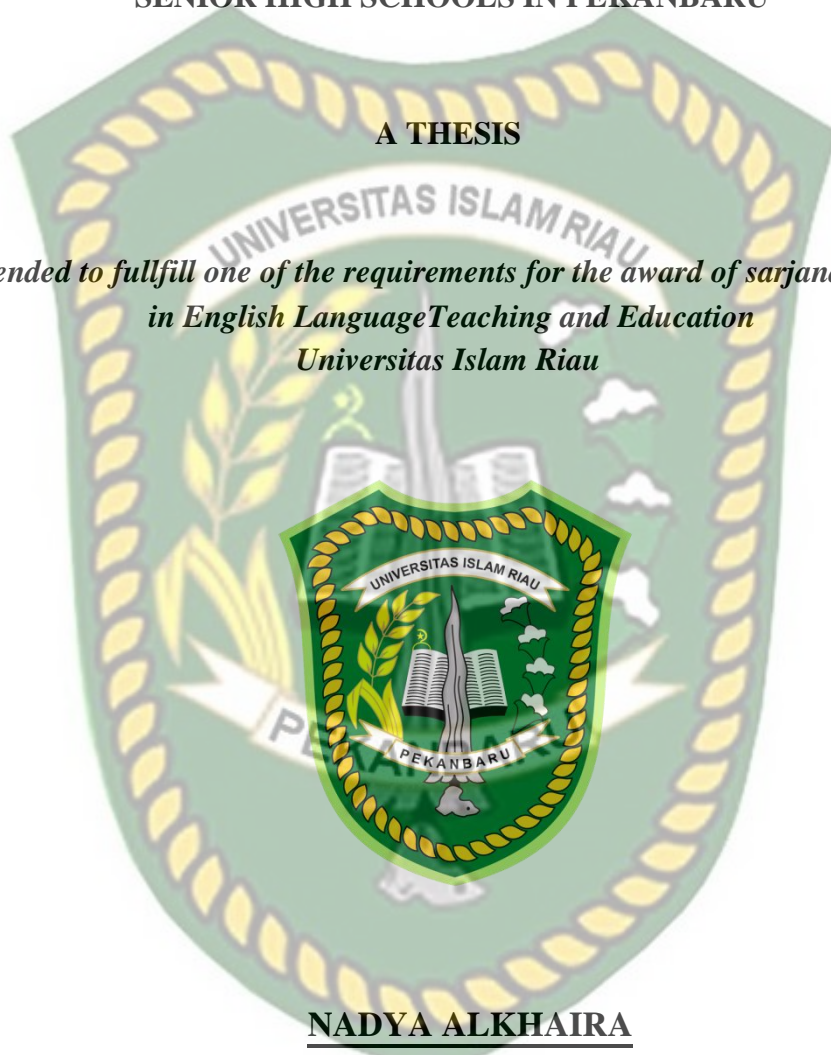


**AN ANALYSIS OF STUDENTS' PERCEPTIONS AND CHALLENGES
REGARDING GOOGLE CLASSROOM USE DURING THE
CORONAVIRUS DISEASE 2019 OUTBREAK AT PRIVATE
SENIOR HIGH SCHOOLS IN PEKANBARU**

A THESIS

*Intended to fulfill one of the requirements for the award of sarjana degree
in English Language Teaching and Education
Universitas Islam Riau*



NADYA ALKHAIRA

176310417

**ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
PEKANBARU**

2022

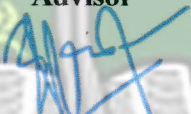
THESIS APPROVAL

TITLE

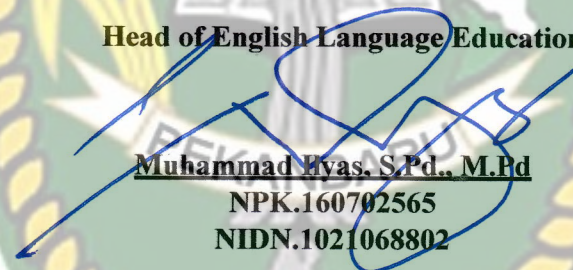
**AN ANALYSIS OF STUDENTS' PERCEPTIONS AND CHALLENGES
REGARDING GOOGLE CLASSROOM USE DURING THE
CORONAVIRUS DISEASE 2019 OUTBREAK AT PRIVATE SENIOR
HIGH SCHOOLS IN PEKANBARU**

Name : Nadya Alkhaira
Place/date of birth : Pekanbaru / Maret, 5th1999
Student Number : 1763109417
Faculty : Teachers Training and Education Faculty
Study Program : English Education

Advisor


Sri Wahyuni, S.Pd., M.Pd
NIDN. 1022098901

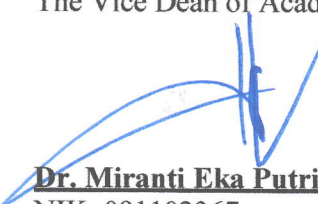
Head of English Language Education


Muhammad Ryas, S.Pd., M.Pd
NPK.160702565
NIDN.1021068802

Penata/Lektor/IHC

This thesis has been accepted to be one of requirements for the Award of *Sarjana* Degree at English Study Program of Education and Teacher Training Faculty Islamic University of Riau.

Pekanbaru, January 2022
The Vice Dean of Academic


Dr. Miranti Eka Putri, S.Pd., M.Ed
NIK. 091102367
NIDN. 1005068201

THESIS EXAMINATION

**AN ANALYSIS OF STUDENTS' PERCEPTIONS AND
CHALLENGES REGARDING GOOGLE CLASSROOM USE
DURING THE CORONAVIRUS DISEASE 2019 OUTBREAK
AT PRIVATE SENIOR HIGH SCHOOLS IN PEKANBARU**

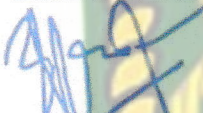
Name : Nadya Alkhaira
Student number : 176310417
Study Program : English Education

THE CANDIDATE HAS BEEN EXAMINED

Monday, 31st January 2022

THE EXAMINERS COMMITTEE

Head Advisor



Sri Wahyuni, S.Pd, M.Pd
NIDN. 1022098901

Examiners

Johari Afrizal, S.Pd, M.Ed
NIDN. 1013106701

Fauzul Etfita, S.Pd, M.Pd
NIDN. 1030098901

The thesis has been approved to be one of requirement for award as
Sarjana Degree in English Study Program. Faculty of Teacher and
Education Universitas Islam Riau

Pekanbaru, January 2022

The vice dean of academic



Dr. Miranti Eka Putri, S.Pd., M.Ed

NIK. 091102367

NIDN. 100506820



YAYASAN LEMBAGA PENDIDIKAN ISLAM (YLPI) RIAU
UNIVERSITAS ISLAM RIAU

F.A.3.10

Jalan Kaharuddin Nasution No. 113 P. Marpoyan Pekanbaru Riau Indonesia – Kode Pos: 28284
Telp. +62 761 674674 Fax. +62 761 674834 Website: www.uir.ac.id Email: info@uir.ac.id

KARTU BIMBINGAN TUGAS AKHIR
SEMESTER GENAP TA 2021/2022

NPM : 176310417
Nama Mahasiswa : NADYA ALKHAIRA
Dosen Pembimbing : 1. SRI WAHYUNI S.Pd., M.Pd. 2.
Program Studi : PENDIDIKAN BAHASA INGGRIS
Judul Tugas Akhir : ANALISIS PERSEPSI DAN TANTANGAN SISWA TENTANG PENGGUNAAN GOOGLE CLASSROOM SAAT MEWABAH PENYAKIT CORONAVIRUS 2019 DI SMA SWASTA DI PEKANBARU.
Judul Tugas Akhir (Bahasa Inggris) : AN ANALYSIS OF STUDENTS' PERCEPTION AND CHALLENGES REGARDING GOOGLE CLASSROOM USE DURING THE CORONAVIRUS DISEASE 2019 OUTBREAK AT PRIVATE SENIOR HIGH SCHOOLS IN PEKANBARU.
Lembar Ke :

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1	23/08/2021	Revised Title	Revised the title	
2	06/09/2021	Revised Chapter I, II, & III	Revised background of problem and research design	
3	07/11/2021	Approved to join Proposal Seminar	Preparation for Seminar proposal	
4	29/11/2021	Join the Seminar proposal	-	
5	2/12/2021	Revised Proposal	Revised data analysis method & research instrument	
6	24/12/2021	Revised Chapter IV&V	Revised the mechanics of writing in chapter IV&V	
7	06/01/2022	Approve to join Thesis Examination	Preparation for Thesis examination	
8	27/01/2022	Join the Thesis Examination	-	

Pekanbaru, 31 Januari 2022
Wakil Dekan I/Ketua Departemen/Ketua Prodi



(Dr. Miranti Eka Putri, S.Pd., M.Ed)

Catatan :

1. Lama bimbingan Tugas Akhir/ Skripsi maksimal 2 semester sejak TMT SK Pembimbing diterbitkan
2. Kartu ini harus dibawa setiap kali berkonsultasi dengan pembimbing dan HARUS dicetak kembali setiap memasuki semester baru melalui SIKAD
3. Saran dan koreksi dari pembimbing harus ditulis dan diparaf oleh pembimbing
4. Setelah skripsi disetujui (ACC) oleh pembimbing, kartu ini harus ditandatangani oleh Wakil Dekan I/ Kepala departemen/Ketua prodi
5. Kartu kendali bimbingan asli yang telah ditandatangani diserahkan kepada Ketua Program Studi dan kopiannya dilampirkan pada skripsi.
6. Jika jumlah pertemuan pada kartu bimbingan tidak cukup dalam satu halaman, kartu bimbingan ini dapat di download kembali melalui SIKAD

LETTER OF NOTICE

We, the head advisor and vice advisor here by notice that:

Name : Nadya Alkhaira
Student Number : 176310417
Place/date of birth : Pekanbaru / March, 5th 1999
Faculty : Teachers Training and Education Faculty
Study Program : English Education

Has completely written a thesis which entitled :


**AN ANALYSIS OF STUDENTS' PERCEPTIONS AND CHALLENGES
REGARDING GOOGLE CLASSROOM USE DURING THE
CORONAVIRUS DISEASE 2019 OUTBREAK AT PRIVATE SENIOR
HIGH SCHOOLS IN PEKANBARU**

It is ready to be examined.

This letter is made to be used, as it is needed.

Pekanbaru, 31st January 2022

Advisor



Sri Wahyuni, S.Pd., M.Pd

NIDN. 1022098901

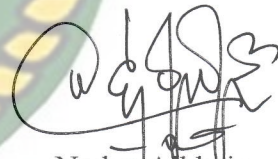
DECLARATION

Name : Nadya Alkhaira
Student Number : 176310417
Place/date of birth : Pekanbaru / March, 5th 1999
Faculty : Teachers Training and Education Faculty
Study Program : English Education

I formally certify that my thesis is entirely original to me, with the exception of the quotations (directly or indirectly). Which were culled from a variety of sources and scientifically referenced. The researcher is responsible for the data and facts contained in this thesis.

Pekanbaru, 31st January 2022

The Researcher


Nadya Alkhaira

ACKNOWLEDGEMENT

Alhamdulillah, I really would like to thank Allah SWT for all of the blessings and guidance in completing my thesis. I am quite aware that my thesis is far from excellent. However, I acknowledge that completing my thesis without the aid of my entire family, lecturers, professors, friends, and all institutions involved would be impossible. In the course of these unforgettable moments, I'd want to offer my heartfelt gratitude to the really lovely ;

1. Dr. Hj. Sri Amnah, M.Si as the Dean and all staff members of Teacher Training and Education Faculty who have given their assistance for the completion of this thesis.
2. Muhammad Ilyas, S.Pd., M.Pd as the Head of English Language Education and Sri Wahyuni, S.Pd., M.Pd as the Secretary of English language Education who gave support and permission to write the thesis.
3. Sri Wahyuni, S.Pd., M.Pd., as my advisor, I would like to express my gratitude for your assistance, criticism, advice, and convenience during the thesis guidance period. Thank you for your prompt response to my inquiries; you are the sweetest instructor, and I will never forget your kindness and enthusiasm. Hopefully, Allah Subhana Wa Ta'ala will reciprocate all of your compassion. Thank you very much.

4. Everyone who conducted lectures in English Language Education Teacher Training And Education Faculty Universitas Islam Riau and who shared their knowledge with me during the course helped me to learn more about the subject.
5. My heartfelt gratitude goes to my adored parents, papi and mama. Thank you for all of your prayers, support, and love that have brought me to this point. All of your sacrifices are insignificant in comparison to these words. I love you all.
6. Thank you very much to all of my uncles and aunts who have looked after me and tread me as if they were their own children throughout the years. All of your sacrifices have been tremendous up to this point. Thank you very much for your advice and support.
7. Aprilia Farasanti and Zakia Azimi were my thesis companions in arms, as well as some of my first pals in college. Thank you for being my friend from the beginning, even before we met on campus, and all the way up to this point, when we are all nearly finished with this degree. And also thank you for helping me finish this thesis.
8. Thank you very much to my dearest cousins, Kak Yuni, Bilqhis, Naswa, Khalisa, and Naina, for your encouragement and support. Let's grow old together, will we?
9. My true friend Ica Eganisa, who has been my friend for 10 years, thank you for always being the lighter of my spirit and I can always

rely on. I was able to complete this last step because of you. Let's be successful together.

10. Syadillana Putri Alifia, my 911. The person who's become my go-to for anything and everything, the person who became my first point of contact when I had a problem or anything, especially when I was writing this thesis under pressure. Starting with the writer-reader relationship, I've grown to know and recognize her as my own little sister. Thank you for being my comrade. Thank you for always being understanding towards me.

May Allah Subhana Wa Ta'ala reward all good deeds and goodwill shown to all parties involved in assisting the researcher in completing this thesis with his or her efforts. Aamiin.

Pekanbaru, January 2022

Nadya Alkhaira

TABLE OF CONTENT

THESIS APPROVAL	i
THESIS EXAMINATION	ii
THESIS GUIDANCE AGENDA	iii
LETTER OF NOTICE	iv
DECLARATION.....	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENT	ix
LIST OF TABLE	xii
LIST OF DIAGRAM	xiii
LIST OF FIGURES	xiv
LIST OF APPENDICES	xv
ABSTRACT.....	xvi
ABSTRAK	xvii
CHAPTER 1	1
INTRODUCTION	1
1.1 Background of the Problem	1
1.2 Identification of the Problem.....	4
1.3 Focus of the Problem	5
1.4 Research Question	5
1.5 Objective of the Research.....	6
1.6 Significant of the Research.....	6

1.7 Definition of the Key Terms	7
CHAPTER 2	9
REVIEW OF RELATED THEORY	9
2.1 Relevance Theories	9
2.1.1 Definition of Online Learning	9
2.1.2 Google Classroom	10
2.1.2.1 Definition of Google Classroom	10
2.1.2.2 Advantages and Disadvantages of Google Classroom ..	11
2.1.2.3 Advantages of Google Classroom	11
2.1.2.4 Disadvantages of Google Classroom	11
2.1.3 Learning English	11
2.2 Relevant Studies	12
2.3 Theoretical Framework	15
2.4 Assumption	16
CHAPTER 3	17
RESEARCH METHODOLOGY	17
3.1 Research Design	17
3.2 Location and Time of the Research	17
3.3 Population and Sample of the Research	18
3.3.1 Population	18
3.3.2 Sample of the Research	18
3.4 Instrument of the Research	19
3.5 Data Collection Technique	22

3.6 Data Analysis Technique	23
CHAPTER 4	25
RESEARCH FINDINGS	25
4.1 Data Description	25
4.1.1 Students' Needs	25
4.1.2 Excellence of Google Classroom.....	28
4.1.3 Performance of Google Classroom.....	38
4.1.4 Weaknesses of Google Classroom.....	41
4.2 Data Analysis	43
4.2.1 Analysis from Students Interview	50
4.3 Discussion.....	53
CHAPTER 5	58
CONCLUSION AND SUGGETIONS	58
5.1 Conclusion	58
5.2 Suggestions	60
5.2.1 Suggestion for English Teacher	60
5.2.2 Suggestion for Students	60
5.2.3 Suggestion for Google Classroom.....	61
5.2.4 Suggestion from Students	61
5.2.5 Suggestion for The Next Researcher.....	62
REFERENCES	63
APPENDIX	66

LIST OF TABLES

Tabel 3.3.1 Total Population of the Private Senior High School	
Students in Pekanbaru.	18
Tabel 3.3.2 Total Sample of the Private Senior High School	
Students in Pekanbaru.	19
Table 3.4 The Blue Print of Questionnaire of Senior High School	
Students in Pekanbaru By Al Khatiri	20
Table 3.4.1 students' respond of the Perception questionnaire	21
Table 3.4.2 students' respond of the Challenges questionnaire.....	21
Table 3.4.3 The List of Interview of The Sixth Semester	
Students at English Language Education of FKIP UIR.....	22
Table 4.2 Data Analysis.....	43

LIST OF DIAGRAM

4.1.1 Students' Needs	25
4.1.2 Excellence Features of Google Classroom	28
4.1.3 Performance of Google Classroom.....	38
4.1.4 Weakneses of Google Classroom	41



LIST OF FIGURES

4.3.1.1 Students' Need.....	54
4.3.1.2 Excellence of Google Classroom.....	54
4.3.2.1 Performance of Google Classroom.....	56
4.3.2.2 Weaknesses of Google Classroom.....	56



LIST OF APPENDICES

APPENDIX 1 Research Questionnaire	66
APPENDIX 2 Interview Questions	69
APPENDIX 3 Interview Transcript	70
Students Google Form Sample 1	79



ABSTRACT

Nadya Alkhaira. An Analysis of Students' Perceptions and Challenges Regarding Google Classroom Use During the Coronavirus Disease 2019 Outbreak At Private Senior High Schools In Pekanbaru.

Keywords: *Students' Perceptions, Challenges, Coronavirus Disease 2019, Outbreak, Google Classroom, Online Learning*

Coronavirus Disease 2019 which hit the world in early 2020, hampered various activities in the world and affected daily human activities. Restrictions on interaction between humans were carried out to break the chain of the virus, including deciding schools to be carried out online. No more face-to-face classes during this pandemic. Researchers are interested in analyzing how students perceive and what challenges they feel while using Google Classroom during this pandemic.

This descriptive research employed qualitative-quantitative techniques was considered as an appropriate approach as a type of research. The population of this study was Private Senior High School in Pekanbaru, while the sample was selected through random sampling technique that consist of 31 students. The data were collected from made questionnaire in the Google form and interview through google meet. The researcher adapted questionnaire and interview from Fatimah (Al-Kathiri, 2015)

The results of this study are presented in the form of a descriptive explanation in order to indicated that private senior high school students face difficulties and have a perception of the use of the Google Classroom application. These results can be seen from the percentage of questionnaire answers that have been answered by students, and also the results of interviews with 5 students which have been converted into conversation transcripts. The answers in the form of percentage data and the results of this interview explain that students have various perceptions of using Google Classroom, along with complaints from the challenges they face while using Google Classroom during online classes and this pandemic.

ABSTRAK

Nadya Alkhaira. Analisis Persepsi dan Tantangan Siswa Mengenai Penggunaan Google Classroom Selama Wabah Virus Corona 2019 Di SMA Swasta Di Pekanbaru.

Kata Kunci: *Persepsi Siswa, Tantangan, Corona Virus Disease 2019, Wabah, Google Classroom, Pembelajaran Online*

Coronavirus Disease 2019 yang melanda dunia pada awal tahun 2020, menghambat berbagai aktivitas di dunia dan mempengaruhi aktivitas manusia sehari-hari. Pembatasan interaksi antar manusia dilakukan untuk memutus mata rantai penyebaran virus, termasuk memutuskan sekolah dilakukan secara online. Tidak ada lagi kelas tatap muka selama pandemi ini. Peneliti tertarik untuk menganalisis bagaimana persepsi siswa dan tantangan apa yang mereka rasakan saat menggunakan Google Classroom selama pandemi ini.

Penelitian deskriptif ini menggunakan teknik kualitatif-kuantitatif dan dianggap sebagai pendekatan yang tepat sebagai jenis penelitian. Populasi penelitian ini adalah SMA Swasta di Pekanbaru, sedangkan sampel dipilih melalui teknik random sampling yang terdiri dari 31 siswa. Data dikumpulkan dari kuesioner yang dibuat dalam bentuk Google dan wawancara melalui google meet. Peneliti mengadaptasi kuesioner dan wawancara dari Fatimah (Al-Kathiri, 2015)

Hasil penelitian ini disajikan dalam bentuk penjelasan deskriptif untuk menunjukkan bahwa siswa SMA swasta menghadapi kesulitan dan memiliki persepsi terhadap penggunaan aplikasi Google Classroom. Hasil tersebut dapat dilihat dari persentase jawaban angket yang telah dijawab oleh mahasiswa, dan juga hasil wawancara dengan 5 mahasiswa yang telah diubah menjadi transkrip percakapan. Jawaban berupa data persentase dan hasil wawancara ini menjelaskan bahwa siswa memiliki persepsi yang beragam dalam menggunakan Google Classroom, disertai dengan keluhan dari tantangan yang mereka hadapi selama menggunakan Google Classroom selama kelas online dan pandemi ini.

CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

In early December 2019, a case of a disease affecting the respiratory system was discovered in Wuhan, Hubei province, China. Most of the patients worked or lived near the local Huanan seafood wholesale market, selling live animals. Severe acute respiratory infection symptoms occurred in the early stages of this pneumonia, with some patients rapidly developing acute respiratory distress syndrome, abrupt respiratory failure, and other severe complications (Wu et al., 2020). This virus spreads at a breakneck pace, having reached many parts of the world within a few weeks. The early symptoms that serve as a basis for diagnosis are fever, cough, and shortness of breath, as well as interaction with people who have been to or recently returned from areas infected with this virus (Abdulmir & Hafidh, 2020). One of the factors that cause the spread of this virus very quickly is the high mobility of humans and human-to-human contact, whether consciously or unconsciously, such as touching hands, sneezing, coughing, and so on so that the virus can stick to and enter the human body.

Gradually but steadily, direct engagement and face-to-face learning are being phased out in favor of online or online learning technologies (Costado Dios & Piñero Charlo, 2021). This systemic change was precipitated by the government's decision to close all schools as part of its efforts to break the cycle of Covid-19 dissemination (Peimani &

Kamalipour, 2021). Additionally, these laws had an effect on the teaching-learning process. Schools are now open on a limited basis to allow teachers to undertake instructional practices for people without a smartphone/gadget or computer, while adhering to all health protocols (Maru et al., 2021). Various online learning platforms were launched to meet the need for learning and teaching activities from home instead of face-to-face meetings usually held daily before this epidemic hit. The following are examples of platforms that support online learning activities that are widely used by schools and universities in Indonesia, such as Google Classroom, Google Meet, Zoom, Edmodo, Kahoot! Discord. Social media platforms also help the online learning process, such as Youtube, Gmail, Facebook (Mulyani et al., 2021).

The adjustment of the new learning process is certainly a new challenge for teachers who must of course find new ways to explain learning materials online. This also makes the subject matter received by students not as optimal as they receive when learning directly in the classroom. A learning management system (LMS) is a web- or cloud-based software application that aids in the teaching-learning process and facilitates the delivery of education, training, and development programs effectively. The Learning Management System enables teachers, learners, and administrators to utilize and access services without regard for time or location constraints in the teaching and learning process. The learning process that takes place using Zoom or Google Meet is a substitute for

face-to-face meetings that are usually carried out daily before the pandemic. At this time the learning process is deemed ineffective, the teacher is difficult to monitor the students. This limitation is one of the ineffectiveness of online learning.

Learning processes around the world are being forced to shift towards online learning, with a variety of online learning platforms being used to assist learners in their activities. Google Classroom is an online learning platform that is widely utilized all over the world today, and it is one of the most popular. To complement it, Google has introduced Google Meet, a virtual meeting platform that allows users to conduct virtual meetings in order to comply with government recommendations that limit activities outside of the home in order to reduce the spread of Coronavirus Disease 2019, which is particularly dangerous for students and teachers in schools. The government also gives bailouts and help to students in the form of free quotas to use the online learning platform, which is funded by the federal government. Not only do students have to adjust to this new environment, but teachers also have to think outside the box and devise instructional tactics that take into account the new environment in which they are working. Various trainings were conducted, including instruction on how to utilize online learning platforms, the creation of teaching materials utilizing online media, and the usage of various other online learning media that may be used to provide variety to online teaching during a pandemic nowadays.

A change of direction comes with its own set of challenges and tasks to overcome. Both students and teachers will almost probably encounter these challenges or difficulties when participating in online learning. One of the most significant challenges that students and teachers face is the fact that the stability of the internet network is not fairly distributed. Not only that, but economic inequality is also a source of concern for many. Students must have access to a device that is capable of operating the online learning platform, and not all students come from financially secure households. Students who are required to utilize their parents' gadgets to complete online coursework and assignments are not uncommon encountered. All of these issues are frequent during pandemics and have a negative impact on the education sector. There are many more.

Based on the previous explanation, researchers are interested in analyzing the perceptions and challenges experienced by students when learning online during this outbreak, especially in using Google Classroom. the title of this research is **“An Analysis of Students’ Perceptions and Challenges Regarding Google Classroom Use in Coronavirus Disease 2019 Outbreak At Private Senior High School in Pekanbaru”**.

1.2 Identification of the Problem

In this study, researchers are interested in the perceptions and challenges faced by private senior high school students in Pekanbaru in using Google Classroom during Coronavirus Disease 2019. Researchers

want to know what are students' perceptions and what are challenges are felt by students in using Google Classroom. As discussed in the background, the problems faced by students are very diverse, therefore researchers are interested in analyzing them and also want to know what their suggestions are for using Google Classroom and online learning, especially during this pandemic. Of course, researchers want to find solutions that will help overcome the problems faced by private senior high school students in Pekanbaru.

1.3 Focus of the Problem

Based on the prior description, this study will focus on student perceptions and problems in using Google Classroom during the 2019 Coronavirus Disease. Student opinions in this study include student needs that are fulfilled by Google Classroom, the advantages and benefits of features in Google Classroom. Meanwhile, the challenges include the performance and disadvantages of Google Classroom.

1.4 Research Question

1. What are the students' perceptions in use of Google Classroom during the Coronavirus Disease 2019 in private senior high school in Pekanbaru?
2. What are the students' challenges in use of Google Classroom during the Coronavirus Disease 2019 in private senior high school in Pekanbaru?
3. What are the students' suggestion for the future online learning, especially in use of Google Classroom during the Coronavirus Disease 2019?

1.5 Objective of the Research

The purpose of the research is to ascertain the solution to the problem, as mentioned earlier. The objectives of this study are as follows:

1. To discover students' perceptions and challenges regarding online learning throughout the pandemic.
2. To develop answers to issues that arise for students, and also for the better quality of online learning in the future.

1.6 Significant of the Research

The result of this study are expected to contribute:

1. For High School Students in Pekanbaru:
 - a. To educate students based on the challenges they face and the difficulties they meet in today's online learning environment.
 - b. To provide recommendations for the best option that students can use in online learning during the ongoing outbreak.
2. For English Teachers:
 - a. To provide information on the majority of challenges encountered by high school students in Pekanbaru, Riau.
 - b. To advise teachers in order for them to comprehend how students feel during online learning.
3. For Further Researcher:
 - a. To provide helpful information or references to another researcher who wants to perform far more in-depth research on students' perceptions

and challenges regarding Google Classroom use during the Coronavirus Disease 2019 outbreak.

- b. To use the outcome as a preliminary step for further research.

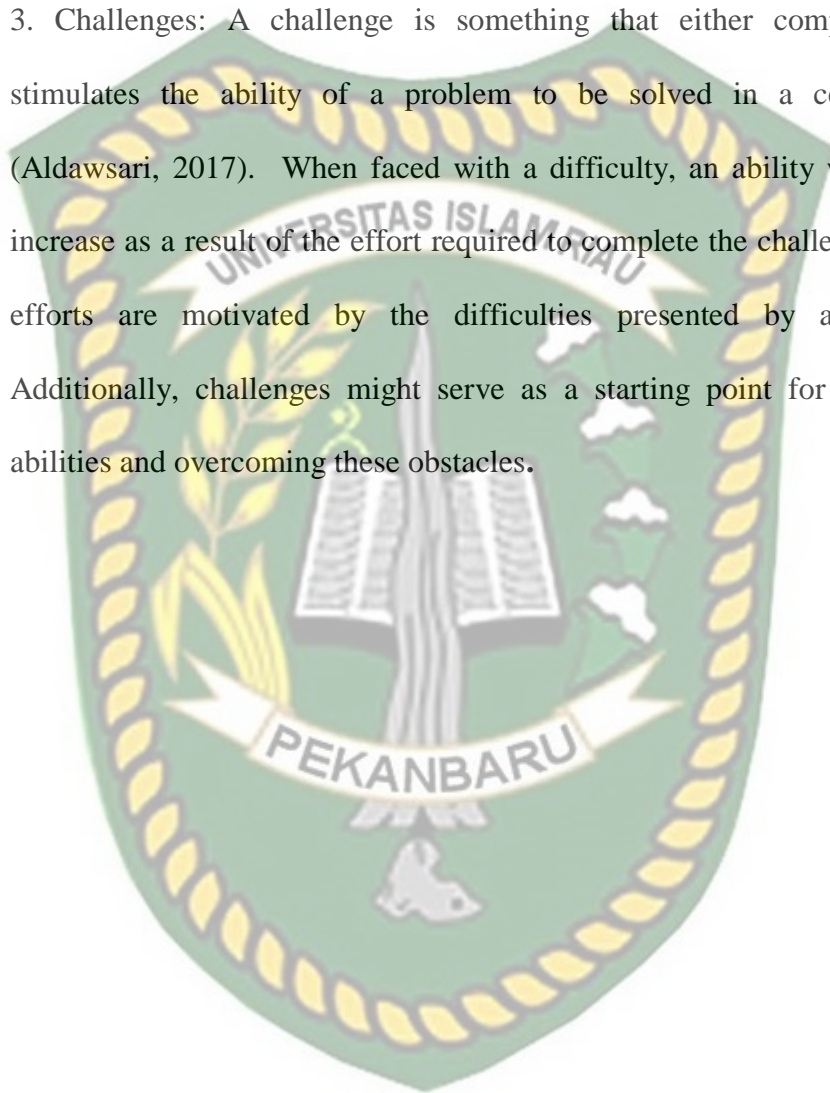
1.7 Definition of the Key Terms

To avoid misinterpretation, essential first to define each of the operational definitions gathered by the researcher in this research:

1. Online learning platform: According to Malek (2021) online learning platform is software that enables the delivery of distance education via the Internet. In addition to demanding high-level learning, online learning is also an effort to make the learning process easier and no longer limited by space and distance. By utilizing technological developments, the learning process can now be carried out anytime and anywhere.
2. Perspective: The sensory experience of the world is referred to as perception and entails recognizing environmental stimuli as well as acting in response to these stimuli. We learn about the properties and elements of our environment that are critical to our survival through the perceptual process. According to the direction of information flow, perception as a process of acquiring and processing information can be divided into two basic groups (Démuth, 2012). Moreover, perception is the process of receiving, processing, and responding critically to that information. Perception also includes understanding the information received and

responding to that information according to their respective views and thoughts.

3. Challenges: A challenge is something that either complicates or stimulates the ability of a problem to be solved in a certain way (Aldawsari, 2017). When faced with a difficulty, an ability will see an increase as a result of the effort required to complete the challenge. These efforts are motivated by the difficulties presented by a problem. Additionally, challenges might serve as a starting point for enhancing abilities and overcoming these obstacles.



CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 Definition of Online Learning

Numerous experts have described online learning in their unique ways. According to Means (2013) online learning is synonymous with remote learning, a broader category that includes older technologies such as correspondence courses, instructional television, and videoconferencing. The limitation of distance is no longer an impediment to the completion of learning activities. Everything is now conceivable and implemented as a result of numerous technology advancements. Singh & Thurman (2019) said Online learning uses a variety of technologies to facilitate education, including multiple websites from around the world, email, group chats, and new texts, as well as online teleconferencing. This strategy enables students to customize their learning pace and process to their particular preferences.

Moreover El-Soud (2014) cited in Stanciu (Coman et al., 2020) also added, Online education has been defined as internet-based education and an alternative to traditional education. Traditional learning in question is learning with a face-to-face process that requires direct interaction between teachers and students. Ouadoud (2021) believes online learning

is a time and space-efficient method of providing and sharing knowledge with learners from all over the world.

To summarize, online learning has been defined as internet-based education considered suitable alternative educational methods and practices. When it comes to facilitating education, online learning uses various technologies, including different websites from across the world, email, group chats, new texts, and online teleconferencing.

2.1.2 Google Classroom

2.1.2.1 Definition of Google Classroom

Google Classroom is an online learning application with full features and can be a temporary substitute for classroom activities (Islam, 2018). By simply having a Google account, the free virtual classes and services provided by Google Classroom can be enjoyed by schools worldwide. Google Classroom can work in one direction and be adapted to each teacher's teaching style and strategy without compromising student understanding and participation in classroom skills and acknowledged (Sheelavant, 2020). Using this application connects teachers and students who can connect anytime, anywhere (Astuti & Indriani, 2020). Various educational communities have carried out this application in the context of a more comprehensive introduction of e-learning.

2.1.2.2 Advantages and Disadvantages of Google Classroom

This platform is very suitable for educational needs during a pandemic like this to carry out the distance education process. Using

Google Classroom, of course, has advantages and disadvantages (Sheelavant, 2020).

2.1.2.3 Advantages Of Google Classroom

The advantages of Google Classroom are: students noted that interacting through the private remark part of the Google Classroom app assisted them in overcoming shyness while receiving constructive comments from the teachers. Students may see their grades and keep track of their assignments with this app and view the assignments submitted by other students. App and materials are available for revision on a mobile device.

2.1.2.4 Disadvantages of Google Classroom

The disadvantages of Google Classroom are no search function, no automated update function, new notifications are missed, and the program consumes a large amount of data and storage space. The absence of simple features like that is crucial because the benefits of features that seem simple can help students use Google Classroom to the maximum.

2.1.3 Learning English

According to Golkova (2014), learning English consists of 4 skills that require feedback from the teacher, especially for productive skills. Two distinct categories of talents are recognized and examined within the educational process as reflected by teaching and learning. Reading and listening are examples of receptive skills, often known as passive skills. The same procedure is used while writing, which, like speaking, falls

under productive language skills, sometimes known as active skills. Energy is required to produce any of those outcomes. Both sorts of linguistic abilities are necessary components of the learning process at all stages of development.

Aydogan (2014) added that the participants identify numerous disadvantages in terms of all four English skills, making it necessary to provide students with the critical thinking ability required for regular university education. These disadvantages include disappointed expectations, academic difficulties, social isolation, transition to a new language, culture shock, and the misery of failure. That is why developing proficiency in a variety of English skills and the capacity to use them as a medium for foreign language acquisition can be a scary experience at times.

2.2 Relevant Studies

The first previous research from the English Language Education Faculty of Language Universitas Tidar. The title of this research is "The EFL Students' Perception in Using Google Classroom for English Learning During Pandemic." This study aims to explore the EFL students' perception of the use of Google Classroom in English classes. This study uses a qualitative method. The researcher takes data from a questionnaire on students' perceptions of learning using Google Classroom through google form and analyses descriptively and measuring data using a Likert scale (Astuti & Indriani, 2020). Based on the finding and discussion, there

are some data as results of this study. The research concludes that Google Classroom has many benefits for both teachers and students, according to the questionnaire results. It can be applied as a medium or platform to do online learning, especially in this pandemic. Google Classroom is practical to use; it helps students to be able to learn even if they are far away from the teacher. This research results in most students agreeing and receiving Google Classroom as a medium for online learning because of its benefits.

The second previous research was done by Diana et al, (2021) from Universitas Bengkulu. The title of this research is "Students' Perceptions and Problems in Learning English Using Google Classroom During The Covid-10 Pandemic". This study aims to determine students' perceptions and problems in learning English using Google Classroom during the Covid-19 Pandemic at SMAN 6 Kota Bengkulu. The data obtained were analyzed quantitatively and qualitatively. This research indicates that the students positively perceive learning English using Google classrooms during the Covid-19 pandemic at SMAN 6 Kota Bengkulu. The average score obtained was 1160 and was in a positive category.

Moreover, the data obtained from the interview showed that most of the students experienced problems in learning English skills using Google classroom caused by a lack of vocabulary. In addition, the problems in using the Google classroom application were in the opening and uploading files or videos. These findings are expected that the teachers should change their teaching habits by offering students innovative

opportunities to improve their self-confidence, control their learning, and practice their language skills. The students should be more creative to solve the problems while learning English by using Google classroom, whether online or not.

The third previous research was conducted by Rahman et al, (2021) from STIA Puanggrimaggalatung Bone, Indonesia. The title of this research is "Students' Perception of the Use of Google Classroom in Online Learning During the Covid-19 Pandemic". This research aimed to determine student perceptions of using Google Classroom in online learning during the Covid-19 pandemic. This research applied descriptive quantitative. The questionnaire was used in this research to collect the data. The data analysis used was descriptive statistics. It stated that this research received a good and positive response from students' perception of using the Google Classroom application in online learning. However, not all students respond well and positively to learning using the application google classroom. Based on the data analysis from several indicators, they assume that conventional learning is better than online learning. The reason is the conventional learning or face-to-face they have not yet been able to understand the material well, especially learning using online applications.

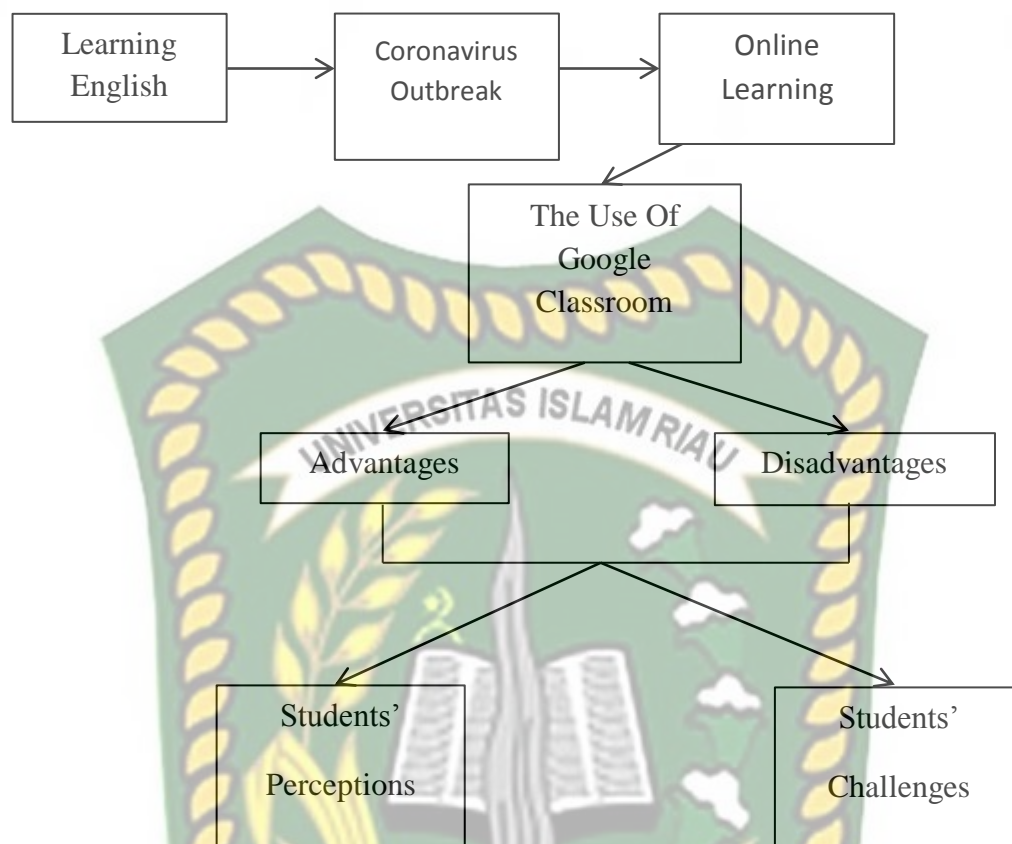
Based on the pertinent research above, we can see the distinctions between the results of the research and those previously mentioned. The researcher concentrated on students' perception and challenges regarding

google classroom use and what the students want for the online learning process in the future.

2.3 Theoretical Framework

The theoretical framework of a research study is the structure that can sustain or support a theory developed during the inquiry. The theoretical framework provides an introduction and description of the theory that explains why the research problem under investigation is present.

Learning English for high school students nowadays is not as tricky as it formerly was. Today's students are already familiar with pop culture and have used gadgets such as smartphones in their daily lives. As a result, when the Coronavirus 2019 outbreak swept the globe, most of these high school pupils were already familiar with the Google Classroom tool. With Google Classroom in the midst of shifting student learning habits, it undoubtedly has benefits and drawbacks. This is why academics want to discuss how students react and their obstacles while utilizing Google Classroom as a substitute for traditional learning resources.



2.4 Assumption

The purpose of this study is to learn about students' opinions of Google Classroom use during the Coronavirus Disease 2019 outbreak at a senior high school in Pekanbaru, Riau, and their challenges in using Google Classroom. The researcher believes that by examining students' impressions of the pandemic and their obstacles in utilizing Google Classroom, will discover a solution to the current problem. In addition, to informing the researcher on the students' proficiency in using Google Classroom, particularly in English

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Design

This study was descriptive and provided qualitative analysis. Qualitative research examines social phenomena from the participant's perspective to better understand a specific phenomenon, environment, process, or belief. According to Silva (2017), qualitative research must provide a complete description of explanations drawn from the data to determine the meaning of acts performed and their relationship to the personal context of the subject, as well as the motive behind the activities. So the importance of discursive techniques and the attention paid to how they link together different narratives of events becomes apparent. In this pandemic, this analysis aims to examine students' experiences and challenges of using Google Classroom during online learning. To gather data, the researchers utilized a Google Forms questionnaire.

3.2 Location and Time of the Research

This research was conducted online by private high school students in Pekanbaru. These students come from SMA Islam As-Shofa Pekanbaru, SMA Kalam Kudus Pekanbaru, and SMA Witama Pekanbaru.

3.3 Population and sample of the research

3.3.1 Population

The Population in this research is private senior high school students in Pekanbaru, Riau. The student must been learning using Google Classroom since the begining of this pandemic.

Tabel 3.3.1 Total Population of the Private Senior High School Students in Pekanbaru.

No	School	Total
1	SMA Islam As-Shofa Pekanbaru	120
2	SMA Kristen Kalam Kudus Pekanbaru	105
3	SMA Witama Pekanbaru	100
	Total	325

3.3.2 Sample of the Research

According to Muslih & Sari (2017) the surveys can be conducted using a random sample technique based on Arikunto's theory if the subject is fewer than 100 people; if the subject is larger than 100 people, 10-15%, 20-25%, or more can be taken. In this research, the researcher take 31 students randomly as the sample of this research, and it meansthe researcher using 10% of a sample.

Tabel 3.3.2 Total Sample of the Private Senior High School Students in Pekanbaru.

No	School	Total
----	--------	-------

1	SMA Islam As-Shofa Pekanbaru	11
2	SMA Kristen Kalam Kudus Pekanbaru	10
3	SMA Witama Pekanbaru	10
	Total	31

3.4 Instrument of the Research

The researcher used questionnaires and interviews as an instrument to collect the data in this research. According to Roopa (2012), A questionnaire is used when resources are limited, as questionnaires are relatively inexpensive to design and administer, and time is a valuable resource that a questionnaire consumes to its full extent, participants' privacy is protected, as participants will respond honestly only if their identity is concealed and confidentiality is maintained, and questionnaires can be useful confirmation tools when used in conjunction with other findings. A questionnaire is used when resources are limited, as questionnaires are relatively inexpensive to design and administer, and time is a valuable resource that a questionnaire consumes to its full extent, participants' privacy is protected, as participants will respond honestly only if their identity is concealed and confidentiality is maintained, and questionnaires can be useful confirmation tools when used in conjunction with other findings.

**Table 3.4 The Blue Print of Questionnaire of Senior
High School Students in Pekanbaru By Al Khatiri
(2015)**

No	Variable	Indicator	Number of item	Total
1	Perception	Students' needs	1 - 3	3
		Excellence Features of Google Classroom	4 - 19	16
2	Challenges	Performance of Google Classroom	1 - 4	4
		Weaknesses of Google Classroom	5 - 7	3
Total				26

(The questionnaire can be seen on appendix)

The Senior High School Students will be ask to choose one of the
five available alternative answer in this questionnaire (in tabel 3)

Table 3.4.1 students' respond of the Perception questionnaire

No	Respond	Scale
1	Strongly Agree	5
2	Agree	4
3	Neutral	3
4	Disagree	2
5	Strongly Disagree	1

Table 3.4.2 students' respond of the Challenges questionnaire

No	Respond	Scale
1	Strongly Agree	1
2	Agree	2
3	Neutral	3
4	Disagree	4
5	Strongly Disagree	5

To get information from students in senior high school, the researcher utilized open-ended questions in the interview. The researcher was interested in learning about the

perceptions and challenges students faced and how they dealt with these difficulties.

Table 3.4.3 The List of Interview of The Sixth Semester Students at English Language Education of FKIP UIR

No	Variable	Indicator	Questions
1	Perception	Students' needs	- What are your thoughts on using Google Classroom? Students who are unwilling to participate in class usually feel much more at comfortable interacting online.
		Excellence Features of Google Classroom	- Do you agree if Google Classroom gives me a running record of when tasks are due and a summary of what is planned (email, warnings, notes).
2	Challenges	Performance of Google Classroom	- Do you agree that lack of connectivity at home to computers or to mobile devices is a challenges in online learning?
		Disadvantages of Google Classroom	- Do you hate using Google Classroom because of small-sized navigation and typing problems?

3.6 Data Collection Technique

The researcher initially distributed an online questionnaire in Google Form format to private high schools in Pekanbaru, Riau, to collect data. Second, when interviewing students, the researcher will ask multiple questions representing the research indicators to elicit a more specific

reaction from their explanations. The researcher will contact five students via Google Meet to see if they are willing to be interviewed. The three researchers will later organize interviews with students. Fourth, the interview will be transcribed and recorded utilizing an online transcript program. Finally, in the fifth stage, the researcher will assess the data she has gathered.

3.7 Data Analysis Technique

The researchers took several stages when it came to data analysis methodologies. First, after collecting all of the questionnaire data, the data is analyzed the chart from the questionnaire's answer frequency. The researcher was required to describe both the data as well as its percentage. Its purpose is to ensure that the research findings are understandable and comprehensible. The researcher measured and analyzed the questionnaire using the formula from Wahyuni et al. (2017).

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

Which:

P : Percentage

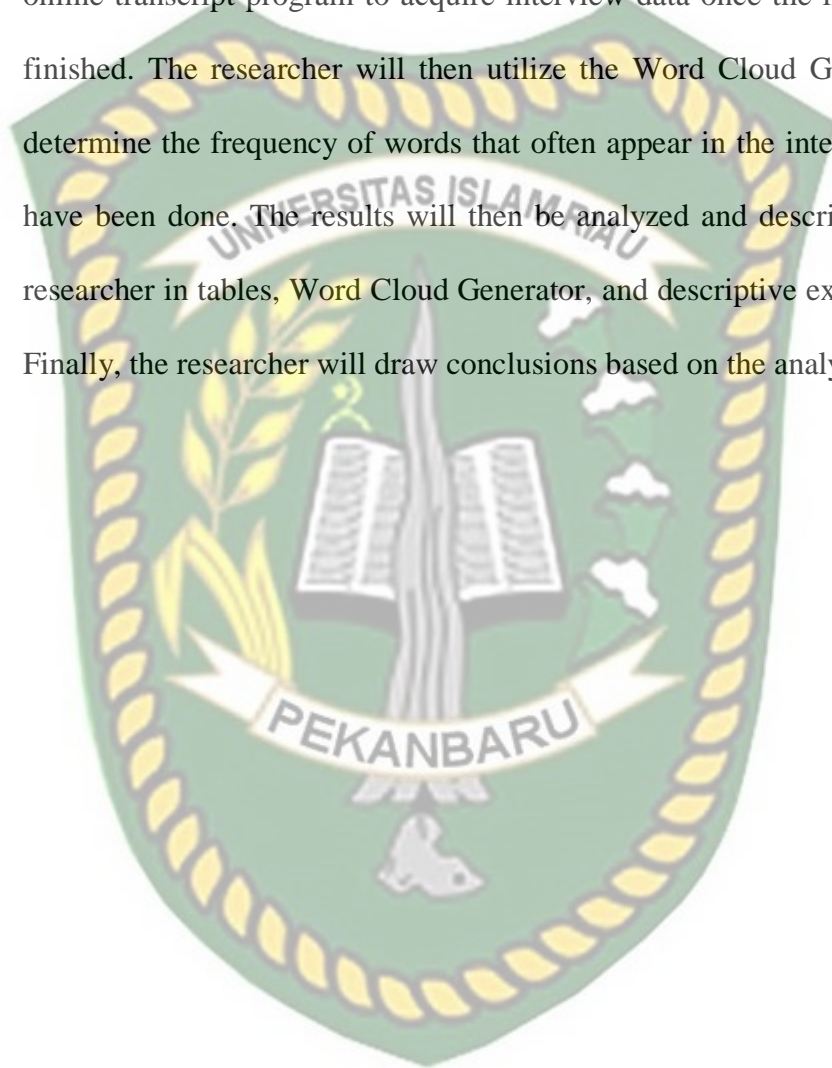
F : Frequency

N : Number of sample

100 % : Constant value

(Wahyuni et al., 2017)

Second, the recorded interview results will be transcribed using an online transcript program to acquire interview data once the interview is finished. The researcher will then utilize the Word Cloud Generator to determine the frequency of words that often appear in the interviews that have been done. The results will then be analyzed and described by the researcher in tables, Word Cloud Generator, and descriptive explanations. Finally, the researcher will draw conclusions based on the analysis result.



CHAPTER 4

RESEARCH FINDINGS

4.1 Data Description

This chapter describes the explanation and discussion of the data collected from respondents based on the provisions that have been explained by the researcher in the previous chapter. This chapter aims to describe all the results of the questionnaires and interviews based on the indicators in this study, but in the interview section there are additional suggestions from students for a better learning process. In this chapter, it is distributed to 31 private high school students in Pekanbaru. The questionnaire consists of two variables and each has two indicators. The first variable consists of 19 questions, and the second variable consists of 7 questions, and the total questions from the questionnaire are 26 questions. The interview questions also consist of two variables, each of which has two indicators. The questionnaires and interviews of this study were based on the perceptions and challenges faced by private high school students in Pekanbaru.

The following is an explanation of the results of the questionnaires and interviews based from the indicators that have been summarized by the researchers below:

4.1.1 Students' Needs

4.1.1.1 My needs, such as mobility and social contact, are addressed by Google Classroom.

Changes in learning styles from offline to online certainly affect and change the needs of students based on the learning media they use, such as in the use of Google Classroom which is of course expected to support the needs of students in carrying out online learning activities. As we can see in the diagram below, 16 students (51.6%) chose neutral, 11 students (35.5%) chose to agree and strongly agree, and the rest chose to disagree as many as 4 students (12.9%). It can be concluded that Google Classroom has not fully met the needs of students in online learning.

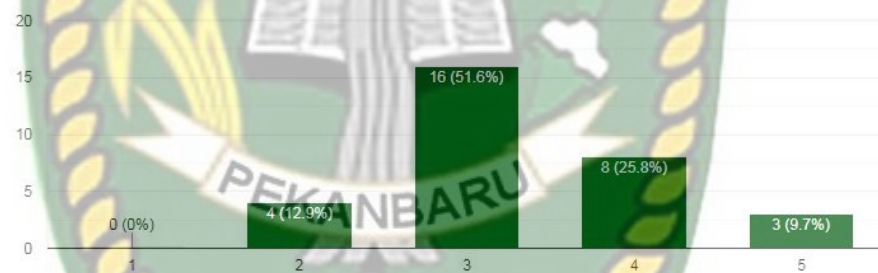


Diagram 4.1.1.1

4.1.1.2 Google Classroom gives me more chances outside the classroom to connect with my teachers and classmates.

Due to the pandemic that hit and we all can't meet in person and face-to-face has been switched to online, learning can be done anytime and anywhere. 17 students (54.8%) again chose neutral, 8 students (25.8%) chose to agree and strongly agree, and the remaining 6 students (19.3%) chose to disagree and strongly agree. It can be said that Google Classroom has not fully provided opportunities for students to have opportunities outside the classroom to connect with teachers and classmates.

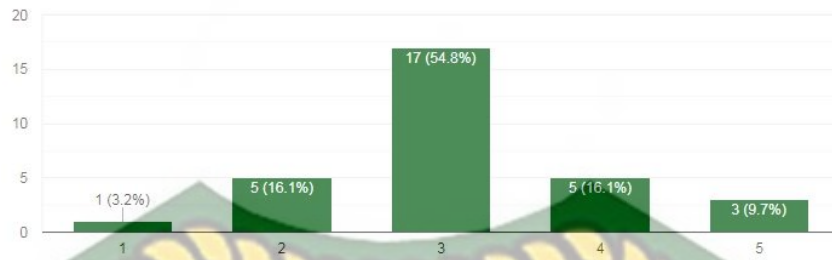


Diagram 4.1.1.2

4.1.1.3 Via Google Classroom, students who are shy about participating in class typically feel much more comfortable interacting online.

The level of self-confidence of each student is certainly different. With the change of learning methods to online, of course, shy students want to feel comfortable in online classes because they don't have to deal directly with friends in class. As shown in the diagram below, 17 students (54.8%) chose to agree and strongly agree if those who feel shy feel more comfortable interacting online. 9 students (29%) chose neutral, and the remaining 5 students (16.1%) chose agree and strongly disagree if those who are shy feel more comfortable interacting online through Google Classroom.

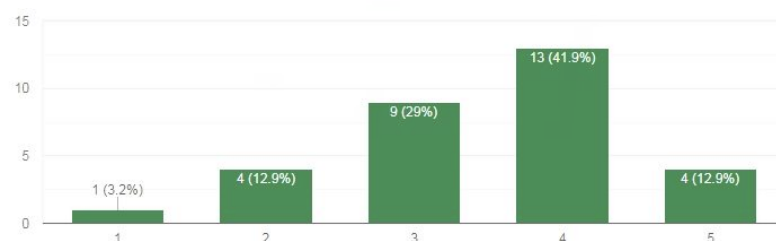


Diagram 4.1.1.3

4.1.2 Excellence Features of Google Classroom

4.1.2.1 By doing and uploading assignments online, Google Classroom saves effort and time.

The use of Google Classroom as an online learning platform is certainly expected to make students practical because they are now collecting assignments online. A total of 15 students (48.4%) agree and strongly agree that Google Classroom saves effort and time by doing and uploading assignments online. 10 students (32.3%) chose neutral and the remaining 6 students (19.3%) chose to disagree and strongly disagree if Google Classroom saves effort and time by doing and uploading assignments online.

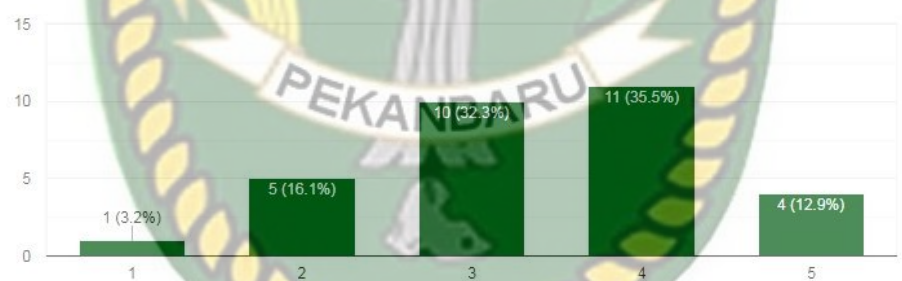


Diagram 4.1.2.1

4.1.2.2 Google Classroom gives me a running record of when tasks are due and a summary of what is planned (email, warnings, notes).

Various features are presented by Google Classroom to help students in carrying out online classes. One of the important features in Google Classroom is that there is a notification feature that can remind students when the assignment must be submitted, alerts when assignments are due, and others. In the diagram shown below as many as 25 students (80.7%)

choose agree and strongly agree if Google Classroom gives me a running record of when tasks are due and a summary of what is planned. While the remaining 6 students (19.4%) chose neutral.

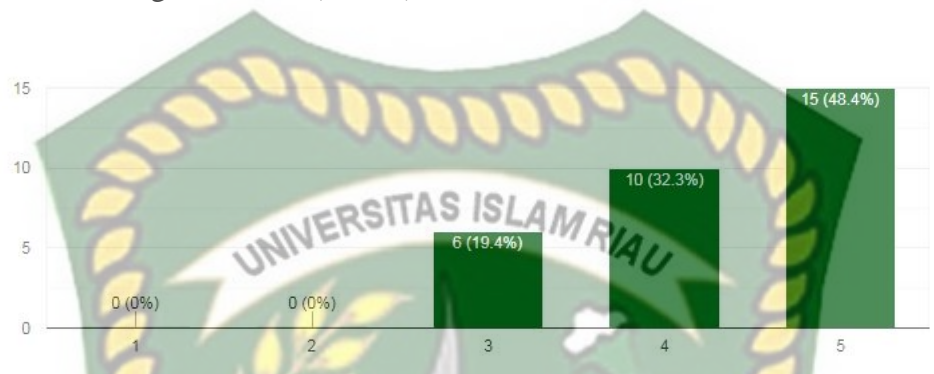


Diagram 4.1.2.2

4.1.2.3 I can easily access class materials and assignments via Google Classroom while absent.

Because the use of Google Classroom is online, this platform can be accessed anytime and anywhere, even when absent. As in the diagram below, as many as 18 students (58.1%) chose to agree and strongly agree with the ease of access that students have in using Google Classroom. While the remaining 13 students (41.9%) chose neutral.

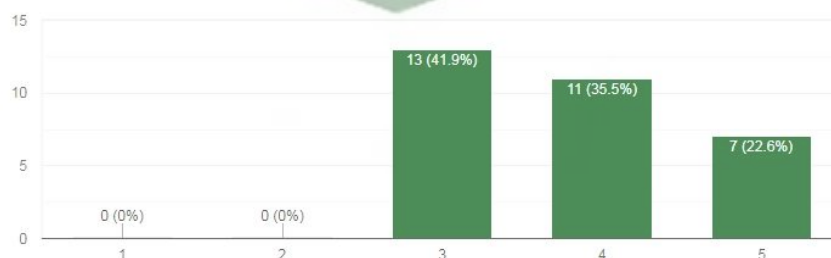


Diagram 4.1.2.3

4.1.2.4 Google Classroom reduces the cost of lessons (e.g. photocopying, designing posters).

In addition to saving time and being able to be done anywhere, Google Classroom can reduce student spending on tasks that require costs such as photocopying and designing posters. As the data presented below, as many as 17 students (54.8%) chose to agree and strongly agree if they felt that using Google Classroom, reduced costs for doing their assignments, while 9 students (29.1%) chose to disagree and strongly disagree because there are still some schools or teachers ask students to deliver their assignments directly to school. And 5 students (16.1%) choose neutral.

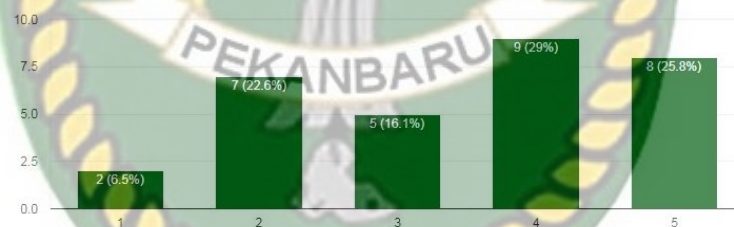


Diagram 4.1.2.4

4.1.2.5 Google Classroom allows me to use conversations to practice my language abilities.

In Google Classroom, students and teachers can interact in the comments column. With this, students can practice their language skills in a conversation. A total of 15 students (48.4%) chose neutral, 10 students (32.3%) chose to agree and

strongly agree, while the remaining 6 students (19.3%) chose to disagree and strongly disagree. This is because there are still teachers who do not make optimal use of the features available in Google Classroom. For students who agree, they have definitely interacted with the Google Classroom comments column.

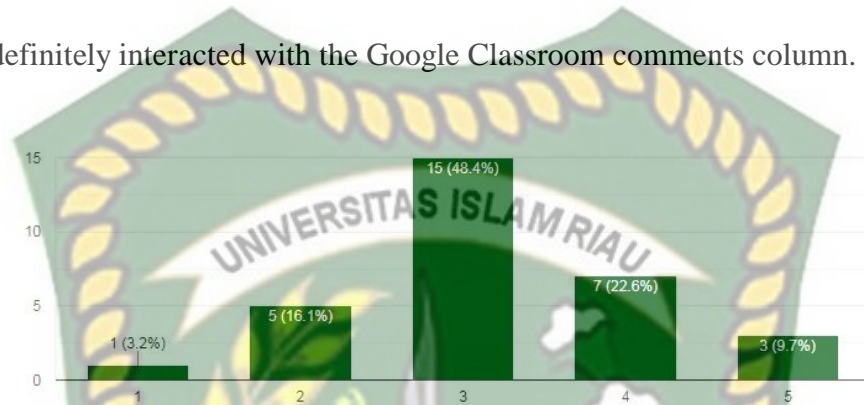


Diagram 4.1.2.5

4.1.2.6 Google Classroom gives me an opportunity for my teacher and peers to share my writing.

The diagram below shows that as many as 16 students (51.6%) chose to agree and strongly agree that Google Classroom provides an opportunity for students to share their writings with teachers and classmates. Meanwhile, 13 students (41.9%) chose neutral, and the remaining 2 students (6.5%) chose not agree in this question.

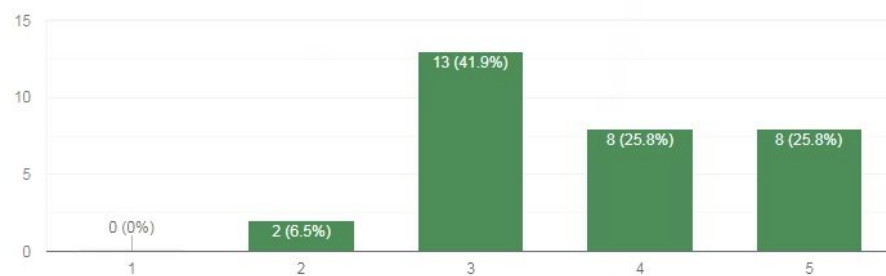


Diagram 4.1.2.6

4.1.2.7 Google Classroom helps me learn new words in English.

Google Classroom uses English as the basic language of instruction just like any other platform in the world. Students can recognize new words from English that they did not know before. 13 students (41.9%) chose neutral, 11 students (35.5%) chose to agree and strongly agree, while 7 students (22.6%) chose to disagree. For some students, the English language used by Google Classroom is common and easy to learn. In addition, sometimes there are students who don't want to be bothered by using the English language settings, so changing the language settings to Indonesian is clear that the commands can be understood directly.

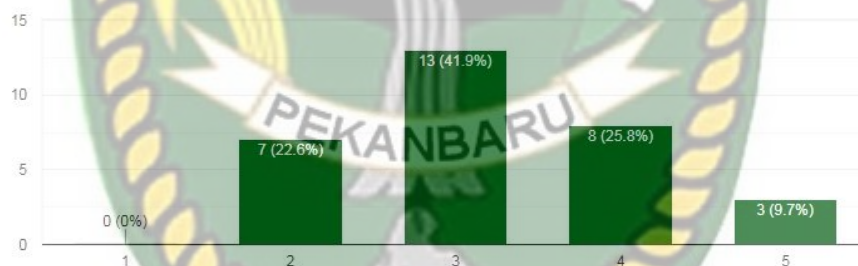


Diagram 4.1.2.7

4.1.2.8 When posting in full terms and phrases, Google Classroom helps me develop my spelling and grammar (e.g. "you" not "u", "I" not I).

Another feature that is presented by Google Docs in the Google Classroom series is assistance for correcting spelling and grammar which helps students in doing English assignments. In the diagram below, 17 students (54.8%) chose neutral, towards this statement and 11 students (35.5%) chose to agree and strongly agree and 3 students (9.7%) chose to disagree.

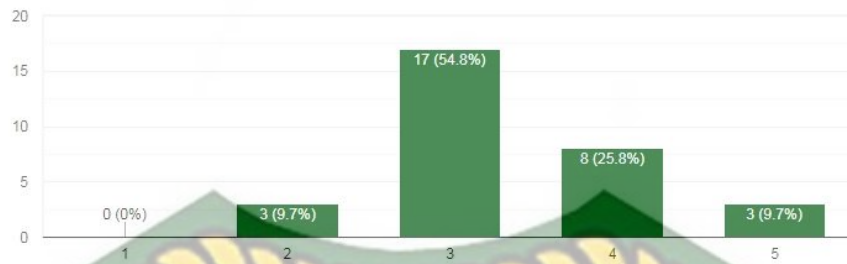


Diagram 4.1.2.8

4.1.2.9 Google Classroom is helping to make my experience of reading more exciting.

In the data presented in the diagram below, 12 students (38.7%) chose neutral on this statement, 10 students (32.3%) chose to agree and strongly agree, while the remaining 9 students (29.1%) chose to disagree and strongly disagree. This is because students' interest in reading is certainly different. Moreover, the experience of reading online or through electronics is different, which is certainly different from reading a book in person (physical book).

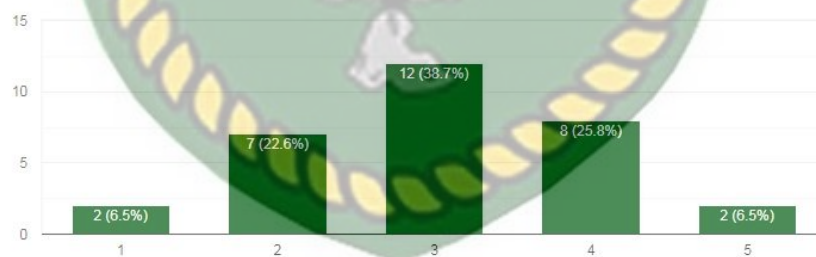


Diagram 4.1.2.9

4.1.2.10 I can enhance my listening capacity by uploading audio files to Classroom from Google.

As we know, listening is the main component in English. We can see in the diagram below that 14 students (42.5%) chose neutral, did not experience a significant increase in their listening skills if they only relied

on Google Classroom, while 13 students (32%) chose to agree and strongly agree with the improvement in their listening skills due to using Google Classroom, and the remaining 4 students (12.9%) disagreed and strongly disagreed with the statement.

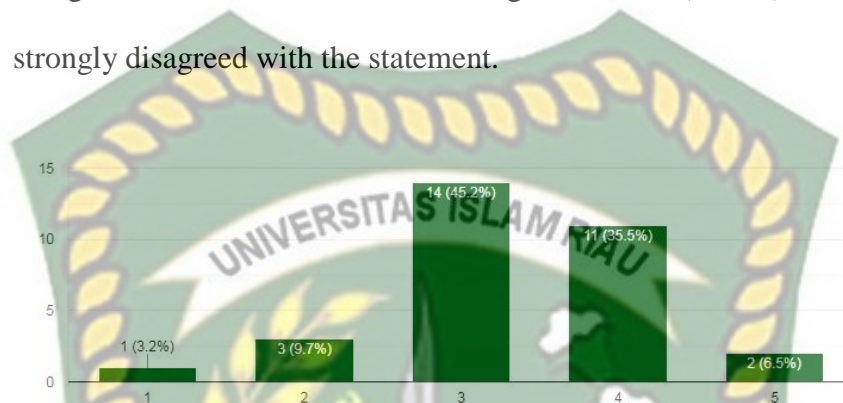


Diagram 4.1.2.10

4.1.2.11 Google Classroom helps me to get my teacher's immediate input.

In Google Classroom, teachers can immediately check the assignments that have been collected by students, and provide direct evaluations to each student through personal comments found on each student work page. In this statement, 16 students (51.6%) chose neutral, 12 students (38.7%) chose agree, this indicates that they have received input from their teacher when they submitted assignments in Google Classroom. While the remaining 3 students (9.7%) did not agree with this opinion.

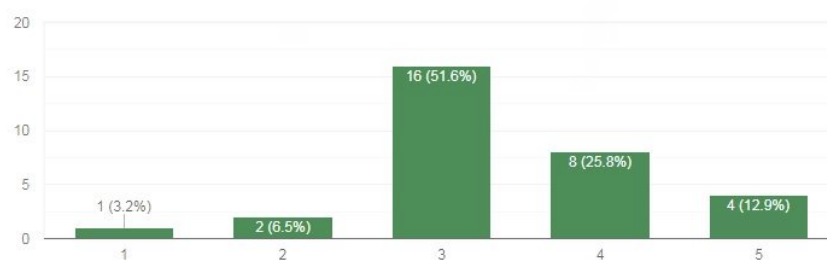


Diagram 4.1.2.11

4.1.2.12 By working in group, Google Classroom promotes cooperative learning.

In the current curriculum, the division of tasks in the form of groups must occur in almost every lesson. This is done to develop students' abilities in terms of socializing and working together in groups. However, according to most students, Google Classroom is not optimal in creating cooperative learning for group assignments. This can be seen in the diagram below, 16 students (51.6%) chose neutral, and 10 students (32.3%) chose to disagree and strongly disagree. The remaining 5 students (16.1%) agreed.

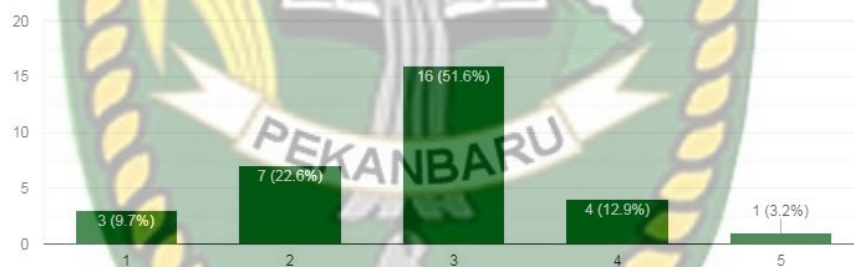


Diagram 4.1.2.12

4.1.2.13 Google Classroom helps me to take part in discussions online.

Discussion is the most important aspect in the learning process in class. With the change in the learning system which is now online, the discussion process has now turned virtual. In this case Google Classroom has a comment column that can be accessed by all class participants. 14 students (45.1%) agree with this question, 12 students (38.7%) choose

neutral, and 5 others (16.2%) disagree and strongly disagree with this opinion.

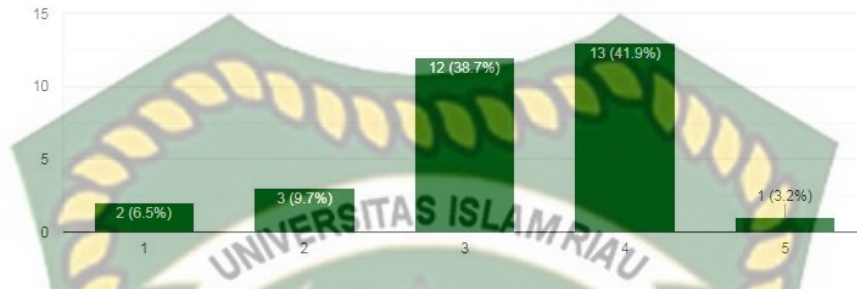


Diagram 4.1.2.13

4.1.2.14 Google Classroom improves my autonomous abilities for learning.

Students are indeed required to be independent, especially with conditions such as the current pandemic. By leveraging the capabilities of technology and the development of social media, students can easily access various subject matter online. Google Classroom which can be accessed online by students is expected to be able to stimulate students' ability to be more independent in doing the assignments given. In the data presented below, 16 students (51.6%) were neutral with this question, 8 students (25.8%) disagreed and 7 other students (22.6%) agreed with this question. It can be concluded that Google Classroom is not optimal in supporting students to be independent in doing assignments.

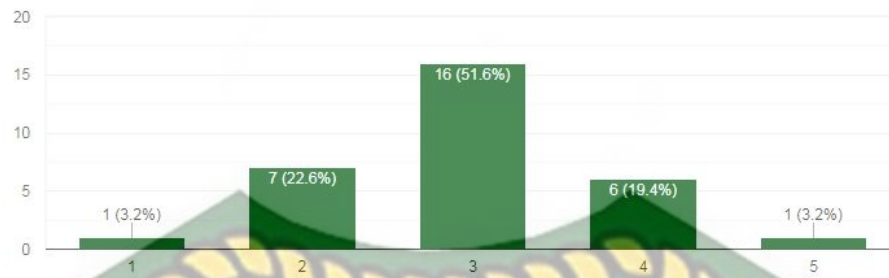


Diagram 4.1.2.14

4.1.2.15 Google Classroom can reinforce teaching and learning in classrooms.

It is undeniable that the best learning process is face-to-face, but because of the pandemic that hit, the transfer to online learning must of course be supported and strengthened with appropriate applications and help the learning process. However, according to some students, 14 (45.2%) of them are not too sure that Google Classroom can strengthen the teaching and learning process in the classroom. Meanwhile, 11 students (35.5%) chose to disagree and strongly disagree, because face-to-face learning is still the best learning method. The remaining 6 students (19.4%) agreed that Google could strengthen teaching and learning in classroom.

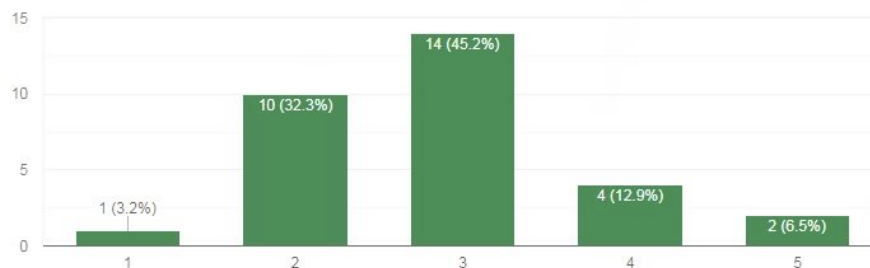


Diagram 4.1.2.15

4.1.2.16 Google Classroom encourages the efficacy of Secondary Stage EFL instruction.

EFL is certainly very important to learn for all students, especially students who are in the secondary stage. Google Classroom is expected to be able to encourage the success of EFL learning for secondary stage students. In the data presented below 17 students (54.8%) chose neutral to this question, 8 students (25.9%) chose agree and strongly agree and 6 students (19.4%) disagreed.

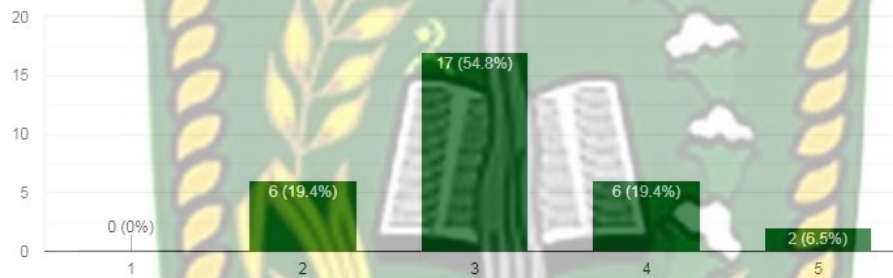


Diagram 4.1.2.16

4.1.3 Performance of Google Classroom

4.1.3.1 I lacks connectivity at home to computers or to mobile devices.

Internet network connectivity problems are often an obstacle in the online learning process. This doesn't happen often, because the average internet connectivity in Pekanbaru is quite stable. This is evident in the data presented below, students who chose to disagree and strongly disagree dominated enough with 12 students (38.8%). The majority of students now also use wifi at home, thus reducing the possibility of having connectivity to use Google Classroom. Meanwhile, 11 students (35.5%) chose neutral,

and the remaining 8 students (25.8%) chose to agree and strongly agree.

Sometimes the weather can affect the network of some providers.



Diagram 4.1.3.1

4.1.3.2 It takes a long time to learn the use of Google Classroom.

Not all teachers have used Google classroom before the pandemic hit. Therefore, students must try and take a long time to adjust apart from learning online, of course also from using Google Classroom. This is in accordance with the data shown below, that 11 students (35.5%) agree and strongly agree with this opinion. Another 10 students (32.3%) chose neutral. 10 students (32.3%) chose to disagree and strongly disagree. This is because they are familiar with using Google Classroom before, and also the User Interface of Google Classroom is quite concise and easy enough to learn for students.

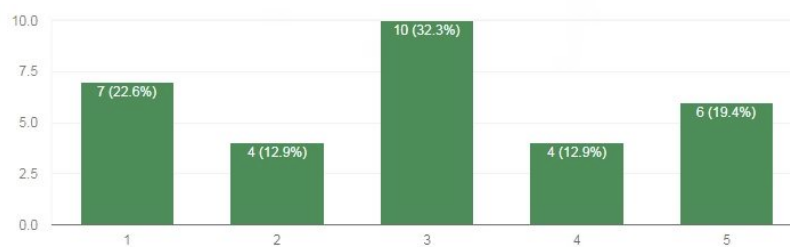


Diagram 4.1.3.2

4.1.3.3 To help myself when using Google Classroom, I need to learn some troubleshooting technology assignments.

Indeed, not all of the students, even we ourselves, understand the problems with our computers or devices. Moreover, the more sophisticated the times, the more frequent various software updates on gadgets that make us always up to date with these developments. Because if one day troubleshooting occurs when we use a software/platform/gadget, we already know how to solve it and not interfere with our work or tasks. But now many students are also aware of this. Therefore 13 students (41.9%) chose neutral. 7 students (22.6%) chose to disagree and strongly disagree. But there are still 11 other students who agree and strongly agree with this question (35.5%).

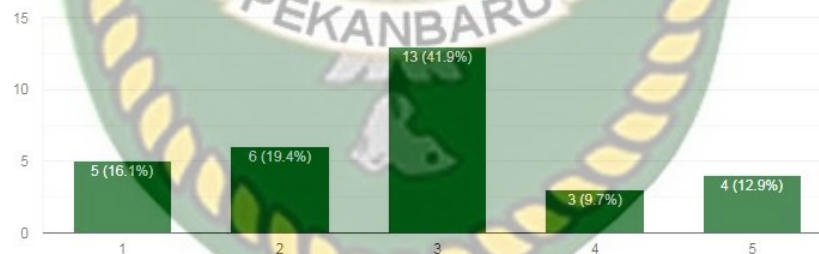


Diagram 4.1.3.3

4.1.3.4 Google Classroom may be used by students as more of a social networking platform than a learning tool.

Actually, the function of Google Classroom is as an online learning media, not as a social networking platform or what we know as social media. 12 students (38.8%) disagree and strongly disagree with the assumption that Google Classroom may be used by students as more of a

social networking platform than a learning tool. However, there are still many students who doubt the true definition or actual function of Google Classroom, because 16 of them (61.6%) chose to be neutral and 3 students (9.7%) agreed that Google Classroom may be used by students as more of a social networking platform than a learning tool.

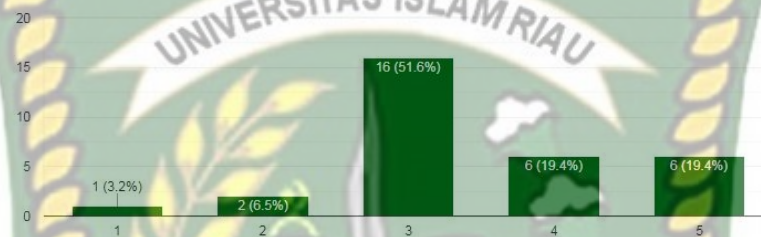


Diagram 4.1.3.4

4.1.4 Weakneses of Google Classroom

4.1.4.1 I hate using Google Classroom because I'm caused by the small-sized screen.

The weakness of using Google Classroom can be felt when using this platform on mobile phones. Due to the limitations of the screen size which of course can limit students to freely use this application. This was agreed by 8 students (25.8%), 11 students (35.5%) chose neutral, and 12 students (38.8%) actually chose to agree and disagree. This is because Google Classroom is not only accessible on mobile phones, the computer can too. The average student has a personal computer or laptop at home, so that they are more flexible in doing assignments.

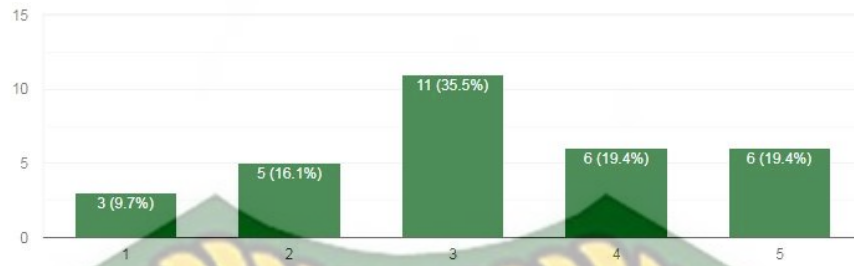


Diagram 4.1.4.1

4.1.4.2 I hate using Google Classroom because the small-sized screen navigation and typing problems.

In addition to problems using Google Classroom on mobile phones due to screen size limitations, this is also related to typing problems. If students get assignments to type in large numbers and in Google Docs or Microsoft Word format, of course it becomes a challenge for students. As in the data presented below, the results are not much different from the previous question. 12 students (38.7%) chose neutral, 11 students (38.8%) disagreed and strongly disagreed, and the remaining 8 students (25.8%) chose agree and strongly agree.

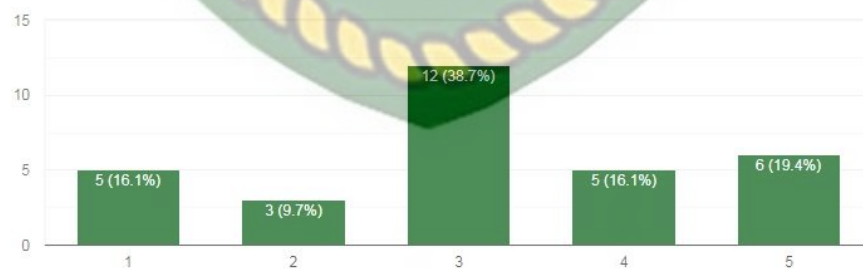


Diagram 4.1.4.2

4.1.4.3 When using Google Classroom, I get irritated because of the slow-speed Internet on my smartphone.

Sometimes to access Google Classroom, especially when you want to upload a large document, it's not uncommon for class students to have to wait a long time. Although sometimes it is also affected by slow internet connectivity. But on this question 12 students (38.8%) chose to disagree and strongly disagree. This shows that the connection they have is stable enough that they don't feel disturbed. Meanwhile 10 students (32.3%) chose neutral, and 9 other students (29%) chose to agree and strongly agree, and it can be seen that they really feel disturbed if they use Google Classroom in conditions of slow internet connectivity.

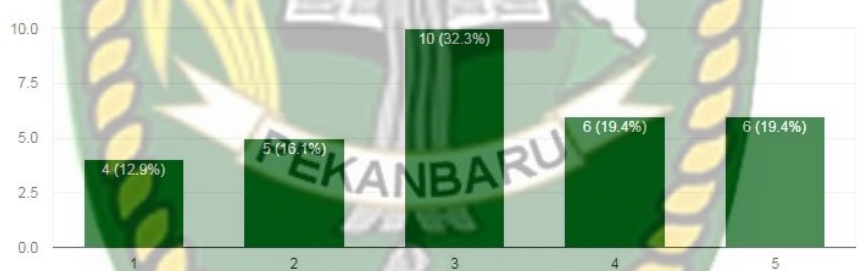


Diagram 4.1.4.3

4.2 Data Analysis

This section will explain the analysis of the questionnaire data that has been described previously. The results of the analysis will be in the form of a table of each indicator in the questionnaire and in the form of an average of the percentage results of each indicator.

Tabel 1. Students' Needs

No	Indicators	Questions	Agree	Neutral	Disagree
1	Students' Needs	My needs, such as mobility and social contact, are addressed by Google Classroom.	35.5%	51.6%	12.9%
		Google Classroom gives me more chances outside the classroom to connect with my teachers and classmates.	25.8%	54.8%	19.3%
		Via Google Classroom, students who are shy about participating in class typically feel much more comfortable interacting online.	54.8%	29%	16.1%
Average			38.7%	45.1%	16.1%

As the data presented in the table above, the needs of students have not been fully met by Google Classroom, we can see that almost all students (45.1%) chose neutral. This can be interpreted if Google Classroom has not fully met the needs of students, there are still some shortcomings that must be considered again, but with the existing features it is also quite satisfying. Meanwhile (38.7%) students agree that Google Classroom has met their needs in taking online classes. The rest (16.1%) chose not to agree and felt

that Google Classroom had not met their expectations and needs in taking online classes.

Table 2. Excellence Features of Google Classroom

No	Indicators	Questions	Agree	Neutral	Disagree
2	Excellence Features of Google Classroom	By doing and uploading assignments online, Google Classroom saves effort and time.	48.4%	32.3%	19.3%
		Google Classroom gives me a running record of when tasks are due and a summary of what is planned (email, warnings, notes).	80.7%	19.4%	0%
		I can easily access class materials and assignments via Google Classroom while absent.	58.1%	41.9%	0%
		Google Classroom reduces the cost of lessons (e.g. photocopying, designing posters).	54.8%	16.1%	29.1%
		Google Classroom allows me to use conversations to practice my language abilities.	32.3%	48.4%	19.3%

	Google Classroom gives me an opportunity for my teacher and peers to share my writing.	51.6%	41.9%	6.5%
	Google Classroom helps me learn new words in English.	35.5%	41.9%	22.6%
	"When posting in full terms and phrases, Google Classroom helps me develop my spelling and grammar (e.g. "you" not "u", "I" not I).	35.5%	54.8%	9.7%
	Google Classroom is helping to make my experience of reading more exciting.	32.3%	38.7%	29.1%
	I can enhance my listening capacity by uploading audio files to Classroom from Google.	32%	42.5%	12.9%
	Google Classroom helps me to get my teacher's immediate input.	38.7%	51.6%	9.7%
	By working in group, Google Classroom promotes cooperative learning.	16.1%	51.6%	32.3%
	Google Classroom helps me to take part in discussions online.	45.1%	38.7%	16.2%

	Google Classroom improves my autonomous abilities for learning.	22.6%	51.6%	25.8%
	Google Classroom can reinforce teaching and learning in classrooms.	19.4%	45.2%	35.5%
	Google Classroom encourages the efficacy of Secondary Stage EFL instruction.	25.9%	54.8%	19.4%
	Averages	39.3%	41.9%	17.9%

41.9% students felt quiet helped by the excellence feature of Google Classroom during the online learning process. Meanwhile, 39.3% of students strongly agree that the excellence features of Google Classroom really help them in the online learning process and improve their English skills. While the other 17.9% of students disagreed with other opinions about the excellence features of Google Classroom. They don't felt that Google Classroom features help them at the online learning process.

Tabel 3. Performance of Google Classroom

No	Indicators	Questions	Agree	Neutral	Dissagree
1	Performance of Google Classroom	I lacks connectivity at home to computers or to mobile devices.	25.8%	35.5%	38.8%
		It takes a long time to learn the use of Google Classroom.	35.5%	32.3%	32.3%
		To help myself when using Google Classroom, I need to learn some troubleshooting technology assignments.	35.5%	41.9%	22.6%
		Google Classroom may be used by students as more of a social networking platform than a learning tool.	9.7%	61.6%	38.8%
Avarage			26.6%	42.8%	33.1%

It is undeniable that performance in an online application is the main aspect that is sought and assessed by consumers or users. besides the speed of the internet connection also has a big role. Google Classroom is an application that must be used online and of course students must have a stable network. But fortunately, the majority of students who were sampled in this study were in areas that had a stable network, and not infrequently now students are also facilitated by Wi-Fi by their parents, or can do assignments at cafes that provide free Wi-Fi. However, not all students have used Google Classroom before this pandemic hit, and of course they have to

adapt and learn to use Google Classroom, what if this platform experiences troubleshooting. Things like this become an important and interesting concern for researchers in finding out how students view various aspects of Google Classroom. On this indicator as many as (42.8%) students chose neutral, (33.1%) students chose not to agree, and the rest (26.6%) students chose to agree with this indicator. This means that Google Classroom still has shortcomings that must be improved and developed to meet the needs of students in carrying out online classes during this pandemic.

Tabel 4. Weaknesses of Google Classroom

No	Indicators	Questions	Agree	Neutral	Dissagree
2	Weaknesses of Google Classroom	I hate using Google Classroom because the small-sized screen.	25.8%	38.7%	38.8%
		I hate using Google Classroom because the small-sized screen navigation and typing problems	25.8%	38.7%	38.8%
		When using Google Classroom, I get irritated because of the slow-speed Internet on my smartphone	29%	32.3%	38.8%
Avarage			26.8%	36.5%	38.8%

Every online application or platform certainly has its drawbacks and weaknesses. The weakness of Google Classroom that is felt by students is when they use it on their cellphones. This was agreed by (26.8%) students who felt that the cellphone screen and typing problems were an obstacle for

them in doing assignments using Google Classroom. Another annoying thing for students is if Google Classroom becomes slow and slow to access due to a weak internet connection. However, this is not too influential for (36.5%) students who feel normal and choose neutral. In fact (38.8%) other students did not agree if the things mentioned earlier interfered with their activities in doing assignments in Google Classroom. Because now many students have personal computers or laptops and can freely access Google Classroom and also they have Wi-Fi in their respective homes, so the problem due to a slow internet network is not a significant obstacle .

4.2.1 Analysis from Students Interview

The purpose of this section is to find out the perceptions and challenges felt by private senior high school students directly from their point of view. In this section, the researcher will describe the results of interviews with 5 students who are willing to be interviewed using Google Meet. Each student will be asked 1 question per each predetermined indicator. The interview will be converted into text using the help of Online Transcript. Answers from this interview will be entered in tabular form. Later the student's answers will be analyzed using the Word Cloud Generator.

The following are the results of interviews that researchers have summarized from the respondents:

4.2.1.1 Perceptions

Tabel 1. Students' Needs

Q; What are your thoughts on using Google Classroom? Is it right, students who are unwilling to participate in class usually feel much more at comfortable interacting online?

Interviewee	Speech
Student 1	<i>"Mungkin ada beberapa siswa yang malu untuk mengungkapkan pendapatnya jadi dengan adanya Google classroom ini mungkin dia lebih berani menyuarakan pendapatnya karena mungkin tidak tetap muka."</i>
Student 2	<i>"Menurut saya dengan adanya Google classroom ini kita dapat memanfaatkannya untuk dapat belajar dimana saja dan kapan saja."</i>
Student 3	<i>"Itu bener banget karena ada beberapa orang yang punya kepribadian malu Buat bertatap muka langsung gitu Kalau misalnya mau interaksi. jadi mungkin bagi beberapa orang dengan sistem pembelajaran online lewat Google Classroom ini bisa ngebantu dia buat ekspresi apa yang mau dia tuju."</i>
Student 4	<i>"Saya juga termasuk yang kayak gitu, kalau dikelas dulu saya suka malu buat ngomong dikelas, karena ramai saya takut salah bicara, tapi semenjak belajar dengan Google Classroom saya jadi lebih mudah untuk bertanya kalau misalnya ada yang gak pahami."</i>
Student 5	<i>"Pasti kebantu sih buat yang malu-malu biasanya kalau dikelas. Kan mereka jadi nyaman kalau sistem online kayak gini."</i>

Tabel 2. Excellence Features of Google Classroom

Q; Do you agree if Google Classroom gives me a running record of when tasks are due and a summary of what is planned (email, warnings, notes).

Interviewee	Speech
Student 1	<i>"Ya karena Google classroom punya notif soalnya itu akan itu"</i>

Interviewee	Speech
	<i>akan 2 hari atau 1 hari kedepan jadi begitu H- 2 atau muncul.”</i>
Student 2	<i>“Iya karena juga itu salah satu nilai lebih dari Google Classroom sendiri. jadi kami sebagai siswa pun mudah buat tahu tugas mana aja yang belum tugas mana aja yang mepet deadline nya kayak gitu-gitu. jadi buat Siswa jadi lebih terstruktur dan tertata buat nge manage tugas-tugasnya.”</i>
Student 3	<i>“Ya karena ini menjadi salah satu kelebihan dari Google classroom, ya kak. dengan adanya sistem ini mempermudah siswa untuk melihat jadwal tugas yang akan dikumpulkan.”</i>
Student 4	<i>“Iya, karena adanya notifikasi jadi ingat ada tugas yang harus dikumpul sesuai deadline-nya. Dari jauh hari juga sudah diingetin kapan harus kumpul tugas atau ada notifikasi buat kami isi absen.”</i>
Student 5	<i>“Iya, ada notifikasinya jadi ngebantu banget buat ingetin tugas yang mendekati deadline.”</i>

4.2.1.2 Challenges

Tabel 3. Performance of Google Classroom

Q; Do you agree that lack of connectivity at home to computers or to mobile devices is a challenges in online learning?

Interviewee	Speech
Student 1	<i>“Menurut saya tidak terlalu, karena mungkin saya juga pakai wi-fi di rumah tapi kalau misalnya hujan atau cuacanya buruk itu yang menjadi kendala jadi kalau misalnya ada deadline tugas atau ini atau tugas yang harus dikumpulkan hari itu juga tapi terkendala oleh cuaca yang buruk atau hujan misalnya gitu jadi lama mengumpulkannya atau lewat tenggat waktunya.”</i>
Student 2	<i>“Setuju kak dengan itu, kadang jaringan suka tiba-tiba jelek, atau karena hujan jaringan hilang, belum lagi kalau kuota habis.”</i>
Student 3	<i>“Iya kadang kalau jaringan jelek, tugas banyak rasanya tu kesal, trus kalau terlambat ngumpulannya kadang guru tu gak mau tau.”</i>

Interviewee	Speech
Student 4	<i>"Tya, apalagi kalau misalnya sedang ujian trus jaringan tiba-tiba hilang, itu fatal banget sih apalagi kalau listrik mati"</i>
Student 5	<i>"Tergantung juga sih kak, kalau misalnya Wi-Fi tiba-tiba down, trus harus pakai kuota pribadi, repot juga sih jadinya."</i>

Tabel 4. Disadvantages of Google Classroom

Q; Do you hate using Google Classroom because of small-sized navigation and typing problems?

Interviewee	Speech
Student 1	<i>"Kalau pakai HP gak masalah sih, kak. Layar hp cukup besar, mungkin kalau buat tugas kayak ppt harus di laptop."</i>
Student 2	<i>"Kalau saya sendiri biasanya pakai laptop jadi nggak terlalu masalah cuma ada di satu waktu misalnya lagi keluar mengharuskan kita pakai Google Classroom mau nggak mau. Kan pakai HP nih biar mudah kan nah itu juga kadang jadi kendala juga. Karena kan lebih kecil dari laptop kan layarnya tapi ya karena biasanya pakai laptop nggak masalah gitu Kak."</i>
Student 3	<i>"Kalau di HP gak leluasa untuk mengetik tugas yang banyak. Tapi kalau pakai laptop gak masalah."</i>
Student 4	<i>"Tya Kak, soalnya saya gak punya laptop, jadi kalau bikin tugas Word gitu sering banget typo, buat PPT juga susah"</i>
Student 5	<i>"Lumayan susah kak, typo gitu sering banget kak kalo ngetik Di handphone, soalnya saya baru pertama kali pakai Google Classroom. Butuh waktu juga buat tau cara gunainnya juga"</i>

4.3 Discussion

Based on the results of the interviews that the researchers have converted into transcripts, then the results of the interviews will be analyzed using the Word Cloud Generator. The purpose of this section is to conclude students' opinions about the perceptions and challenges they felt in using Google Classroom during this pandemic.

4.3.1.1 Students' Needs

4.3.1.1 Students' Needs

Changes in the way students learn caused by the Coronavirus Disease 2019 that hit the world made many student needs that should be met by Google Classroom as a platform that teachers and students rely on as a class substitute medium. It can be seen from the results of interviews conducted by students [malu], [tatap muka], [interaksi], [dikelas], [pendapatnya]. Google Classroom is very helpful for students who were initially embarrassed to express their opinions in class directly, now they can comfortably interact and express without having to be embarrassed because they are not doing face-to-face classes. And with Google Classroom, students can take classes anywhere and anytime, without having to go to school and avoid crowds (Prasetya, 2021).



Figure 4.3.1.1

**Dokumen ini adalah Arsip Milik :
Perpustakaan Universitas Islam Riau**

approved by the student who conducts the interview [notifikasi
[deadline]. With the notification feature in Google Classroom, st
easily remember what assignments the teacher has given and
deadline for the assignment is to be submitted. Google Class
provides supporting features of their product such as works
students can use directly without having to open and create assign
other platforms to make it more efficient.

Figure 13-10

**Dokumen ini adalah Arsip Milik :
Perpustakaan Universitas Islam Riau**

**Dokumen ini adalah Arsip Milik :
Perpustakaan Universitas Islam Riau**

**Dokumen ini adalah Arsip Milik :
Perpustakaan Universitas Islam Riau**

**Dokumen ini adalah Arsip Milik :
Perpustakaan Universitas Islam Riau**

[illegible]

4.3.2.2 Weaknesses of Google Classroom

Another problem that students feel when using Google classroom is when using it on their cellphone. Limitations due to a narrow screen often make it difficult for students to do certain tasks. [laptop], [tugas], [masalah], [PPT], [layar] are some of the challenges experienced by students. Most students now have laptops and can freely use Google Classroom on their laptops. However, for students who don't have laptops, making PowerPoint presentation slides is certainly difficult, so that it annoys them. And also for assignments that require typing a lot of words, it often makes students who

lebih banyak
harus besar cukup
misalnya
lebih saya



Figure 4.3.2.2

CHAPTER 5

CONCLUSION AND SUGGESTION

5.1 Conclusion

The researcher concludes the results of the research that has been carried out in this chapter and provides suggestions for the problems that have been researched and described in the previous chapter.

The following are conclusions that researchers can summarize from this research:

Most of the students who were respondents in this study with questionnaires and interviews had matching answer and opinions about their perceptions and the challenges they faced during online learning using Google Classroom never previously used Google Classroom when they were still attending face-to-face schools. When the outbreak hit and they were required to study at home online, they still had to learn how to use Google Classroom (35.5%) and they also had to readjust to a new learning style. But for students who have used Google Classroom before, of course it will be easier, because they already know how to use this application and what benefits they feel when using Google Classroom.

The convenience and features presented by students certainly make it easier for students to do assignments and of course in improving their English skills. By using Google Classroom they can learn new words and of

course it makes them much more interested in learning English (35.5%). The features that students like are the notifications and notes feature that can remind them of what assignments they haven't done and when the deadline for that assignment is due (80.7%). With the existence of Google Classroom which can be accessed anytime and anywhere, it makes students happy because they are no longer stuck doing assignments only in class (48.4%). Google Classroom also saves them time and energy on pretending and doing assignments (48.4%). Not only that, for students who do not have the confidence to express their opinion in class, it is very helpful for learning by using Google classroom, they don't need to be ashamed and afraid anymore, because now they can still express their opinions without having to be seen by other students directly, but indirectly. verbally on the open discussion page of Google Classroom (54.8%).

But the challenges faced by students in using Google Classroom are no less diverse. Ranging from signal limitations (29%), annoying screen sizes and typing problems (25.8%), to slow connection problems (25.8%). However, there are still students who think that Google Classroom is the same as other social media, not just online learning media (38.8%). But not all students complain about this, most of them don't really mind it, because the facilities they have at home are enough to make them always stay connected and can access Google Classroom on their laptops so there are no significant obstacles that they experience during using Google Classroom.

5.2 Sugestion

Based on the research findings above, the researcher will provide suggestions that are expected to be considered in the future for various parties in overcoming the problems experienced by private senior high school students while using Google Classroom, and for teachers who teach using Google Classroom, and of course for Google itself so that they can consider adding new features in the future for Google Classroom.

5.2.1 Suggestion for English Teacher

For teachers who teach online using Google Classroom, especially for English teachers, please explore again and use all the features provided by Google Classroom optimally. Not only class discussions are carried out using video conferences, the comments column can also be used as a means of oral class discussions. Because students who used to be embarrassed to express their opinions in face-to-face classes, are now much more comfortable to express their opinions verbally through Google Classroom.

5.2.2 Suggestion for Students

As students and young people, you can also give the initiative to the teacher to create a learning atmosphere in Google Classroom not only for sending materials and collecting assignments, and for assignments that require you to type, you can use Google Docs whose worksheets are also provided on Google Classroom, so there is no need to download other applications and reduce memory consumption on your cellphone.

5.2.3 Suggestion for Google Classroom

The needs and challenges that students face while using Google Classroom in this research can be reconsidered so that in the future Google can develop features that are much more beneficial to students, one of the features that need to be added to Google Classroom is the Search feature. This feature will make it easier for students to find the class, assignment or data they want to find. and also hopefully Google Classroom can be accessed offline, at least for students when doing their assignments so that their quota consumption is reduced, and also in the future Google Classroom can be accessed with network conditions that require large data and power.

5.2.4 Suggestion from Students

Students hope that teachers can take full advantage of the use of Google Classroom. Maybe Google could add more features, like an instructive game to break the ice. Tables can be added in the future to prepare activities that have been completed or not, making it easier to check. students also hope that there will be a 'Search' tool feature added in the future to make it easier to search for classes or materials in Google Classroom.

5.2.5 Suggestion for The Next Researcher

Researchers hope that this research can be sufficient as a reference for further researchers if they are interested in researching the same thing or even researching deeper and further about students' perceptions and challenges regarding the use of Google Classroom. And hopefully this research can fulfill scientific reference references for the benefit of further research.



REFERENCES

- Abdulmir, A. S., & Hafidh, R. R. (2020). The possible immunological pathways for the variable immunopathogenesis of COVID—19 infections among healthy adults, elderly and children. *Electronic Journal of General Medicine*, 17(4), 1–4. <https://doi.org/10.29333/ejgm/7850>
- Al-Kathiri, F. (2015). Beyond the classroom walls: Edmodo in saudi secondary school EFL instruction, Attitudes and challenges. *English Language Teaching*, 8(1), 189–204. <https://doi.org/10.5539/elt.v8n1p189>
- Aldawsari, H. (2017). *The Challenges of Learning Academic Vocabulary among Postgraduate Saudi Students at New Zealand Universities (Master Thesis)*. Auckland University of Technology, New Zealand.
- Astuti, T., & Indriani, L. (2020). The EFL Students Perceptions in Using Google Classroom for English Learning During Pandemic. *Jurnal Review Pendidikan Dan Pengajaran*, 3(2), 328–335.
- Aydoğan, H., & Akbarov, A. A. (2014). The four basic language skills, whole language & intergrated skill approach in mainstream university classrooms in Turkey. *Mediterranean Journal of Social Sciences*, 5(9), 672–680. <https://doi.org/10.5901/mjss.2014.v5n9p672>
- Coman, C., Țîru, L. G., Meseșan-Schmitz, L., Stanciu, C., & Bularca, M. C. (2020). Online teaching and learning in higher education during the coronavirus pandemic: Students' perspective. *Sustainability*, 12(24), 1–22. <https://doi.org/10.3390/su122410367>
- Costado Dios, M. T., & Piñero Charlo, J. C. (2021). Face-to-Face vs. E-Learning Models in the COVID-19 Era: Survey Research in a Spanish University. *Education Sciences*, 11(6), 293. <https://doi.org/10.3390/educsci11060293>
- Démuth, A. (2012). Perception Theories. In *Applications of Case Study Research* (Issue 4). http://issafrica.org/crimehub/uploads/3f62b072bd80ab835470742e71a0fcb5.pdf%5Cnhttp://www.cdc.gov/ViolencePrevention/pdf/SchoolViolence_FactSheet-a.pdf%5Cnwww.sace.org.za
- Golkova, D., & Hubackova, S. (2014). Productive Skills in Second Language Learning. *Procedia - Social and Behavioral Sciences*, 143, 477–481. <https://doi.org/10.1016/j.sbspro.2014.07.520>
- Islam, S. (2018). Bangladeshi University Students' Perception on Using Google Classroom for Teaching English. *International Journal of Psycho-Educational Sciences*, 8(2), 1–9.
- Maru, M. G., Pikirang, C. C., Ratu, D. M., & Tuna, J. R. (2021). The Integration of ICT in ELT Practices: The Study on Teachers' Perspective in New Normal Era. *International Journal of Interactive Mobile Technologies (IJIM)*, 15(22), 44–67. <https://doi.org/10.3991/ijim.v15i22.25533>

- Means, B., Toyama, Y., Murphy, R., & Baki, M. (2013). The effectiveness of online and blended learning: A meta-analysis of the empirical literature. *Teachers College Record*, 115(3).
<https://doi.org/10.1177/016146811311500307>
- Mulyani, Fidyati, Suryani, Suri, M., & Halimatussakdiah. (2021). University students' perceptions through e-learning implementation during covid-19 pandemic: Positive or negative features dominate? *Studies in English Language and Education*, 8(1), 197–211.
<https://doi.org/10.24815/siele.v8i1.17628>
- Muslih, I., & Sari, S. I. (2017). The Influence Of The Application Of Learning Strategies Model Elaboration Results Learn Aqeedah Akhlaq In MTs Mu'allimat College Cukir Jombang. *Educatio: Jurnal Pendidikan STAIM Nganjuk*, 2(1), 30–63.
- Ouadoud, M., Rida, N., & Chafiq, T. (2021). Overview of E-learning Platforms for Teaching and Learning. *International Journal of Recent Contributions from Engineering, Science & IT (IJES)*, 9(1), 50.
<https://doi.org/10.3991/ijes.v9i1.21111>
- Peimani, N., & Kamalipour, H. (2021). Online education and the covid-19 outbreak: A case study of online teaching during lockdown. *Education Sciences*, 11(2), 1–16. <https://doi.org/10.3390/educsci11020072>
- Prasetya, R. E. (2021). English Teaching Based-Strategy LMS Moodle and Google Classroom. *English Education: Journal of English Teaching and Research*, 6(1), 32–44. <https://doi.org/10.29407/jetar.v6i1.15622>
- Rahman, A. (2021). Students' Perception of the Use of Google Classroom in Online Learning During the Covid-19 Pandemic. 1(2), 81–87.
- Roopa, S., & Rani, M. (2012). Questionnaire Designing for a Survey. *Journal of Indian Orthodontic Society*, 46(4_suppl1), 273–277.
<https://doi.org/10.1177/0974909820120509s>
- Samir Abou El-Seoud, M., Taj-Eddin, I. A. T. F., Seddiek, N., El-Khouly, M. M., & Nosseir, A. (2014). E-learning and students' motivation: A research study on the effect of e-learning on higher education. *International Journal of Emerging Technologies in Learning*, 9(4), 20–26.
<https://doi.org/10.3991/ijet.v9i4.3465>
- Sheelavant, S. (2020). Google classroom - An effective tool for online teaching and learning in this COVID era. *Indian Journal of Forensic Medicine and Toxicology*, 14(4), 494–500. <https://doi.org/10.37506/ijfmt.v14i4.11527>
- Silva, C. (2017). Research Design - The New Perspective of Research Methodology. *British Journal of Education, Society & Behavioural Science*, 19(2), 1–12. <https://doi.org/10.9734/bjesbs/2017/30274>
- Singh, V., & Thurman, A. (2019). How many ways can we define online learning? A systematic literature review of definitions of online learning

(1988-2018). *American Journal of Distance Education*, 33(4), 289–306.
<https://doi.org/10.1080/08923647.2019.1663082>

Wahyuni, S., AR, M., & Susanna. (2017). Persepsi Siswa terhadap Penggunaan Media Pembelajaran Fisika di SMA Negeri se-kota Banda Aceh. *Jurnal Ilmiah Mahasiswa (JIM) Pendidikan Fisika*, 2(1), 135–140.

Wu, Y.-C., Chen, C.-S., & Chan, Y.-J. (2020). The outbreak of COVID-19: An overview. *Journal of the Chinese Medical Association*, 83(3), 217–220.
<https://doi.org/10.1097/JCMA.0000000000000270>

Yunita, W., & Harahap, A. (2021). *STUDENTS ' PERCEPTION AND PROBLEMS IN LEARNING ENGLISH USING GOOGLE CLASSROOM DURING THE COVID-19 PANDEMIC*. 2069(7), 10–22.
<https://doi.org/10.29300/ling.v7i1.4274>

