

**STUDENTS' PERCEPTION OF THE EFFECTIVENESS OF
GOOGLE CLASSROOM AS AN ENGLISH ONLINE
LEARNING MEDIUM DURING THE COVID-19 PANDEMIC**
(A Case of the 11th Graders of SMA N 1 Guntur in the Even Semester
of the Academic Year 2021/2022)

A FINAL PROJECT

**Presented as Partial Fulfillment of the Requirements
to Obtain the *Sarjana Pendidikan* Degree in English Education**



written by:

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND COMMUNICATION SCIENCE
SULTAN AGUNG ISLAMIC UNIVERSITY
SEMARANG
2022**

PAGE OF APPROVAL

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Semarang, July 13th 2022
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PAGE OF VALIDATION

A Final Project

A Sarjana Pendidikan Final Project on

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STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declare that this undergraduate thesis I wrote does not contain the works or part of the works of other people, except those which were cited in the quotations and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of my paper and degree obtained from that paper.



MOTTO

“No matter how hard or impossible to achieve, you must never give up on your goals”

(Luffy – One Piece)

DEDICATION

This final project is dedicated to:

- My beloved parents (Mr Syahri) and (Mrs Nur Hidayah) always give me full love, prayer, support, and giving motivation for me.
- My beloved sister, Evi Nurul Mubarakah, always supports me to do my best.
- My beloved grandparents (Mr Markum) and (Mrs Patimah) always give me support and motivation to complete my study.

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Finally, the researcher hopes this research will be useful for the readers, further studies, and the English Education Study Program students. The suggestion and constructive criticism for improving the final project was accepted.

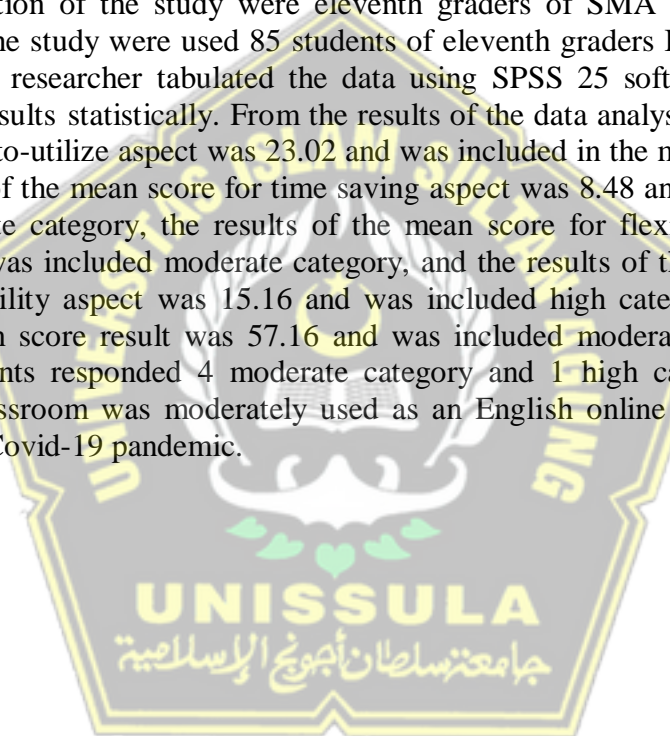
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ABSTRACT

Mubarak, Lutfi Ahmad. (2022). Students' Perception of the Effectiveness of Google Classroom as an English Online Learning Medium during the Covid-19 Pandemic. A Final Project. English Education Study Program. Faculty of Languages and Communication Science, Sultan Agung Islamic University. Advisor: Hartono, S.S., M.Pd.

The purpose of the study was to determine the 11th graders' perception of the effectiveness of Google Classroom as an English online learning medium at the even semester of SMA N 1 Guntur in the academic Year 2021/2022. This study employed descriptive quantitative approach and used close-ended questionnaire. The population of the study were eleventh graders of SMA N 1 Guntur. The subject of the study were used 85 students of eleventh graders IPA 1, IPA 2, and IPA 3. The researcher tabulated the data using SPSS 25 software. In order to know the results statistically. From the results of the data analysis the mean score of the easy-to-utilize aspect was 23.02 and was included in the moderate category, the results of the mean score for time saving aspect was 8.48 and was included in the moderate category, the results of the mean score for flexibility aspect was 10.49 and was included moderate category, and the results of the mean score for free availability aspect was 15.16 and was included high category. The overall aspect mean score result was 57.16 and was included moderate category. As a result students responded 4 moderate category and 1 high category, therefore Google Classroom was moderately used as an English online learning medium during the Covid-19 pandemic.



INTISARI

Mubarak, Lutfi Ahmad. (2022). Students' Perception of the Effectiveness of Google Classroom as an English Online Learning Medium during the Covid-19 Pandemic. Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Bahasa dan Ilmu Komunikasi Universitas Islam Sultan Agung. Pembimbing: Hartono, S.S., M.Pd.

Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa kelas 11 tentang keefektifan Google Classroom sebagai media pembelajaran bahasa Inggris online pada semester genap SMA N 1 Guntur Tahun Pelajaran 2021/2022. Penelitian ini menggunakan pendekatan deskriptif kuantitatif dan menggunakan kuesioner tertutup. Populasi penelitian ini adalah siswa kelas XI SMA N 1 Guntur. Subyek penelitian adalah 85 siswa kelas XI IPA 1, IPA 2, and IPA 3. Peneliti melakukan tabulasi data menggunakan software SPSS 25. Untuk mengetahui hasilnya secara statistik. Dari hasil analisis data nilai rata-rata aspek kemudahan penggunaan adalah 23.02 dan termasuk dalam kategori sedang, hasil rata-rata skor untuk aspek penghematan waktu adalah 8.48 dan termasuk dalam kategori sedang, hasil rata-rata skor aspek fleksibilitas adalah 10.49 termasuk kategori sedang, dan hasil skor rata-rata aspek ketersediaan gratis adalah 15.16 termasuk kategori tinggi. Hasil rata-rata skor aspek keseluruhan adalah 57.16 dan termasuk kategori sedang. Hasilnya siswa menjawab 4 kategori sedang dan 1 kategori tinggi, oleh karena itu Google Classroom cukup digunakan sebagai media pembelajaran online bahasa Inggris di masa pandemi Covid-19.

Kata kunci: Pandemi Covid-19, Google Classroom, Pembelajaran Online

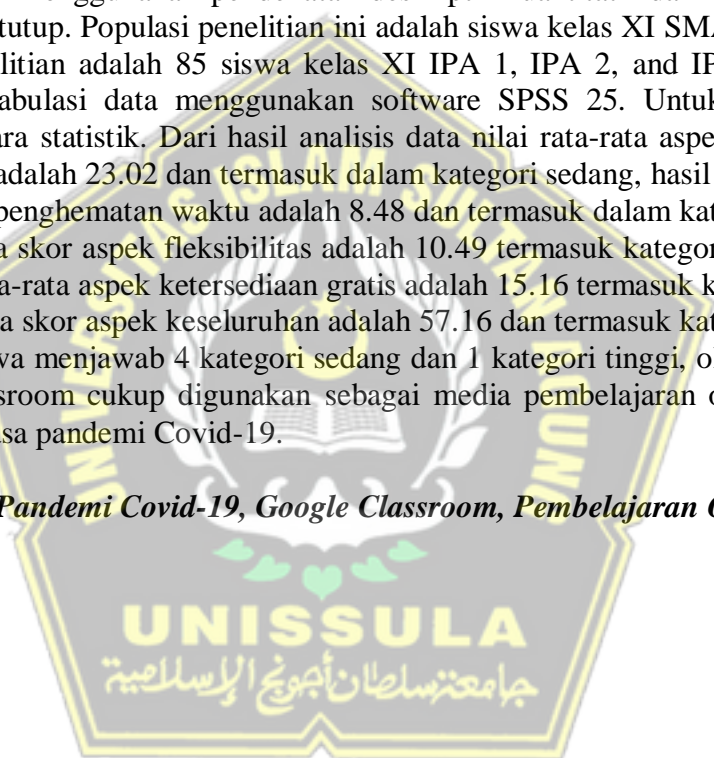


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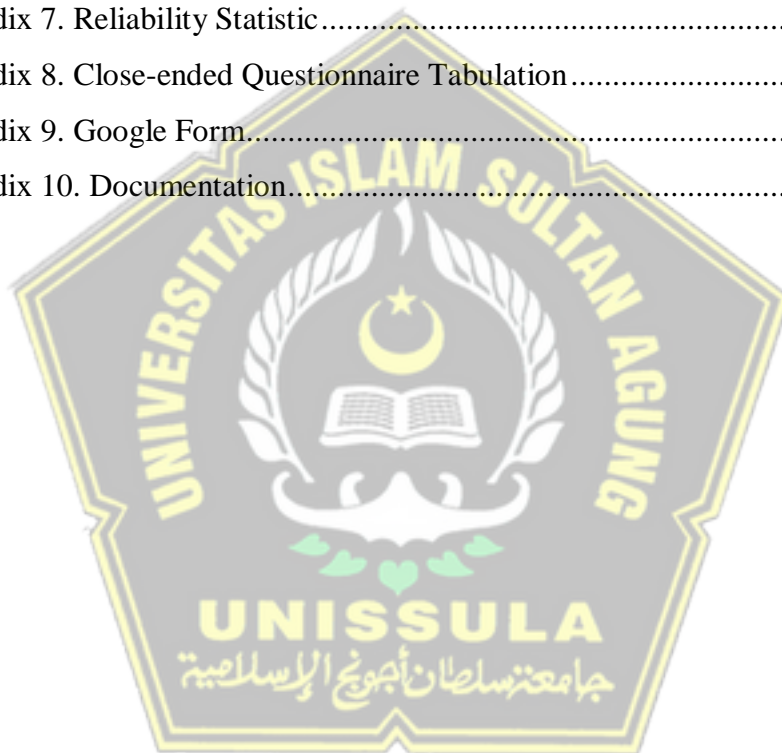
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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the Background of the Study, the Reasons for Choosing the Topic, the Research Question, the Objective of the Study, the Limitation of the Study, the Significance of the Study, the Definition of Key terms, and the Organization of the Study.

1.1. Background of the Study

The Covid-19 virus, known as the coronavirus, has become a problem in many countries, especially in Indonesia. Covid-19 is an virulent and contagious virus caused by a new type of virus that first appeared in the Wuhan area, Hubei Province, China, in December 2019 declared by WHO (World Health Organization, 2021). According to Rajab et al. (2020), the World Health Organization declared the Covid-19 outbreak as a pandemic on may 11th,2020, as the disease spread worldwide. Therefore, the Covid-19 pandemic is a virus that occurs in different parts of the world within a certain period of time and causes large casualties and causes changes in all sectors of life.

Since the outbreak of the Covid-19 pandemic in Indonesia, the government has taken measures to prevent the advance of the virus. The government prohibits crowds, requires people to have social distancing, wear masks, and always wash hands. The dissemination of Covid-19 can be halted by starting to advice people to remain at home, work, and study from home (Laili & Nashir, 2021). The Covid-19 pandemic has caused various problems, especially in the field of learning (Astuti & Indriani, 2020). The education sector is very risky during the

Covid-19 pandemic because it involves many people in one classroom, so a new policy is needed to limit the dissemination of the Covid-19 virus.

Kemdikbud (2020), states that the Indonesian Minister of Education and Culture, Nadiem Makarim, issued circular number 36962/ MPK.A/ HK/ 2020 that school or other educational institution, including universities, would stop conventional education during the Covid-19 pandemic and apply e-learning methods. This is an attempt to prevent the dissemination of the Covid-19 virus. A new policy was taken by the state government to handle the Covid-19 pandemic, namely implementing learning from home. Learning can be done at home through e-learning. Various e-learning platforms can be used, such as Ruang Guru, WhatsApp, Telegram, Quipper, and Google Classroom (Diana et al., 2021). The various e-learning platforms that were used can later assist teachers in providing and delivering material to students.

Online learning is the best solution and method that can be done for limiting the dissemination of Covid-19. As a consequence of the pandemic Covid-19, online learning occurred in an unexpected and unplanned situation. This is a challenge for all teachers, especially in learning English, where before the Covid-19 virus teachers did learn in person in class, and currently teachers must do online learning. Choirunnisa & Mandasari (2021), states that online learning is a method used to achieve the objectives of the learning process through e-platforms as a place to transfer knowledge that can be done anywhere and anytime. According to Atmojo & Nugroho (2020), online learning is the provision of access and exchange of knowledge through a series of learning activities delivered

via a network. Online learning requires appliances like smartphones, quotas, notebooks, or computers that can be used to access information. Online learning is a part of learning that is carried out not only based in the classroom but also through online devices or computers. In this case, there were several obstacles faced by learner while doing online learning, such as, students may not comprehend the material give by the teacher, students being constrained by phones, signals, costs to buy internet quota, and students cannot interact with friends or teachers in class. Furthermore, teachers need to prepare practical social media to make students understand, feel comfortable, and enjoy learning.

One of the tools that utilized to conduct online learning is Google Classroom. Google Classroom is a flexible online learning platform that students can access via signals and internet connections (Astuti & Indriani, 2020). According to Choirunnisa & Mandasari (2021), Google Classroom is a free educational tool provided by Google in the form of e-learning. Teachers can easily teach and organize materials and assignments through the features provided by Google Classroom. Throughout the Covid-19 pandemic, students could learn and interact online with teachers through Google Classroom media. To know whether Google Classroom is effective to deliver online learning, research needs to be conducted. Google Classroom has been used by students in graders X, IX, and XII of SMA N 1 Guntur since the government banned students from coming to school because the eruption of the Covid-19 pandemic. Apart from Google Classroom, other digital media platforms used in schools include: Google Meet, Zoom, WhatsApp, and the link of SMA N 1 Guntur.

According to the explanation above, the researcher wants to conduct this research under the title “Students’ Perception of the Effectiveness of Google Classroom as an English Online Learning medium during the Covid-19 pandemic at 11th Graders’ of SMA N 1 Guntur in the Academic Year 2021/2022.”

1.2. Reasons for Choosing the Topic

There were three reasons why this research is necessary and interesting to do:

1. During the Covid-19 pandemic, the education system in Indonesia was very much affected. All learning processes are disrupted and become ineffective, especially in learning English at SMAN 1 Guntur. Therefore, due to this pandemic, students and teachers must conduct the process of learning online. Online learning can be done in class, at home, or anywhere without having to meet face to face with students and teachers. There are various media that are used to do online learning in SMA N 1 Guntur during the pandemic Covid-19, such as Zoom, WhatsApp, Google Meet, link SMA N 1 Guntur, and Google Classroom.
2. The pandemic Covid-19 requires teachers in SMA N 1 Guntur to use the ideal online media to deliver learning, one of them being Google Classroom media. Google Classroom is among the often employed social media in online learning activities during the Covid-19 pandemic, especially for the students of SMA N 1 Guntur. Many advanced features provided by Google Classroom, such as virtual interaction between students and teacher, save time in the learning process, keep classes

organized, and help students and teachers to maximize online learning during the Covid-19 pandemic.

3. English subject at SMA N 1 Guntur during the pandemic has been carried out using Google Classroom. However, until now, there has been no research on whether the use of Google Classroom is effective or not. Therefore, research on students' perceptions of the Effectiveness of Google Classroom for English online learning becomes necessary.

1.3. The Research Question

From the background of the study above, the researcher formulates the following research question “ what is the 11th graders' perception of the effectiveness of Google Classroom as an English online learning medium at the even semester of SMA N 1 Guntur in the Academic Year 2021/2022?”

1.4. Objective of the Study

The purpose of the study to find out the 11th graders' perception of the effectiveness of Google Classroom as an English online learning medium at the even semester of SMA N 1 Guntur in the Academic Year 2021/2022.

1.5. Limitation of the Study

This study was carried out on the eleventh graders' of SMA N 1 Guntur. The subject of the study were students that had been taught English by using Google Classroom as an English online learning medium. The researcher was limited to graders' XI IPA 1, XI IPA 2, XI IPA 3, and XI IPA 4. This study only

focused on the result of students' perception of the effectiveness of Google Classroom as an English online learning medium during the Covid-19 pandemic.

1.6. Significance of the Study

The research has some significance pedagogically and practically:

1. Pedagogically

a) For Students

With this research, students can be motivated and learn to use Google Classroom media. Hopefully, students can understand and utilize Google Classroom media for English online learning during the Covid-19 pandemic.

b) For Teachers

For teachers, this research can provide knowledge and information that Google Classroom could be used as an English online learning medium during the Covid-19 pandemic. Hopefully, it can help teachers apply effective English online learning media during the pandemic.

c) For Other Researchers

Hopefully, this research to be used reference for other researchers to develop research with other problem topics related to the perception of Google Classroom as an English online learning medium.

2. Practically

a) For Students

With this research, it is hoped that students can increase their knowledge, they can communicate their perceptions of Google Classroom and can adapt to online learning during the pandemic.

b) For teachers

Hopefully, this research can provide benefits for teachers and add knowledge about the perception of English online learning through Google Classroom. Teachers could use Google Classroom as an alternative platform to teach English during the Covid-19 pandemic.

c) For Other Researchers

With this research, it aids the obtaining of information for other researchers interested in developing studies on the perception of Google Classroom as an English online learning medium during the Covid-19 pandemic.

1.7. The Definition of Key Term

To avoid misunderstanding the topic, the clarification of some terms is described in the following part:

1. Covid-19 Pandemic

Muniyappa & Gubbi (2020), states that the Covid-19 pandemic is a condition that leads to substantial morbidity and mortality, and this is led by the acute respiratory syndrome coronavirus 2 (SARS-CoV2). So the Covid-19 pandemic is a dangerous virus that quickly spreads and causes respiratory infections in humans.

2. Google Classroom

Hussaini et al. (2020), states that Google Classroom is a free online learning tool that allows teachers and students to connect, collaborate, organize and establish worksheets. According to Negara (2018), Google Classroom is an application designed to assist teachers and students in

creating, distributing, and collecting paperless assignments, and assessments, including automatic document storage. Google Classroom is an application tool provided by Google that can be used to facilitate learning and increase teachers' and students' productivity.

3. Online Learning

Evida et al. (2021) state that online learning is learning done by teachers and students without having to physically meet using the internet to connect and receive and provide teaching. Furthermore, online learning is learning that uses a media platform that makes it simple for students and teachers to do learning from home.

1.8. Organization of the Study

This research consists of five chapters in which the details of each point are provided as follows:

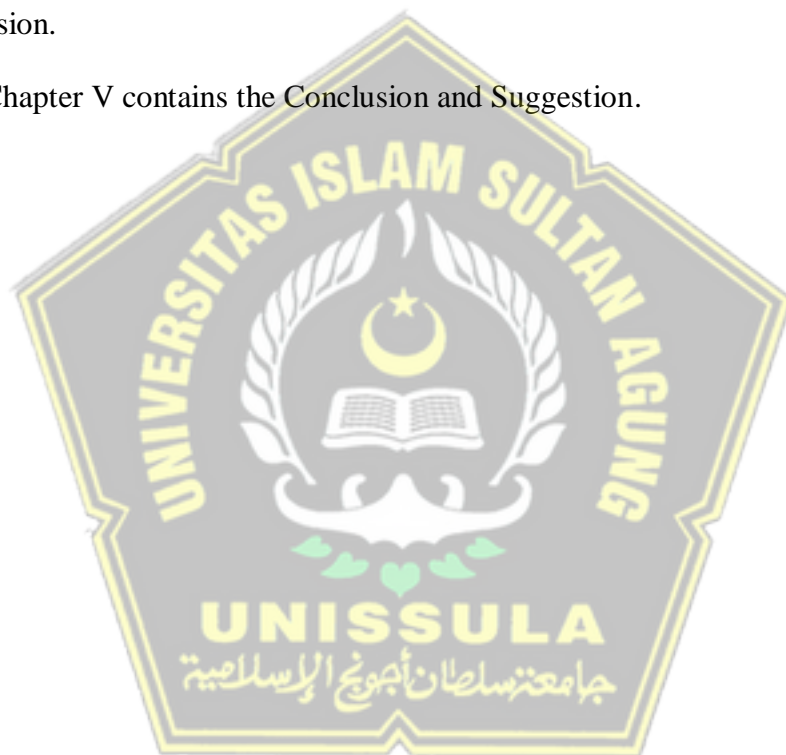
Chapter I is Introduction. This chapter presents the Background of the Study, the Reasons for Choosing the Topic, the Research Question, the Objective of the Study, the Limitation of the Study, the Significance of the Study, the Definition of Key Term, and the Organization of the Study.

Chapter II is Review of Related Literature. This chapter contains the Covid-19 pandemic, the Online Learning during Covid-19 Pandemic, the Platforms and Media for Online Learning, Google Classroom, the Definition of Google Classroom, the Features of Google Classroom, the Effectiveness of Google Classroom, the Advantages and Disadvantages of Google Classroom and the Review of the Previous Studies.

Chapter III is Research Method. This chapter explains the Design of the Study, the Subject of the Study, the Data of the Study, the Variable of the Study, the Types of the data, the Instrument of the Study, the Validity and Reliability, the Data Collecting Procedure, and the Data Analysis.

Chapter IV is Analysis of Result and Discussion. This Chapter includes of the Instrument Validity and Reliability Test, the Data Analysis, and the Discussion.

Chapter V contains the Conclusion and Suggestion.



CHAPTER II

REVIEW OF RELATED LITERATURE

This second chapter discusses review of related literature which consists of several points namely. The Covid-19 Pandemic, the Online Learning during Covid-19 Pandemic, the Platforms and Media for Online Learning, Google Classroom, the Definition of Google Classroom, the Features of Google Classroom, the Effectiveness of Google Classroom, the Advantages and Disadvantages of Google Classroom and the Review of the Previous Studies.

2.1 The Covid-19 Pandemic

Pandemics are the spread of human-to-human infection due to widespread disease outbreaks (Qiu et al., 2017). The World Health Organization (WHO) has determined the coronavirus disease 2019 or Covid-19 as a widespread. Covid-19 is a virus that first appeared in December 2019 in Wuhan, China. This condition is caused by a new virus called (SARS-CoV-2) (WHO, 2021). According to Muniyappa & Gubbi (2020), the Covid-19 pandemic is a disease that causes substantial morbidity and mortality, and this is led by the acute respiratory syndrome of coronavirus 2 (SARS-CoV-2). Covid-19 is an infectious virus caused by the coronavirus that can be passed from person to person via droplets of nasal mucus and physical contact.

According to Astuti & Indriani (2020), the Covid-19 pandemic is an era where health is facing a major crisis, and this virus is easy to spread and very dangerous for human beings. Okmawati (2020), states that on 2nd March 2020, the Covid-19 pandemic was affirmed to have disperse to Indonesia after a dance

instructor and her mother tested positive for the virus. Until March 26th, 2020, 468,644 positive cases were affirmed in 198 countries, 21,191 had died, and 114,218 had recovered (Churiyah et al. 2020). As of June 27th 2020, there were 52,812 cases of a Covid-19 outbreak, 2,720 deaths, and 21,909 recoveries from the virus, and on July 11th, there was a daily increase of 1,647 people, and the number of reported cases increased to around 72,000 (Siswati et al. 2020). These cases showed that the spread of the death rate is very high in Indonesia, so more policies are needed from the government to reduce this case. Those regulations are very required because they can prevent many people from staying in a place together, decreasing the number of positive cases.

President Joko Widodo has applied policies to start social distancing in the community as of March 15th, 2020, and has urged people to do their daily activities such as study, work, and pray from their homes (Agung & Surtikanti, 2020). The government announced the beginning of the first phase of lockdown to stop the growth of Covid-19, and as a result of this announcement, the government applied learning from home (LFH) activities for all the students around the country (Risten et al. 2021). The Covid-19 pandemic has almost occurred worldwide and has disrupted many aspects of fields, especially in the education sector. This pandemic has spread worldwide and caused students not to be able to come to their schools.

Wahidiyati (2020), states that the Covid-19 pandemic impacted the educational process, including teaching and learning process. Therefore, the Department of Cultural Education of Demak Regency made several breakthroughs

in the learning process at the primary and junior high school tiers, one of which was the blended learning system. According to Efriana (2021), the learning policy allows teaching and learning to continue even when teachers and students are not in school. Teachers can still deliver materials, and students can learn without leaving home.

In the event of a Covid-19 pandemic, online learning is a type of alternative study that can be used. In Indonesia, the Covid-19 pandemic caused the educational process to switch from face-to-face to distance learning that uses information technology or online learning (Fauzi & Khusuma, 2020). The learning system has changed from conventional learning to online learning, where students don't not come to school anymore but learn through handphones, laptops, computers, or other gadgets.

2.2 Online Learning during Covid-19 Pandemic

According to Efriana (2021), online learning is a type of digital learning that uses networking system and information communication technology or ICT in learning. Using the internet to teach students has become a widely accepted procedure over the last few decades as a form of integrated technology in education (Agung & Surtikanti, 2020). With the pandemic happening, this online learning system has spread even bigger because all of the learning systems have changed. Fauzi & Khusuma (2020), states that online learning is great method of education because the majority of its system implementation occurs at the secondary and higher education tiers, in which students are already familiar with the use of technology. Additionally, the implementation of online learning that is

being carried out is only a trial that was finished in a short period of time. It would be undeniable that the effectiveness of online learning would be significantly reduced. Online learning is used by every grade of the educational stage, whether in elementary, junior high, or senior high schools until university.

Evida et al. (2021), states that online learning is learning done by teachers and students without having to physically meet using the internet to connect and receive and provide teaching. The internet has a very big role in being able to do online learning as a medium for learning. According to Padmo et al. (2020), the execution of online learning has created significant challenges to all schools and colleges, especially for students who have not used online learning before. Not all academics and lecturers were prepared to execute online learning, which has created some obstacles, such as a lack of knowledge about online learning techniques and a shortage of supporting resources, such as computers and network connections. We can conclude that this condition forces teachers and students to learn through the online system, as well as being a challenge for teachers to use technology such as the internet or media platforms to accomplish online learning during Covid-19 pandemic.

On the other hand, as with any teaching method during the pandemic Covid-19, online learning has its own set of advantages and disadvantages. According to Hiranrithikorn (2019), online learning has advantages: The first is to reduce the cost of commuting and travelling to obtain knowledge. The second it saves more time going to school to acquire knowledge and skills. The third allows for many advantages of work flexibility and learning method. The last save money and time

by not having to dress. It can be concluded that there are four advantages to online learning, reducing the cost of commuting and learning, saving more time, learning flexibility, and saving money.

Arkorful & Abaidoo (2015), stated that there are five advantages of online learning in education: The first is flexible in terms of time and place. The second is, that online learning improves knowledge and qualifications by providing easy access to vast amounts of information. The third is, that online learning can assist students in getting to know one another through discussion forums. The fourth is, that online learning is cost-effective because students and learners don't have to travel. The last is that individual differences in learning styles are constantly taken into consideration in online learning. The advantages of online learning are very significant progress in the world of education today, like, being flexible, improving knowledge, helping students connect through forums, saving money and Online learning always considers learning styles.

Online learning has five disadvantages, including the following (Suhery et al., 2020): 1. Communication among educators and students or even among students themselves is lacking. 2. The process of learning and teaching tends to be more about training than about education. 3. The teacher's role is changing from conventional learning to ICT learning (Information Communication Technology). 4. Students who lack high learning motivation are more likely to fail. 5. The leaning to overlook academic or social elements has an impact on the growth of commercial aspects. Therefore it is possible to conclude that the disadvantages of

online learning are lack of interaction, learning often more about training, the teacher's role changed, and students who lack motivation tend to fail.

There are always advantages and disadvantages of something, especially online learning. Therefore, evaluation is required to improve online learning in the future. However, with the help of technology and various kinds of online learning platforms, it helps both teachers and students to occur the learning and teaching system.

2.3 Platforms and Media for Online Learning

Nowadays, there are numerous applications that may be utilized by teachers and students to aid in online learning, and each application has its own set of benefits. Therefore, teachers can decide which application is most appropriate for use in online learning and teaching. With online learning, both students and educators are required to follow it well. Although online learning is a relatively pretty recent in Indonesia, the various media for online learning makes it easier for students and educators to learn online. According to Simanjuntak et al. (2021), teachers can use a variety of learning-teaching media to deliver material to students in order to keep up with online learning that is targeted and designed through online educational design. Numerous online learning platforms are available for learning and teaching activities throughout pandemic. There are the following: Ruang Guru, Quipper, Telegram, Google Classroom and WhatsApp (Diana et al., 2021). According to Simanjuntak et al. (2021), other media for online learning are Google Meet, Zoom, and Edmodo. From the various media platforms above, teachers can use these media to conduct online education.

Various online learning tools could be used in learning, including:

1. Ruang Guru

According to Rosidah & Sugianti (2021), Ruang Guru is a paid software that includes variety innovative features that help learners increase their motivation and interest in learning. Ruang Guru is a learning application that is popular among many people, especially students who use the Ruang Guru application. Hasanah et al. (2019), states that Ruang Guru is an online learning application for elementary to high school students, including tutorial videos, exercises, private lessons, and tryouts. An online tutoring service, Ruang Guru, allows students to learn and teach using smartphones connected to the internet. As a result of the definition, it can be said that Ruang Guru is a learning application that enables students to enhance their abilities by utilizing Ruang Guru service features.

2. Quipper

Quipper is a website that enables students to learn through the use of technology (Sulisworo et al., 2017). According to Arpilleda (2022), Quipper is an online learning that includes pre-made video lessons, study guides, and assessment. Teachers can send lessons, access student data, and upload content. In addition to being used by millions of people worldwide, Quipper is constantly updated to provide the best possible experience for teachers, students, and parents. Teachers can send lessons and assessments, view student data, and upload content. Lessons and assessments can be accessed at any time, allowing students to learn at their

own pace. It can be concluded that Quipper is an online educational platform for teaching and learning activities using digital technology that can be accessed by teachers and students.

3. Telegram

According to Alakrash et al. (2020), Telegram is a user-friendly application with embedded stickers that make it easy to use. This app can download and receive documents of various sizes. Telegram is one of the social media platforms that can be used to facilitate the teaching and learning process (Yushril & Faqih, 2021). It could be an alternative method of increasing student interest in learning by creating a comfortable environment in the classroom. Therefore, Telegram is a learning application that allows users to exchange material and other files without taking up space on their phones.

4. WhatsApp

Munir et al. (2021), states that WhatsApp is a free application, convenient, easy-to-use, fast, and personal messaging app that users can download to their smartphones. WhatsApp is an internet-based application that allows each user to share various types of content according to the supporting features. WhatsApp has several advantages and disadvantages as a learning medium. For the advantages, WhatsApp is more efficient in the use of time, other advantages Whatsapp is more inexpensive than the other medium as online learning. According to Nuraeni & Nurmalia (2020), WhatsApp can be used as a substitute for engaging in online classes.

WhatsApp has several advantages but also some disadvantages. The disadvantages are can only chat with a large number of students. So that it makes students not focus when they study using their phones. Nuraeni & Nurmalia (2020), also states that the disadvantage of WhatsApp is mostly students copy and paste their work, so the teacher needs to be careful.

5. Google Classroom

Google Classroom is a free educational application designed to help students identify and overcome learning difficulties, share lessons, and create assignments without the need to attend a face-to-face class. (Azmy & Bahing, 2020). With Google Classroom, learning can be delivered to students online. Diana et al. (2021), states that Google Classroom is widely considered as one of the most effective platforms for improving teacher workflow. This application has advanced features that make it ideal for use students. Google Classroom helps teachers save time, organize classes, and improve communication with students. Based on this description, it can be said that Google Classroom is an application tool provided by Google that can be used to facilitate learning and increase teachers' and students' productivity.

2.4 Google Classroom

In this subchapter, there are four topics discussed, namely, the definition of Google Classroom, the features of Google Classroom, the effectiveness of Google Classroom, and the advantages and disadvantages of Google Classroom.

2.4.1. Definition of Google Classroom

Google Classroom is a free web service developed by Google specifically for school that aims to make the process of creating, distributing, and grading assignments more efficient (Okmawati, 2020). The primary goal of Google Classroom is to make the process of sharing files among students and teachers as efficient as possible. Google Classroom enables teachers to set up an online classroom environment, where students can manage all of the documents that they will require. Google Classroom is one of the most popular applications that are used by teachers and students in learning online.

According to Ambarwati & Mandasari (2021), Google Classroom is one of the educational applications available through Google Apps for Education (GAFE). On August 12th, 2014, this educational application was released. Google Classroom is a web-based application that provides tools for teaching and learning. Teachers can distribute materials, assignments, and tasks through this platform, and the students can use this application to access study material and complete tasks. Students and teachers benefit a lot from online learning applications such as Google Classroom, which can be downloaded for free and used on any device. Teachers can easily manage student materials and assignments. This platform also allows students to conduct virtual classes.

Negara (2018), states that Google Classroom is a web-based application that enables lecturers to create, distribute, and collect paperless assignments and assessments and automatic document storage for each student. Google Classroom can be used to facilitate communication between students and lecturers and class

organization, mainly when students and lecturers are unable to meet face to face. Google Classroom enables lecturers to manage their students' work more easily. Based on the description above, Google Classroom is a free online application that allows students and teachers to communicate, cooperate, organize, and create assignments together.

2.4.2. Features of Google Classroom

Edtechteacher (2018), states that there are five features of Google Classroom, including:

1. Posting and Sharing

Teachers can share links to class websites, videos, and files with students in one easy-to-access online space. This is one of Google Classroom's most useful features for distributing class materials to students.

2. Assignment

With the feature of Google Classroom, Teachers and students can quickly and easily create, distribute, and collect assignments.

3. Grading

Teachers can give students private feedback and assign a point value to the assignment.

4. Announcement

Announcements are used to quickly disseminate information to students in the classroom. Through the comments feature, students can respond to the announcement.

5. Calendar

The assignment calendar that Google Classroom creates for students and teachers is completely automatic. Both the student and the teacher will be able to see the due date of an assignment on the class calendar.

According to Choirunnisa & Mandasari (2021), Google Classroom has several features such as sharing files, assessments, grading to give students scores, and an archive linked to Google Drive to save all files and distribute assessments to students. Furthermore, the features of Google Classroom facilitate student learning and assist teachers in managing their classes during the learning process. Google Classroom also makes it simple for students and teachers to communicate both inside and outside of the classroom.

2.4.3. The Effectiveness of Google Classroom

According to Fauzan & Arifin (2019), effectiveness in learning is extremely important, as it has a significant impact on both the learning process and the learning outcomes. The use of media aids can increase the effectiveness of learning, one of the media is Google Classroom, which is used as a supporting tool in the learning process. Hardjana (2003), as cited in Okmawati (2020), there are six effectiveness to measure Google Classroom such as:

1. The message recipients

The message recipient matched the intend recipients. This mean that when a teacher wanted to post material or assign a task, they posted it directly on students' accounts bound by the process of learning..

2. Content

The teacher must provide the message's contents or information in a clear and structured manner to students. If the students don't understand the material, they can comment and ask questions.

3. Communication media

Teachers effectively used Google Classroom for learning communication media. Some of the study group students did not have good internet access and the school's wifi was not working, so there were some technical problems. Their lack of knowledge of the google classroom application can be overcome with more practice.

4. Format

Based on the message format indicators, online classes are effective in achieving the message format of the material from the teacher to the recipient of the message. In addition to materials from Google Classroom, students can search for materials in the library or other source. However, not all students can understand the uploaded material and required additional explanation

5. Source

The teachers can use Google Classroom to post content from a variety of sources including YouTube videos, pdf worksheets, and pictures and type directly to the stream provided in this application.

6. Timing

Google Classroom is quite effective on punctuality indicators because teachers do not have a time for posting material on Google Classroom.

In conclusion, the effectiveness of learning is a measure of success that can be achieved according to the goals set by the application of media in learning. As mentioned above, there are six Google Classroom effectiveness that can help students and teachers success during the online learning process using Google Classroom media.

2.4.4. The Advantages and Disadvantages of Google Classroom

According to Diana et al. (2021), there are four advantages of Google Classroom:

1. It time saving

It means that both teachers and students can save time because Google Classroom has features that design and integrated into Google apps

2. It has a lot of flexibility

It is flexible for students and teachers to use in both face-to-face and fully online learning environments.

3. It is free availability

It means that everyone, including students and teachers, is free to access this application.

4. It is easy-to-utilize

It mean that students and teachers can easily comprehend Google Classroom because its design is simple, and Instructional options are also

easy to find and use. So that it is easier for students to submit assignments, revise assignments, and check their grades without having to use paper.

From the explanation above, there are four advantages such as, easy, time-saving, flexible, and free. The advantages provided by Google Classroom are very beneficial for teachers and students. Especially during this pandemic, learning becomes disrupted with the assistance of Google Classroom can overcome the problems that exist in schools. Riyanti & Usman (2018), states that Google Classroom has six advantages. First, the app is easy to use and can be accessed on any device like chrome, computers, mobile phones, and tablets. Second, communication and information sharing are effective. It means that teachers can create announcements or assignments in Google Docs and share them with students via Google Drive. Third, it increases the efficiency of the assignment process. Fourth, Google classroom gives effective feedback. It means Google Classroom gives teachers the chance to provide online support to students right away. Five, paper is unnecessary. It means that there is no need to collect any paperwork. The last is free for everyone. It means teachers can create a Google Classroom for themselves and their students to meet and share information.

Based on the explanation above, Google Classroom is useful to teachers and students in the process of teaching and online learning. It can be concluded that Google classroom has four advantages. There are easy to use, flexible, it is free, and no use paper.

According to Mu'minah & Gaffar (2020), states that disadvantages of Google Classroom consist of two aspects: The main disadvantage of Google Classroom is

the lack of data privacy. Because teacher and student data are combined, there is a risk that Google may use the data for other purposes. The second disadvantage is the lack of a final evaluation report feature for students, which means that students cannot change the assignments that have been submitted. From the statement above, it can be concluded that everything has its own disadvantages and cannot be avoided.

2.5 Review of the Previous Studies

There have been three previous studies about the students' perception of Google Classroom as an English online learning medium.

The first previous study was conducted by Oktaria & Rohmayadevi (2021) entitled “Students’ Perceptions of using Google Classroom during the Covid-19 Pandemic”. This study aimed to investigate students’ perception of Google Classroom as a learning tool during the Covid-19 pandemic. This study used a quantitative descriptive method with an online questionnaire and deep online interviews with SMP Muhammadiyah Yogyakarta students. The participants of this study were 28 students who had been joining Google Classroom in English learning for at least one term during the Covid-19 pandemic. The results showed that majority of participants accepted Google Classroom as a meaningful and straightforward learning platform that allowed students to take part in learning from home comfortably without having to meet face-to face with the teacher.

The second study was conducted by Astuti & Indriani (2020) entitled “The EFL Students’ Perception in Using Google Classroom for English Learning during pandemic.” The objective of this study to explore the EFL students’

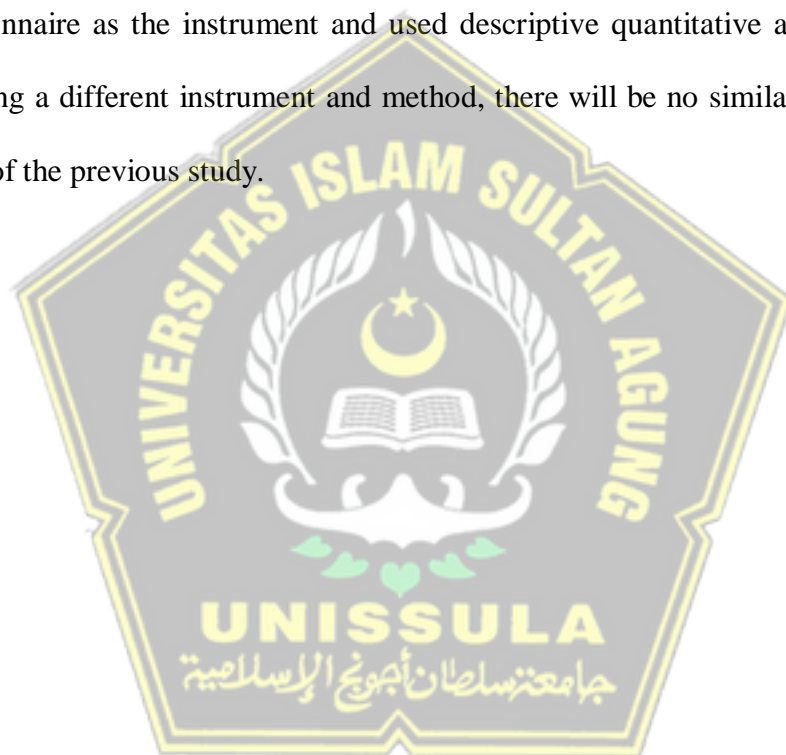
perception of the use of Google Classroom in English classes. A qualitative method was used in this study. This study collects data from questionnaires and analyses descriptive using a Likert scale. The participants involved in this study are 35 students of Vocational High School of Nusawungu, Cilacap. The result of the study shows that most of students agree and receive Google Classroom has a lot of benefits for both students and teachers.

The third study comes from Negara (2018) entitled “Students’ Perception: The Use of Google Classroom in Teaching-Learning Process.” This study aims to determine students’ perceptions regarding the use of Google Classroom in learning activities. This method used quantitative descriptive research, and questionnaires were used to collect data. This study focuses on 54 students from STBA Pontianak English literature study program in the seventh semester. The results show that students strongly agree with the use of Google Classroom in the learning process.

Those three researchers were under similarity in the topic of the students’ perception of Google Classroom and learning during the pandemic. Therefore, the difference between this research from the previous studies is that the instrument and the method, and this research only focus on students’ perception of the effectiveness of Google Classroom as an English online learning medium during the Covid-19 pandemic.

The differences among the first, second, and third previous studies compared with this study are that the first study was conducted in the SMP Muhammadiyah Yogyakarta, the second study in Vocational High School Nusawungu, Cilacap,

and the last in STBA Pontianak. In contrast, this study took place in SMA N 1 Guntur. For the first, second, and third previous study, the technique used to obtain the data used was questionnaires and deep online interviews, for the second were used qualitative method, and the technique used to obtain the data is a questionnaire and analyses descriptive using a Likert scale and the third, were method used quantitative descriptive. In contrast, this research used a questionnaire as the instrument and used descriptive quantitative as the method. By using a different instrument and method, there will be no similarities with the result of the previous study.



CHAPTER III

RESEARCH METHOD

Chapter III deals with the research method. It consist of the Design of the Study, the Subject of the Study, the Data of the Study, the Variable of the study, the Types of the Data, the Instrument of the study, the Validity and Reliability, the Data Collecting Procedure, and the Data Analysis.

3.1 Design of the Study

According to Blanche et al. (2006), a research design is a strategic framework for action that links research questions to research execution or implementation. It is the way for the researcher to create a concept or plan from this research. Based on this definition, the researcher used a quantitative descriptive method because it would answer the research questions of, what the 11th graders' perception of the effectiveness of Google Classroom as an English online learning medium at the even semester of SMA N 1 Guntur in the Academic Year 2021/2022 is. Descriptive research conducted to determine the value of an independent variable, either one or more variables (independent), without making comparisons or linking with other variables (Khoiri, 2019).

According to Sugiyono (2013), the quantitative method is a strategy for gathering data from a large population or a small sample utilizing research instruments and doing statistical analysis of the data. It is typically acquired from a questionnaire, a test, a checklist, or some type of formal paper instrument. The researcher used descriptive research because the researcher wanted to describe students' perception of the effectiveness of Google Classroom as an English

online learning medium during the Covid-19 pandemic and used questionnaires as an instrument for collecting the data.

3.2 Subject of the Study

The subjects of this study were students of class XI SMA N 1 Guntur for Academic Year 2021-2022. To provide specific information about the subjects, the researcher explained the study population and sample. The population of this research was the eleventh graders of SMA N 1 Guntur in the Academic Year 2021-2022 that had been taught using Google Classroom in English online learning. The total population of this study was 144 students taken from 4 classes graders XI.

The researcher took a sample from the population by using the sampling method. There are two types of sampling: probability sampling and non probability sampling. In this study, the researcher used non-probability sampling, which is a purposive sampling technique. The process of selecting a sample that is believed to be representative of a given population is called purposive sampling (Gay et al., 2012). Therefore the sample for this study used class XI IPA 1, XI IPA 2 and XI IPA 3. In addition, the researcher used class XI IPA 4 as a non-sample. For more details, the researcher provides a data sample table, which can be seen in the table below:

Table 3.1 Data Sample of the Study

No	Class	Total Students	Total Filled out of the Questionnaire
1.	IPA 1	36	29
2.	IPA 2	36	30

3.	IPA 3	36	26
4.	IPA 4 (Non-sample)	36	29
Total		144	114

Based on the table above, there were 114 students had filled out of the questionnaire and 29 students of class XI IPA 4 as non-sample. This study sample had filled out classes XI IPA 1, IPA 2, and IPA 3 with a total of 85 students.

3.3 Data of the Study

In this subs chapter, two topics are discussed, namely variable of the study and the types of the data.

3.3.1. Variable of the Study

Budiastuti & Bandur (2018), states that variables are characteristics and attributes that can be measured through research instruments (tests, questionnaires, observations). According to Gay et al. (2012), variable is a placeholder that can take on any one of a number of different values. Therefore, variable is an object that can be of any shape, and it is chosen by the researcher in order to collect data and draw conclusions. With the use of variables, the researcher can easily obtain and understand the problem. In this study, there was only one variable. The researchers only employed one variable, which were students' perception of the effectiveness of Google Classroom as an English online learning medium during the Covid-19 pandemic.

3.3.2.Types of the Data

Quantitative data were used in this study. According to Apuke (2017), quantitative data are the type of data that entails quantifying and analyzing variables to obtain result. It involves use of numerical data and statistical technique to answer questions.

3.4 Instrument of the Study

According to Sugiyono (2013), research instrument is a tool that is used specifically to measure natural and social phenomena. Therefore, instruments are an important part of the research, and the researcher used as a questionnaire as an instrument to collect data. The questionnaire is a data collection technique that asks a respondent to answer the question from a form or a written statement (Sugiyono, 2013). In quantitative research, the data is gathered and analyzed numerically to explain, predict, or control phenomena. This study used a questionnaire method to find out the students' perception of the effectiveness of Google Classroom as an English online learning medium during the Covid-19 pandemic. The researcher used 20 closed-ended questionnaires administered through Google Forms. This questionnaire was distributed to students via group class link. The questionnaire was adapted from Vira (2021), (Astuti & Indriani, 2020), and Diana et al.(2021)

The researcher arranged questionnaire using Likert scale to collect data. According to Sugiyono (2013), the Likert scale was used to measure the attitudes, opinions, and perception of individuals or groups about social phenomena. Roopa & Rani (2012), states that Likert scale is a common psychometric scale used in

research questionnaires to measure social attitudes. There were four options for each statement in the form of Likert scale: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SDA).

Table 3.2 Questionnaire Sheet

Aspect of Effectiveness	No	Statements	Alternative Options			
			SA	A	D	SD
Easy-to utilize-aspect	1	I know and understand what online learning is				
	2	I know and understand what Google Classroom is				
	3	I can operate Google Classroom easily because the display is clear and simple to comprehend				
	4	I can understand the instructions for assignments and material given by the teacher through Google Classroom during the Covid-19 pandemic				
	5	I find it easy to use Google Classroom as an English online learning medium.				
	6	Google Classroom is a good medium for doing English online learning during pandemic				
	7	Google Classroom makes it easy for me to ask and answer questions from teachers or classmates during English online learning				
	8	I am more interested in using Google Classroom than other media to conduct English online learning during the pandemic				
Time saving aspect	9	Google Classroom it saves a lot of time in English online learning during the Covid-19 pandemic				
	10	I can sign in to Google Classroom anytime anywhere.				
	11	I feel English online learning during the Covid-19 pandemic through Google Classroom is not boring				
Flexibility	12	Google Classroom is very flexible a E an English online learning medium during the Covid-19 pandemic				

aspect	13	The facilities at my home like signal and the devices is well provided to do English online learning during the Covid-19 pandemic				
	14	Google Classroom assists me in being more effective to conduct English online learning				
	15	I feel motivated in using Google Classroom as an English online learning medium during the Covid-19 pandemic				
Free availability aspect	16	I can access Google Classroom easily through a smartphone or laptop				
	17	I can study and complete tasks anywhere through Google Classroom when I have internet access				
	18	I use Google Classroom via my own smartphone or laptop to access English online learning during the Covid-19 pandemic				
	19	Google Classroom is better than a paper based assignment in English online learning during Covid-19 pandemic				
	20	I am satisfied with Google Classroom as an English online learning medium during the Covid-19 pandemic				

The researcher gave questionnaires to students in Indonesian because it made it easier for students to fill out questionnaires and avoid misunderstanding the meaning of the questions.

3.4.1. Validity

Validity is important in quantitative research. According to Budiastuti & Bandur (2018), the validity of a study is related to the extent to which a researcher measures what is supposed to be measured. Validity refers to the degree to which an instrument is valid or not as a data collection tool. This study used validity test

to measure the instrument with expert opinion (expert judgment) from the advisor of proposal writing and the English teacher of SMA N 1 Guntur and used validity rubric to measure students' perception of the effectiveness of Google Classroom as an English online learning medium during the Covid-19 pandemic. This study used content validity and construct validity using the SPSS 25 software to determine the validity of the questionnaire.

Table 3.3 Validation Rubric Questionnaire for Expert Panel

Criteria	Operational Definitions	Score				Statements NOT meeting standard (List page and statement number) and need to be revised. Please use the comments and suggestions section to recommend revisions
		1	2	3	4	
Clarity	<ul style="list-style-type: none"> The statements are direct and specific 					
	<ul style="list-style-type: none"> Only one statement is asked at a time 					
	<ul style="list-style-type: none"> The participants can understand what is being asked 					
	<ul style="list-style-type: none"> There are no <i>double-barreled</i> statement (two statements in one) 					
Wordiness	<ul style="list-style-type: none"> Statements are concise 					
	<ul style="list-style-type: none"> There are no unnecessary words. 					
Negative Wording	<ul style="list-style-type: none"> Statements are asked using the affirmative. 					

Overlapping Responses	<ul style="list-style-type: none"> • All possibilities are considered. 				
	<ul style="list-style-type: none"> • There are no ambiguous statements 				
Balance	<ul style="list-style-type: none"> • The statements are unbiased and do not lead the participants to a response. The statements are asked using a neutral tone. 				
Use of Jargon	<ul style="list-style-type: none"> • The terms used are understandable by the target population. 				
	<ul style="list-style-type: none"> • There are no clichés or hiperbola in the wording of the statements. 				
Appropriateness of Responses Listed	<ul style="list-style-type: none"> • The choice listed allow participants to respond appropriately 				
	<ul style="list-style-type: none"> • The responses apply to all situations or offer a way those to respond with unique situations 				
Use of Technical Language	<ul style="list-style-type: none"> • The use of technical language is minimal and appropriate. 				
	<ul style="list-style-type: none"> • All acronyms are defined. 				
Application to Praxis	<ul style="list-style-type: none"> • The statements asked relate to the daily practices or expertise of the potential participants. 				
Relationship to Problem	<ul style="list-style-type: none"> • The statements are sufficient to answer the research question 				
	<ul style="list-style-type: none"> • The statements are sufficient to obtain the purpose of the study. 				

(Simon & White, 2013)

The Criteria of the Score:

1 = Not Acceptable (major modifications needed)

2 = Bellow Expectations (some modification needed)

3 = Meet Expectation (no modifications needed but could be improved with minor changes)

4 = Exceeds Expectations (no modifications needed)

Score of Validation rubric:

$$\text{Score} = \frac{\text{Total Score}}{\text{Total Items}}$$

Comments and suggestions:

Validated by:

3.4.2. Reliability

Reliability is important in quantitative research. The consistency of a measurement's results is called reliability (Roopa & Rani, 2012). According to Siyoto & Sodik (2015), reliability is the accuracy and determination produced by measuring instruments in making measurements. From the statement, it is concluded that reliability is repeated measurement of data and getting the same data. There are many ways that can be used to ensure that the test is reliable, such as using the software. The researcher used software SPSS 25 version to calculate and analyzed the data and used the Cronbach Alpha formula to test the reliability of the questionnaire. Meanwhile, to determine the level of reliability Cronbach Alpha was interpreted from Liliana et al. (2020) with the following table:

Table 3.4 Levels of Reliability

Cronbach Alpha Score	Interpretation
0.81 – 1.00	Very Reliable
0.61 – 0.80	Reliable
0.41 – 0.60	Quite Reliable
0.21 – 0.40	Rather Reliable
0.00 – 0.20	Less Reliable

3.5 Data Collecting Procedure

The procedure of data collection was step in the research. There were 5 steps to help collect the data. They are, listed below:

1. Asking permission to the headmaster of the SMA N 1 Guntur to conducting the study.
2. Asking permission to the teacher classroom to choose classes XI IPA 1,XI IPA 2,XI IPA 3, as the sample of the study. and XI IPA 4 as the non sample of the study.
3. Asking permission to the teacher classroom to distribute the questionnaire to the students related on students perceptions towards Google Classroom on English online learning.
4. Giving time for students to answer the questionnaires.
5. Collecting and analyzing data from the result of the questionnaires.

3.6 Data Analysis

According to Siyoto & Sodik (2015), data analysis is a series of activities to process data, categorize data, systematize data, and verify data. In analyzing the data, the researcher used descriptive statistic. Descriptive statistic refers to

statistics that are used to analyze data by describing or describe data that have been collected in their entirety without the intention of drawing generalizable conclusions (Sugiyono, 2013). Descriptive statistic refers to the state of a phenomenon as recorded by a measuring instrument and then processed according to its function. The data collected were analyzed using statistical software, especially the SPSS 25 window software. To calculate the data, the researcher used the Likert scale, which has a 4 point scale, namely Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SDA). The Likert scale was used to obtain data on the total score of each student's answer questionnaire.

Table 3.5 The Likert Scale

Optional	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

CHAPTER IV

ANALYSIS OF RESULTS AND DISCUSSION

This Chapter contains of the Instrument Validity and Reliability Test, the Data Analysis, and the Discussion.

4.1 Instrument Validity and Reliability Test

In this sub chapter, there are two topics discussed, namely, instrument validity and reliability test.

4.1.1. Instrument Validity

According to Gay et.al. (2012), validity is how well a test is able to measure what it is supposed to measure, so that test scores can be used in the correct way. The goal of validity is to make the research instrument valid. To validate the instrument in this study, the researcher consulted with an expert. The researcher consulted the advisor of proposal writing and the English teacher of SMA N 1 Guntur to check the instruments using a validation rubric. The validation rubric was adapted from (Simon & White, 2013).

The aspects of the instrument validation rubric related to the instrument items have already been filled out by the advisor of proposal writing and English teacher of SMA N 1 Guntur, and the aspects of the scoring rubric related to the questionnaire items can be found in the appendix. To determine the validity of the instrument, it is also calculated using SPSS 25 software. The result of the measurement of the validity can be seen in the table below:

Table 4.1 Item Total Validity

Items	r-value	r-table 5% (27)	Description
A 1	0.388	0.367	Valid
A 2	0.572	0.367	Valid
A 3	0.605	0.367	Valid
A 4	0.778	0.367	Valid
A 5	0.746	0.367	Valid
A 6	0.780	0.367	Valid
A 7	0.783	0.367	Valid
A 8	0.800	0.367	Valid
A 9	0.778	0.367	Valid
A 10	0.762	0.367	Valid
A 11	0.665	0.367	Valid
A 12	0.759	0.367	Valid
A 13	0.792	0.367	Valid
A 14	0.806	0.367	Valid
A 15	0.689	0.367	Valid
A 16	0.713	0.367	Valid
A 17	0.791	0.367	Valid
A 18	0.695	0.367	Valid
A 19	0.595	0.367	Valid
A 20	0.735	0.367	Valid

From the results of the validity test in the table above, there are 20 questionnaires that have been filled out by 29 students in this study. To determine which instruments were valid and invalid, we must first determine the r-table. The formula for r-table is $Df = N - 2$, which means that $29 - 2 = 27$, so the r-table is= (0.367). The results of the validity calculation indicated that the r-value for each item is greater than the r-table (0.367). Based on the rubric validation, it was known that all instrument items scored 4 and 3, which indicated that the instrument was valid to be used as an instrument.

4.1.2. Reliability Test

In this study, the researcher used software SPSS version 25 to calculate and analyze the data as well as the Cronbach Alpha formula to test the questionnaires' reliability. There were 29 students that filled out the questionnaire that gives to the researcher from the link Google form. After obtaining students' responses to the questionnaire, the researcher entered the data into the SPSS 25 version software, using the Cronbach Alpha formula. The table below shows the results of measuring the reliability:

Table 4.2 Reliability of the Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
0.947	20

Based on the table above, it can be seen that the result of the reliability calculation Cronbach Alpha are 0.947 out of 20 item questionnaire and each item has a score greater than 0.90. According to Liliana et al. (2020), when the questionnaire is greater than 0.60, the questionnaire is considered reliable. From the result calculation, the instrument was reliable to used because the score of the questionnaire was greater than 0.60.

4.2. Data Analysis

In this chapter, the researcher explained the results of data analysis based on the problem of students' perception of the effectiveness of Google Classroom as an English online learning medium during the Covid-19 pandemic. The researcher

used close-ended questionnaire, which included 20 statements, and data from the questionnaire sheets were filled out by 85 students. There were four options for each statement in the form of the questionnaire: Strongly Agree(SA), Agree (A), Disagree (DA), and Strongly Disagree (SDA). The questionnaire was distributed to the students from a link Google form and shared from group class XI IPA 1, XI IPA 2 and XI IPA 3. In the close-ended questionnaire, there are four aspects of effectiveness the first is easy-to-utilize aspect, the second is time saving aspect, the third is flexibility aspect, and the last is free availability aspect. To find out the interpretation of the mean score category of the each statement, it can be seen in the table below:

Table 4.3 Interpretation Category

Mean Score	Category
1.00 – 2.00	Low
2.01 – 3.00	Moderate
3.01 – 4.00	High

4.2.1. Students' Perception of the Easy-to-Utilize Aspect of Google Classroom

The results of descriptive statistics on students' perceptions of the easy-to-utilize aspect were described as follows:

Table 4.4 Descriptive Statistic of Easy-to-utilize Aspect

No	Items	N	Min	Max	Sum	Mean	SD	Category
1	I know and understand what online learning is	85	1	4	262	3.08	0.539	High
2	I know and understand what Google Classroom is	85	3	4	276	3.25	0.434	High

3	I can operate Google Classroom easily because the display is clear and simple to comprehend	85	2	4	274	3.22	0.497	High
4	I can understand the instructions for assignments and material given by the teacher through Google Classroom during the Covid-19 pandemic	85	2	4	261	3.07	0.483	High
5	I find it easy to use Google Classroom as an English online learning medium	85	1	4	223	2.62	0.672	Moderate
6	Google Classroom is a good medium for doing English online learning during the Covid-19 pandemic	85	1	4	223	2.62	0.672	Moderate
7	Google Classroom makes it easy for me to ask and answer questions from teachers or classmates during English online learning	85	1	4	211	2.48	0.590	Moderate
8	I am more interested in using Google Classroom than other media to conduct English online learning during the Covid-19 pandemic	85	1	4	227	2.67	0.643	Moderate

The table above shows the result of data analysis of the questionnaire regarding students' perception of the effectiveness of Google Classroom as an English online learning medium during the Covid-19 pandemic. The table above shows the responses of 8 statements in the easy-to-utilize aspect.

For the first statement, the number of students who filled out 20 questionnaire items was 85 students, with a minimum score of 1 and a maximum score was 4. The sum score was 262, the mean score was 3.08, and the standard deviation was 0.539. So for the calculation of the table, the mean score was

included in the high category. From these results, it is possible to conclude that most of the students agree they know and understand what online learning is.

For the second statement, the minimum score was 3, and the maximum score was 4. The sum score was 276, the mean score was 3.25, and the standard deviation was 0.434. So for the calculation of the table, the mean score was included in the high category. It meant that most of the students agreed that they know and understand what Google Classroom is.

For the third statement, the minimum score was 2, and the maximum score was 4. The sum score was 274, the mean score was 3.22, and the standard deviation was 0.497. So for the calculation of the table, the mean score was included in the high category. It meant that most of the students agreed that Google Classroom could be easily operated because the display is clear and simple to comprehend.

For the fourth statement, the minimum score was 2, and the maximum score was 4. The sum score was 261, the mean score was 3.07, and the standard deviation was 0.483. So for the calculation of the table, the mean score was included in the high category. It was concluded that most of the students agreed that they can understand the instructions of assignments and material given by the teacher through Google Classroom during the pandemic.

For the fifth statement, the minimum score was 1, and the maximum score was 4. The sum score was 223, the mean score was 2.62, and the standard deviation was 0.672. So for the calculation of the table, the mean score was

included in the moderate category. It can be seen that majority of the students agree that Google Classroom is easy-to-use as an English online learning medium.

For the sixth statement, the minimum score was 1, and the maximum score was 4. The sum score was 223, the mean score was 2.62, and the standard deviation was 0.672. So for the calculation of the table mean score was included in the moderate category. It means that most students agree Google Classroom is a good medium for doing English online learning during the Covid-19 pandemic.

For the seventh statement, the minimum score was 1, and the maximum score was 4. The sum score was 211, the mean score was 2.48, and the standard deviation was 0.590. So for the calculation of the table mean score was included in the moderate category. It means that most of the students agree Google Classroom makes it easy for students to ask and answer questions from teachers or classmates during English online learning.

For the eighth statement, the minimum score was 1, and the maximum score was 4. The sum score was 227, the mean score was 2.67, and the standard deviation was 0.643. So for the calculation of the table mean score was included in the moderate category. So it can be said most students agree that they are more interested in using Google Classroom than other media to conduct English online learning during the Covid-19 pandemic.

From statements 1 until 8, there were 4 high categories and 4 moderate categories. The highly mean score category indicated in statement number two " I know and understand what Google Classroom is" with scored 3.25. It means that

students know and understand Google Classroom as an English online learning medium during the Covid-19 pandemic.

Table 4.5 Descriptive Statistics of the Total Scores of Easy-to-Utilize Aspect

	N	Min	Max	Sum	Mean	SD	Category
Easy-to-utilize aspect	85	8	32	1954	23.02	2.980	Moderate
Valid N (list wise)	85						

Table 4.6 Interpretation Mean Score Category

Low	$X < M - 1SD$ $X < 20 - 4$ $X < 16$
Moderate	$M - 1SD \leq X < M + 1SD$ $20 - 4 \leq M < 20 + 4$ $16 \leq x < 24$
High	$M + 1SD \leq X$ $20 + 4 \leq x$ $24 \leq x$

From these results, the total minimum score was 8, and the total maximum score was 32. The total sum was 1954, the mean score of the total descriptive statistics on the easy-to-utilize aspect was 23.02, and the total standard deviation was 2.980. So for the calculation of the table interpretation mean score was included in the moderate category. It can be concluded that students' perceptions of the easy-to-utilize aspect have a moderate perception.

4.2.2. Students' Perception of the Time Saving Aspect of Google Classroom

The results of descriptive statistics on students' perceptions of the time saving aspect are described as follows:

Table 4.7 Descriptive Statistic of Time Saving Aspect

No	Items	N	Min	Max	Sum	Mean	SD	Category
9	Google Classroom it saves a lot of time in English online learning during the Covid-19 pandemic	85	1	4	234	2.75	0.571	Moderate
10	I can sign in to Google Classroom anytime, anywhere.	85	2	4	270	3.18	0.492	High
11	I feel English online learning during the Covid-19 pandemic through Google Classroom is not boring	85	1	3	217	2.55	0.608	Moderate

The table above shows the result of data analysis of the questionnaire regarding students' perception of the effectiveness of Google Classroom as an English online learning medium during the Covid-19 pandemic. The table above shows the response 3 statement in the time saving aspect.

For the ninth statement, the minimum score was 1, and the maximum score was 4. The sum score was 234, the mean score was 2.75, and the standard deviation was 0.575. So for the calculation of the table mean score was included in the moderate category. So it can be said most students agree that Google Classroom saved a lot of time in English online learning during the Covid-19 pandemic.

For the tenth statement, the minimum score was 1, and the maximum score was 4. The sum score was 270, the mean score was 3.18, and the standard deviation was 0.492. So for the calculation of the table mean score was included in the high category. Based on the data above, it can be concluded that most of the students agree that they can sign in to Google Classroom anytime, anywhere.

For the eleventh statement, the minimum score was 1, and the maximum score was 3. The sum score was 217, the mean score was 2.55, and the standard deviation was 0.608. So for the calculation of the table mean score was included in the moderate category. It can be concluded that most of the students agree that English online learning during the Covid-19 pandemic through Google Classroom is not boring.

From statements 9 until 11, there were 1 high category and 2 moderate categories. The highly mean score category indicated in statement number tenth that "I can sign in into Google Classroom anytime anywhere." with score 3.18. It means that students can sign into Google Classroom anytime, anywhere, to do online learning during the pandemic.

Table 4.8 Descriptive Statistics of the Total Scores of Time Saving Aspect

	N	Min	Max	Sum	Mean	SD	Category
Time saving aspect	85	3	12	721	8.48	1.161	Moderate
Valid N (list wise)	85						

Table 4.9 Interpretation Mean Score Category

Low	$X < M - 1SD$ $X < 7,5 - 1,5$ $X < 5$
Moderate	$M - 1SD \leq X < M + 1SD$ $7,5 - 1,5 \leq M < 7,5 + 1,5$ $5 \leq x < 9$
High	$M + 1SD \leq X$ $20 + 4 \leq x$ $9 \leq x$

From these results, the total minimum score was 3, and the total maximum score was 12. The total sum was 721. the mean score of the total descriptive statistics on the time saving aspect was 8.48 and from total standard deviation was 1.161. So for the calculation of the table interpretation mean score was included in the moderate category. It can be concluded that students' perceptions of the time saving aspect have a moderate perception.

4.2.3. Students' Perception of the Flexibility Aspect of Google Classroom

The results of descriptive statistics on students' perceptions of flexibility aspect are described as follows:

Table 4.10 Descriptive Statistic of Flexibility Aspect

No	Items	N	Min	Max	Sum	Mean	SD	Category
12	Google Classroom is very flexible as an English online learning medium during the Covid-19 pandemic	85	1	4	228	2.68	0.517	Moderate
13	The facilities at my home like signal and the devices is well provided to do English online learning during the Covid-19 pandemic	85	1	4	228	2.68	0.658	Moderate
14	Google Classroom assists me in being more effective to conduct English online learning	85	1	4	218	2.56	0.606	Moderate
15	I feel motivated in using Google Classroom as an English online learning medium during the Covid-19 pandemic	85	1	3	218	2.56	0.522	Moderate

The table above shows the result of data analysis of the questionnaire regarding students' perception of the effectiveness of Google Classroom as an

English online learning medium during the Covid-19 pandemic. The table above shows the response 4 statements in the flexibility aspect.

For the twelfth statement, the minimum score was 1, and the maximum score was 4. The sum score was 228, the mean score was 2.68, and the standard deviation was 0.517. So for the calculation of the table mean score was included in the moderate category. It can be concluded that most students agree that Google Classroom is very flexible as an English online learning medium during the Covid-19 pandemic.

For the thirteenth statement, the minimum score was 1, and the maximum score was 4. The sum score was 228, the mean score was 2.68, and the standard deviation was 0.658. So for the calculation of the table mean score was included in the moderate category. It can be concluded that most of the students agree that facilities in students' home like signal and devices is well provided to do English online learning during the Covid-19 pandemic.

For the fourteenth statement, the minimum score was 1, and the maximum score was 4. The sum score was 218, the mean score was 2.56, and the standard deviation was 0.606. So for the calculation of the table mean score was included in the moderate category. From the data provided above, most students agree that Google Classroom assists students in being more effective in conducting English online learning.

For the fifteenth statement, the minimum score was 1, and the maximum score was 3. The sum score was 218, the mean score was 2.56, and the standard deviation was 0.522. So for the calculation of the table mean score is included in

the moderate category. It can be concluded that most students agree that they feel motivated to use Google Classroom as an English online learning medium during the Covid-19 pandemic.

From statement 12 until 15, there was 4 moderate category. The moderately mean score category were showed in statement number twelfth and thirteen that "Google Classroom is very flexible as an English online learning medium during Covid-19 pandemic." and "The facilities at my home like signal and the devices is well provided to do English online learning during the Covid-19 pandemic" with scored 2.56. This means that Google Classroom is flexible for students and facilities at students' homes are well provided for English Online learning medium during the Covid-19 pandemic.

Table 4.11 Descriptive Statistics of the Total Scores of Flexibility Aspect

	N	Min	Max	Sum	Mean	SD	Category
Flexibility aspect	85	4	13	892	10.49	1.770	Moderate
Valid N (list wise)	85						

Table 4.12 Interpretation Mean Score Category

Low	$X < M - 1SD$ $X < 10 - 2$ $X < 8$
Moderate	$M - 1SD \leq X < M + 1SD$ $10 - 2 \leq M < 10 + 2$ $8 \leq x < 12$
High	$M + 1SD \leq X$ $10 + 2 \leq x$ $12 \leq x$

From these results, the total minimum score was 4, and the maximum score was 13. The sum total score was 1220, the mean score of the total descriptive statistics on the flexibility aspect was 10.49, and the total score standard deviation was 1.770. So for the calculation of the table interpretation mean score was included in the moderate category. It can be concluded that students' perceptions of the flexibility aspect have a moderate perception.

4.2.4. Students' Perception of the Free Availability Aspect of Google Classroom

The results of descriptive statistics on students' perceptions of free availability aspect are described as follows:

Table 4.13 Descriptive Statistic of Free Availability Aspect

No	Items	N	Min	Max	Sum	Mean	SD	Category
16	I can access Google Classroom easily through smartphone or laptop	85	1	4	271	3.19	0.588	High
17	I can study and complete tasks anywhere through Google Classroom when I have internet access	85	1	4	270	3.18	0.492	High
18	I use Google Classroom via my own smartphone or laptop to access English online learning during the Covid-19 pandemic	85	2	4	258	3.04	0.448	High
19	Google Classroom is better than a paper based assignment in English online learning during Covid 19-pandemic	85	1	4	248	2.92	0.676	Moderate
20	I am satisfied with Google Classroom as an English online learning medium during the Covid-19 pandemic	85	1	4	242	2.85	0.567	Moderate

The table above shows the result of data analysis of the questionnaire regarding students' perception of the effectiveness of Google Classroom as an English online learning medium during the Covid-19 pandemic. The table above shows the response 5 statements in the free availability aspect.

For the sixteenth statement, the minimum score was 1, and the maximum score was 4. The sum score was 271, the mean score was 3.19, and the standard deviation was 0.545. So for the calculation of the table mean score was included in the high category. So it can be said that most of the students agree that Google Classroom access can easily access through smartphone or laptop.

For the seventeenth statement, the minimum score was 2, and the maximum score was 4. The sum score was 270, the mean score was 3.18 and the standard deviation was 0.492. So for the calculation of the table mean score was included in the high category. It means that most of the students agree they can study and complete tasks anywhere through Google Classroom when students have internet access.

For the eighteenth statement, the minimum score was 1, and the maximum score was 4. The sum score was 258, the mean score was 3.04, and the standard deviation was 0.448. So for the calculation of the table mean score was included in the high category. From the data explained above, we can conclude that most students agree with the statement that they use Google Classroom via their own smartphone or laptop to access English online learning during the Covid-19 pandemic.

For the nineteenth statement, the minimum score was 1, and the maximum score was 4. The sum score was 248, the mean score was 2.92, and the standard deviation was 0.676. So for the calculation of the table mean score was included in the moderate category. It can be concluded that most of the students agree that Google Classroom is better than paper based assignments in English online learning during the Covid 19-pandemic.

For the twentieth statement, the minimum score was 1, and the maximum score was 4. The sum score was 242, the mean score was 2.85, and the standard deviation was 0.567. So for the calculation of the table mean score was included in the moderate category. It can be concluded that most of the students agree that they were satisfied with Google Classroom as an English online learning medium during the Covid-19 pandemic.

From statement 16 until 20, there were 3 high categories and 2 moderate categories. The highly mean score category indicated in statement number sixteenth that” I can access Google Classroom easily through smartphone or laptop.” with score 2.71. It means that students can access Google Classroom easily through smartphone or laptop for English online learning during the Covid-19 pandemic.

Table 4.14 Descriptive Statistics of the Total Scores of Free Availability Aspect

	N	Min	Max	Sum	Mean	SD	Category
Free available aspect	85	11	20	1289	15.16	1.838	High
Valid N (list wise)	85						

Table 4.15 Interpretation Mean Score Category

Low	$X < M - 1SD$ $X < 12,5 - 2,5$ $X < 10$
Moderate	$M - 1SD \leq X < M + 1SD$ $12,5 - 2,5 \leq M < 12,5 + 2,5$ $10 \leq x < 15$
High	$M + 1SD \leq X$ $12,5 + 2,5 \leq x$ $15 \leq x$

From these results, the total minimum score was 11, and the total maximum score was 20. The total score sum was 1289, the mean score of the total descriptive statistics on the free availability aspect was 15.16, and the total standard deviation was 1.838. So for the calculation of the table interpretation mean score was included in the high category. It can be concluded that students' perceptions of the free availability aspect have a high perception

To draw general conclusions about students' perceptions of the effectiveness of Google Classroom as an English online learning medium during the Covid-19 pandemic, the descriptive statistic for all items was run, and the results were presented in the table below:

Table 4.16 Descriptive Statistics of the Overall Items

	N	Min	Max	Sum	Mean	SD	Category
Descriptive statistics of the overall items	85	36	70	4859	57.16	6.484	Moderate
Valid N (listwise)	85						

Table 4.17 Interpretation Mean Score Category

Low	$X < M - 1SD$ $X < 50 - 10$ $X < 40$
Moderate	$M - 1SD \leq X < M + 1SD$ $50 - 10 \leq M < 50 + 10$ $40 \leq x < 60$
High	$M + 1SD \leq X$ $50 + 10 \leq x$ $60 \leq x$

From these descriptive statistics of the overall items, the total minimum score was 36, and the total maximum score was 70. The total score sum was 4895, the mean score of the total items of all aspects was 57.16, and the total standard deviation was 6.484. So for the calculation of the table interpretation mean score was included in the moderate category. It can be concluded that students' have perceived a moderate in the effectiveness of Google Classroom as an English online learning medium during the Covid-19 pandemic.

4.3. Discussions

In this research discussion, the researcher wants to discuss the questionnaire data above by explaining the results of each aspect statement. There are 4 aspect regarding students' perception of the effectiveness of Google Classroom as an English online learning medium during the Covid-19, the first is the easy-to-utilize aspect, the second is time saving aspect, the third is the flexibility aspect, and the last is free availability aspect.

This research used questionnaire, there are 20 close-ended statement items that aim to find out the students' perception of the effectiveness of Google

Classroom as an English online learning medium during the Covid-19 pandemic at SMA N 1 Guntur in the academic year 2021/2022. The results of the perception data analysis from 4 aspects statement of the questionnaire were obtained as follows:

The first aspect is about easy-to-utilize of Google Classroom, there were 4 statements with moderate category and 4 statements with high category. The 4 high category statements, the most highly category indicated in statement number two that "I know and understand what Google Classroom is" with score 3.25. The data questionnaire was filled out by 85 students, shown in the total mean score of the descriptive statistics in table 4.5 total descriptive statistics easy-to-utilize aspect with the result was 23.02, and it was included in the moderate category. According to Oktaria & Rohmayadevi, (2021) Google Classroom is easy-to-utilize because that this platform is ubiquitous in terms of their learning activities and it can be accessed via laptops or smartphones running various operating systems. From the explanation above, it can be concluded that students were easy-to-utilize of Google Classroom because most of the students know and understand Google Classroom. Students can operate Google Classroom easily, most students understand the instructions assignment from Google Classroom. Most of students interested using Google Classroom to conduct English online learning, however there were some students don't interested using Google Classroom.

The second aspect is about time saving of Google Classroom, there were 2 statements with moderate category and 1 statement with high category. The most

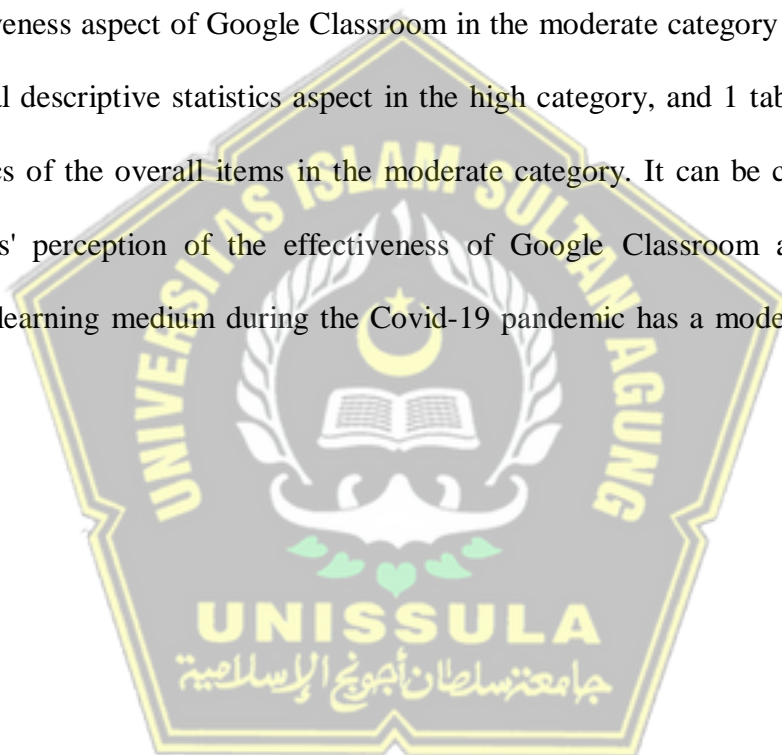
highly category indicated in statement number tenth that” I can sign in into Google Classroom anytime anywhere.” with score 3.18. This questionnaire was filled out by 85 students, shown on the total mean score of table 4.8 total descriptive statistics on the time saving aspect with the result was 8.48, and it was included in the moderate category. It means that most students show a moderate perception of the time saving aspect of Google Classroom. According to Negara, (2018) Google Classroom is saving time in the learning process. Based on the explanation above, it can be concluded that Google Classroom can saving time students in English online learning and students can access Google Classroom in anytime and anywhere in English online learning. Although it saves time, there were some students who feel bored with English online learning, but the final result shows that students enjoy learning English using Google Classroom.

The third aspect is about flexibility of Google Classroom, there were 4 statements with moderate category. The most moderately category indicated in statement number twelfth and thirteen that” Google Classroom is very flexible as an English online learning medium during Covid-19 pandemic.” and “The facilities at my home like signal and the devices is well provided to do English online learning during the Covid-19 pandemic” with scored 2.56. This questionnaire was filled out 85 students, shown in the total mean score of table 4.11 total descriptive statistics on the flexibility aspect with the result was 10.49. So for the calculation of the table, the mean score was included in the moderate category. It means that most students show a moderate perception of the flexibility aspect of Google Classroom. According to Negara, (2018) Google Classroom

makes students flexible in the learning process. From the explanation above, it can be concluded that English online learning using Google Classroom is flexibility and students assisted by Google Classroom were more effective in English online learning because of the supporting facilities at students' homes but if these facilities are not available properly then the results are less effective. The final result is that students were more motivated to use Google Classroom to learn and do assignments.

The last aspect is about free availability of Google Classroom, there were 2 statements with moderate category and 3 statements with high category. The most highly category indicated in statement number sixteenth that "I can access Google Classroom easily through smartphone or laptop." with score 3.19. This questionnaire was filled out by 85 students shown on the total mean score of table 4.14 total descriptive statistics on the free availability aspect with the result was 15.12. So for the calculation of the table, the mean score was included in the high category. It means that most students show a high perception free availability aspect of Google Classroom. Based on the explanation above, it can be concluded that online learning English using Google Classroom is free availability, it can be showed that most students agree that they can easily access Google Classroom on their smartphones. However, students find it difficult when they don't have an internet quota to access the assignments given by the teacher. During the pandemic, most students use their own smartphones to learn English online, as well as online learning using Google Classroom, students feel better and more satisfied than learning using paper.

In the descriptive statistics of the overall items in table 4.16, the total mean score was 57.16. it means that students have perceived moderate category of overall items. From the results of the data precented above, most of the students in class XI IPA 1-3 agree that Google Classroom can easy-to-utilize, saving time, flexibility, and free availability in English online learning during the Covid-19 pandemic. There were shown in 3 tables of total descriptive statistics for the effectiveness aspect of Google Classroom in the moderate category and in 1 table for total descriptive statistics aspect in the high category, and 1 table descriptive statistics of the overall items in the moderate category. It can be concluded that students' perception of the effectiveness of Google Classroom as an English online learning medium during the Covid-19 pandemic has a moderate response.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains the conclusion based on the data analysis, results, and discussion of this study in the previous chapter and the suggestion related to the research.

5.1. Conclusion

This study aims to find out the 11th graders' perception of the effectiveness of Google Classroom as an English online learning medium at the even semester of SMA N 1 Guntur in the Academic Year 2021/2022. Based on the result of the previous chapter, it can be concluded that students' perception of the effectiveness of Google Classroom as an English online learning medium during the Covid-19 pandemic has a moderate response. This can be seen in chapter 4, which discusses four aspects of the effectiveness of Google classroom, and the results of the mean score easy-to-utilize aspect showed 23.02 was included in the moderate category, the result of the mean score time saving aspect showed 8.48 was included in the moderate category, the result of the mean score flexibility aspect showed 10.49 was included moderate category and the last the result of the mean score free availability aspect showed 15.16 was included high category. Finally, the mean score of the overall aspect showed that 57.16 included the moderate category. Therefore, Google Classroom was moderately used by students as an English online learning medium during the Covid-19 pandemic.

5.2. Suggestion

Based on the result of the study, the researcher would like to give some suggestions for the students, the teachers, and other researchers, as follows:

1. The Students

The researcher suggested that the students can maximize the use of the facilities provided by Google Classroom in learning online during the pandemic. So the students can improve their understanding and ability in English online learning.

2. The Teacher

The researcher suggested that the teachers quickly adapt to using various online learning media, and the teachers can apply creative methods to the students so that students do not get bored learning online during the pandemic.

3. Other Researchers

The researcher suggested that the other researchers to develop and use it for further research in accordance with student learning needs regarding the effectiveness of Google Classroom as an online learning medium during the pandemic.

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