

**Exploring Students' Perception towards Google
Classroom as the English Online Learning Media during
the Pandemic of COVID-19**

FINAL PROJECT

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STATEMENT OF ORIGINALITY

I hereby declare that undergraduate final project I wrote does not contain the work or part of the works of other people except those were cited in the quotation 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 revocation of my paper and my degree from that paper.

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Atika Shinta Naqiriziyani

MOTTO

Whatever you can do, or dream you can do, begin it. Boldness has genius, power and magic in it. Begin it now.

DEDICATION

This final project is dedicated to all of my beloved people which have supported and motivated me in completing this final project and for who get involved in creating me as I am right now.



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ABSTRACT

Naqiriziyani, Atika Shinta. 2022. *Exploring Students' Perception towards Google Classroom as the English Online Learning Media during the Pandemic of COVID-19.* A Final Project, English Study Program. Faculty of Language and Communication, Sultan Agung Islamic University. Advisor: Elok Widiyati, S.Pd.,M.Pd.

The COVID-19 outbreak had brought major changes to almost the entire world. This makes a new policy in the world of education. The teaching and learning system turned into online learning. From this perspective, the used of online learning platforms is important. The platform used as a reference for online learning is Google Classroom. This study aims to find out how students perceive online English learning through Google Classroom as a medium for delivering materials during the pandemic of COVID-19. The population in this study were students of class X SMA Negeri 1 Wangon. The sample used was class X social studies major with 108 students and 36 students as non-sample. This research used descriptive quantitaive method. In collecting data, this study used 2 instruments, namely questionnaires and interviews. This study used a closed questionnaire with 20 statements and semi-structured interviews with 3 questions. The researcher entered the data that had been collected into the Cronbach Alpha formula using SPSS to test the reliability of the data. Based on the results of the data analysis, it can be concluded that most of the students responded positively that Google Classroom is an effective medium used to send materials used during online learning during the pandemic.

Keywords : *Students' Perception, Online Learning, Google Classroom, Media*

INTISARI

Naqiriziyani, Atika Shinta. 2022. *Exploring Students' Perception towards Google Classroom as the English Online Learning Media during the Pandemic of COVID-19.* Skripsi Prodi Pendidikan Bahasa Inggris FBlK Universitas Islam Sultan Agung Semarang. Pembimbing: Elok Widiyati, S.Pd.,M.Pd.

Adanya wabah COVID-19, membawa perubahan besar hampir di seluruh dunia. Hal ini menjadikan adanya kebijakan baru di dunia pendidikan. Sistem belajar mengajar berubah menjadi pembelajaran online. Pada prespektif ini, penggunaan platform pembelajaran online menjadi hal yang penting. Platform yang digunakan sebagai referensi pembelajaran online adalah Google Classroom. Penelitian ini bertujuan untuk mengetahui bagaimana persepsi siswa terhadap pembelajaran bahasa Inggris online melalui Google Classroom sebagai media mengirim materi di masa pandemi COVID-19. Populasi dalam penelitian ini adalah siswa kelas X SMA Negeri 1 Wangon. Sampel yang digunakan adalah siswa kelas X jurusan IPS dengan jumlah 108 siswa dan 36 siswa sebagai non sampel. Penelitian ini menggunakan metode deskriptif kuantitatif. Dalam pengumpulan data penelitian ini menggunakan 2 instrumen, yaitu kuesioner dan wawancara. Penelitian ini menggunakan kuesioner tertutup dengan 20 pernyataan dan wawancara semi terstruktur dengan 3 pertanyaan. Peneliti memasukkan data yang telah terkumpul ke dalam rumus Cronbach Alpha menggunakan SPSS untuk melakukan uji reliabilitas data tersebut. Berdasarkan hasil dari analisis data dapat disimpulkan bahwa sebagian besar siswa merespon positif bahwa Google Classroom merupakan media yang efektif digunakan untuk mengirim materi yang digunakan saat pembelajaran online di masa pandemi.

Kata Kunci : *Persepsi Siswa, Pembelajaran Online, Google Classroom, Media*

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the reason for choosing of the topic, the statement of the problems, the objectives 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 outbreak of the Corona Virus (Covid-19) pandemic had drastically changed the lives of people around the world. The city of Wuhan, Hubei Province, China became the first city to detect COVID-19 in December 2019. The status of the 2019-nCoV outbreak as a Global Health Emergency according to WHO on January 30, 2020. Then, the World Health Organization (WHO) declared Covid-19 as a global health emergency. Pandemic on March 11, 2020 Sohrabi et al., (2020). According to the Big Indonesian Dictionary (KBBI), a pandemic (pandemic) is a disease outbreak that had spread widely over a wide geographical area simultaneously. More than 210 countries and regions have been infected with Covid-19 and reported as of 23 April 2020 Dong et al., (2020), Xie et al., (2020). Therefore, regulations related to the COVID-19 outbreak have been issued by the government regarding Large-Scale Social Restrictions in the context of accelerating the handling of the corona virus outbreak which can be interpreted as restrictions on certain activities in areas infected with the virus. This has been regulated in Law Number 21 of 2020. This regulation has been implemented since March 2020 in

Jakarta by the President of the Republic of Indonesia with the aim of reducing the large number of transmissions of the COVID-19 virus.

The occurrence of the Covid 19 outbreak since the early 2020 had made changes in all aspects of the world including the education aspect. Likewise in learning English which is the main language to be able to communicate in various worlds which is applied in science and is growing rapidly in social society Jöns and Hoyler (2013), Ansari & Pascasarjana, n.d. (2020). In online learning during a pandemic like this one way to facilitate communication using English, it is necessary to apply such as technology and information during the teaching and learning process Ma et al., (2015). Through the application of technology in the learning process, it is possible to develop the competence of teaching staff, especially in professional competence Manzanares et al., (2020). The problems that occur during classroom learning are expected to be overcome by the use of technology that is applied during the classroom leaning. These problems can be caused by the teaching staff in optimizing the use of technology in education Nizal et al., n.d.(2011) Sulam et al., (2019). In learning English, Google Classroom can be an application that can be used to help facilitate for delivering of English material Wats and Wats, (2009). Google Classroom is a very influential application so Google Classroom is a new innovation for educators in Indonesia Ortega-Moran et al., (2020). Muttaqin, Fatirul, & Hartono (2019) stated that there are many Google Classroom features that can be utilized by teachers including class creation, assignment distribution, selected student grades, filling in the comments field for student assignment input, and viewing all student activities. Therefore, Google

Classroom can help teachers to collect student assignments without using paper, managed the time for students to collect assignments, Google Classroom was also easy to store data because Google Classroom was automatically connected to Google Drive.

Several studies had been conducted regarding the use of Google Classroom. Harjanto & Sumarni, (2019) explained that Google Classroom is only a means of facilitation according to the teacher's perception, for example to give announcements and upload documents. In addition, teachers also still think that Google Classroom had not been effectively used in the teaching and learning process.

Another study conducted by Alim et al., (2019) at Daffodil International University, in this study emphasizes the use of Google Classroom on the perceptions of students and teachers. Generally, teachers use Google Classroom according to university needs. Better interaction between students and teachers through the use of Google Classroom. Likewise, there are some perceptions of students who believe that this platform is very helpful in receiving learning materials provided by the teacher and can collect assignments more quickly.

Based on research that had been done previously, this researcher had focused on students' perceptions of the ease of access to Google Classroom, the functionality of Google Classroom, the interaction and communication using Google Classroom and students' contentment of using Google Classroom in online learning. These factors had been determined to determine online learning according to students' perceptions and according to what is needed in this study.

1.2 Reasons for Choosing the Topic

The researcher chose the topic “Exploring Students’ Perception towards Google Classroom as the English Online Learning Media during the Pandemic of COVID-19” because researcher wants to know the perceptions of students when participating in online English learning through Google Classroom, especially the students’ perception at SMA NEGERI 1 Wangon, Banyumas.

1.3 Research Question

Based on the background and reasons for choosing the topic presented above, the problem of this study is formulated as : What are the tenth grade SMA Negeri 1 Wangon students’ perceptions towards Google Classroom as the English online learning media during the pandemic of COVID-19?

1.4 Objectives of the Study

Based on the research questions above, the objectives of this research is :

to identify, to classify, and to describe the high school students’ perceptions towards Google Classroom as the English online learning media during the pandemic of COVID-19”

1.5 Limitation of the Study

Based on the identification of the problem above, the researcher limited the problem to the way, the students’ perceptions towards Google Classroom as the English online learning media during the pandemic of COVID-19 in IPS 1, IPS 2 and IPS 3 at SMA Negeri 1 Wangon Banyumas.

1.6 Practical and Pedagogical Significance

There are practical and pedagogical benefits from this research as follows;

1. The pedagogical benefit

The researcher hopes that the results of this study can provide knowledge and become reference material for readers regarding students' perceptions of the use of Google Classroom as the English online learning media during the pandemic of COVID-19.

2. The practical benefit

- a. The English teachers, can apply learning models that are effectively used in the online learning process, as well as as facilitators in helping to improve student learning outcomes.
- b. The researchers can get more information and improve their knowledge about online English learning during the Covid-19 pandemic.
- c. The students, can improve their knowledge about English online learning during the pandemic of COVID-19.

1.7 Definition of Key Terms

To make the research easily understood, the researcher emphasizes the definition of key terms as follows:

1. Students' Perception

Perception is a person's psychological process that is obtained from experiences obtained through the five senses, the students can process a response to produce a positive or negative perception. The steps taken to obtain responses are through selection, interpretation, and reaction (Erin & Maharani, 2018). Furthermore, the perception will cause changes in attitudes, motivation and behavior. In conclusion, perception can create these outcomes in individuals.

2. Online Learning

According to Means, et al. (2014) Online learning is a learning system that involves interaction between teachers and students who have learning objectives that occur through online media. Therefore, online learning is the most effective choice of learning system during the pandemic..

3. Google Classroom

Google Classroom is a tool that can help teachers and students for free. Teachers can share assignments and materials through online classrooms that had been created by the teacher, while also inviting students to class. Teachers can find out the progress of learning and work together on assignments (Vangie, 2020). Therefore, Google Classroom can be a platform that makes students active participants in this pandemic era.

4. Media

Sadiman, et al., (2002) states that media is anything that can be used to convey messages from the sender to the recipient, besides that the media can stimulate the feelings and thoughts of students so that students' interest and attention arises in the content of the message. Therefore, the media can help the learning process take place effectively and efficiently as expected.

1.8 Organization of the Study

In this research, the organization of the study is divided into five chapters, and each explains something differently, according to the topic discussed.

Chapter I introduces the Background of the Study, the Reason 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.

Chapter II is a Theoretical framework. This chapter explains more deeply about the theory applied in research. The author discusses the theoretical framework in the literature review. Research theory can be known if the reader looks at this chapter.

Chapter III Research methods consist of types of research, research objects, data sources, data collection techniques and data analysis. Readers can find out about the data and the methods used to analyze the data while reading this chapter.

Chapter IV explanations related to research results, descriptions of respondents' responses, and discussion. The results of this study include Measurement of Instrument Validity and Reliability, Information Data Collection, and Respondents' Response Results

Chapter V covers the Conclusion and the Suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

To support this study, this chapter presents about some related theories. This chapter would discuss some theories about Perception, Online Learning, Google Classroom and Conceptual framework.

2.1 The Pandemic of COVID-19

The corona virus, known as 2019-nCoV or COVID-19, was first identified in Wuhan, China, at the end of 2019 Lu et al., (2020). According to the World Health Organization (WHO), coronaviruses can infect mammals, birds and even humans by forming a large family of viruses. Coronavirus belongs to the small family Coronavirinae in the family Coronaviridae Subhash Unhale et al., (2020). According to Lipsitch et al., (2020), the type of human coronavirus had many types when viewed from how far the virus can spread and how severe the disease is. There are seven types of coronavirus that doctors currently know that can infect humans Harapan et al., (2020). According to Harapan et al., (2020) the virus has also explored several outbreaks around the world, including severe acute respiratory syndrome (SARS) in 2002-2003 and the Middle East respiratory syndrome (MERS) epidemic in South Korea in 2015. There were at least 830 cases diagnosed. In nine countries namely China, Thailand, Japan, South Korea, Singapore, Vietnam, Taiwan, Nepal and the United States on January 24, 2020, with the first 26 deaths occurring mainly in patients. With serious illness Subhash Unhale et al., (2020). Although many details about the origin of the virus take root and its ability to spread

among humans, it is still unclear and the number of cases is increasing day by day Li et al., (2020). In light of the severe acute respiratory syndrome (SARS-CoV) that occurred in 2002 and the Middle East respiratory syndrome (MERS-CoV) that occurred in 2012, 2019-nCoV is the third coronavirus to appear in the human population in the last two decades Huang et al., (2020). More than 74,000 people were infected with the virus in China Rampal et al., (2020). Health authorities had identified many individuals with COVID-19 around the world, including in the United States. The virus continues to spread from person to person in the United States every January 31, 2020, Phan et al., (2020). According to WHO (2020) A public health emergency related to COVID-19 has been declared by WHO. It was suggested by the WHO that the possible spread of the virus would continue to spread to more individuals. There are at least 25 countries affected by the COVID-19 pandemic Rampal et al., (2020). The first person infected with COVID-19 had links to the animal and seafood market Subhash Unhale et al.,(2020). This indicates that he initially transmitted the virus to humans. However, other individuals diagnosed with COVID-19 do not provide widespread market exposure for infection Cascella et al., (2020). Therefore, it proves that humans can transmit the virus to each other.

2.2 Perception

Perception is the ability to understand an object to the outside world based on openness and awareness through the five senses (Petter, 2017). One example is through human vision of an object which is then concluded and interpreted into

information and messages. In this case, perception is something that functions well in presenting something good.

Lekhanya & Dlamini (2017) state that perception is defined as a broader and more meaningful picture created by people's minds. Everyone has their own view of what they see. Everyone has different thoughts and conveys their ideas contained in a conclusion.

Based on the explanations of the experts above, the researcher concludes that perception is a process through the five senses in understanding an object. The results of a person's perception can produce positive or negative conclusions depending on the process, this is because a person's judgment and actions after receiving a stimulus from what is felt by his five senses so that it develops into a positive or negative view. Characteristics, personalities, experiences, and different thinking abilities of each person make each person have a different personality.

According to Irwanto (2002), perceptions which are the result of interactions between people and objects are divided into two types, namely;

1. **Positive Perception**, positive perception is a perception that describes all information and knowledge both known and unknown positively. In this case, if a person has a positive perception, he will accept and support the perceived object.
2. **Negative Perception**, negative perception is a perception that describes information or knowledge either known or unknown negatively or not in

accordance with the perceived object. In this case, if a person has a negative perception, he will resist and oppose every perceived effort.

Thus, a person's positive perception or negative perception depends on how one describes the knowledge of a perceived object. In addition, when a person performs an action can be influenced by their positive or negative perception.

2.3 Online Learning

Online learning is a form of the learning and teaching process by utilizing the use of digital technology as a platform to deliver material. Teaching and learning materials are presented using media the in form of words, visual, videos, animations or audio visuals. Besides that, it can help learning in the classroom with the help of educators which is done online Alshare et al., (2011). This online learning skill is one of the main skills that must be mastered by every individual in the 21st century in order to succeed in facing the challenges of today's era. These skills require someone who is able to determine what to learn, find information or material to study, had independent and independent learning skills, be motivated, and be able to reflect on their learning through self-assessment or other means. Students and teachers are able to carry out teaching and learning continuously while also being able to convey knowledge more effectively through online learning.

According to Waryanto et al., (2014), there are four main factors that influence online learning, namely the ease of downloading or uploading related learning materials as well as influencing communication, content and testing. The contents of learning content include e-mail, media elements used, notes or learning modules,

learning info links, even interactive resources. In terms of communication, the related elements are chat sites, discussion sites and announcements, even letters, while the tests include quizzes, assignments, reinforcement, grades, training, past questions, journals related to learning topics, and research questions.

2.4 Google Classroom in Education and Learning

Google Classroom has officially replaced Frog VLE as a learning platform. Easy to use and lightweight are the reasons for Google Classroom. Besides being free, there are many benefits of using Google Classroom in creating a learning environment that is in line with 21st century learning Liu et al., (2016) According to Dr. Wagheeh Shukry Hasan, Chief Assistant Director of the Learning Platform Sector, Educational Resources Division at the Ministry of Education, google classroom was chosen because it meets the international standards of the International Society for Technology in Education (ISTE) besides being friendly and easy to use. Dziuban et al, (2013) emphasized that along with the development of techniques, teaching and learning activities must continue to be updated and improved. He suggested that teachers should prepare themselves with learning materials as well as master teaching techniques that are more relevant to the use of media and technology. This approach is supported by Hwang et al., (2015) which states that in the teaching and learning process, the use of technology has an important role to be able to expand the scope of teaching, besides that it can improve the quality of teaching and reduce costs and provide opportunities for students to master their learning. This can encourage students to easily interact and can get feedback quickly and real. Based on this statement, Google Classroom had many

advantages which can be the reason that Google Classroom can be effectively used to facilitate online English learning during the pandemic. In addition, teachers were also encouraged to better understand and master how to use and utilize technology. This was done in order to help and facilitate students in understanding each learning material.

According to Azhar et al, (2018), google classroom can be accessed via smart apps on Chrome OS, iOS and Android as well as web browsers. These offerings across all major platforms make it easy for anyone to easily access and use them. Kumar et al., (2019) state that Google Classroom is an application that can help teachers make announcements, share learning materials, send assignments, and evaluate student assignments online. Teachers are expected to be able to master the use of the Google Classroom application and other learning applications Nizal et al., n.d. (2016). This includes using cloud storage, Google Drive, and other cloud productivity apps like Google Docs, Google Forms, Google Sheets, Google Calendar, Google Slides, Google Sites, Google Jamboard, and more. Interestingly, most of these apps can be used offline using apps on Android, iOS and Chrome OS.

2.5 Review of Previous Studies

First, the research study written by Jittisukpong, Pisit (2022), entitled “Students’ Perceptions towards Using google Classroom Application in EFL Classroom during the COVID-19 Pandemic at Thai-Nichi Institute of Technology”. The purpose of this study was to determine student perceptions and find out the benefits of using the Google Classroom Application in the Thai-Nichi Institute of

Technology (TNI) EFL class. The data was collected through a survey questionnaire and an interview and the data analyzed were frequency, percentage and content analysis. The results of this study showed that students have a positive perception of the use of Google Classroom when learning English online. While the results from the interviews reported that most students found it easy to use the Google Classroom application and could provide real feedback from the teacher, because Google Classroom allows teachers to send announcements and direct class discussions. Therefore, the participants had positive attitudes towards using the Google Classroom Application during the COVID-19 pandemic.

Second, the research study written by Astuti, Tihfani and Indriani, Lilia (2020), entitled “The EFL Students’ Perception in Using Google Classroom for English Learning during Pandemic”. This study aimed to explore the EFL Students’ Perception of the Use Google Classroom in English Classes. The method applied in this research was a qualitative method. The data was collected from a questionnaire on students’ perception of learning using Google Classroom through Google Form and analyzed descriptively and measuring data using a likert scale. The results of this study indicated that most students agree and receive Google Classroom as a media to do online learning because of it is benefits.

Third, the research study written by Rukmana, G.R (2021) entitled “Students’ Perception towards the Use of Google Classroom as Teaching and Learning English Media for EFL Students” . The purpose of this study was to investigate students’ perception towards of the use of Google Classroom as a media for teaching language. The method applied in this research was library research

method. The data collection was carried out from many sources would be describe qualitatively. The results of this study indicated that most students were agreed that Google Classroom can be used to store files or materials given by the teacher, this proves that Google Classroom is very effective to use and has good performance in helping students when learning online, besides that Google Classroom can also make it easier for students to send their assignments. Many things teachers can do in using Google Classroom, including giving quizzes to students, providing student videos for additional learning resources, teachers can also connect many applications such as Google Form, Quiziz, Google Drive, and many more.

The similarity of this research with the previous researches is it focused knowing students' perceptions towards Google Classroom as English learning media. However, there are some differences in terms of research design, research subjects, and research focus. This study used a descriptive quantitative approach with a survey design. While the first research used frequency, percentage and content analysis method the second research used a qualitative approach, and the third research used library research methods.

The subjects of this study were students of 10th Graders of SMA Negeri 1 Wangon, Banyumas. While it was different with the previous research, the first research involved first-year students taking the English Foundation Course at TNI during the first semester of the 2021 academic year, the second research involved students of Vocational High School of Nusawungu, Cilacap, the third research involved English as a foreign language students. In addition, my research focused on high school students related to students' perceptions of the ease to acces to

Google Classroom, the functionality of Google Classroom, the interaction and communication using Google Classroom and the students' contentment of using Google Classroom in online learning. These factors had been determined to determine online learning according to students' perceptions and according to what is needed in this study.



CHAPTER III

RESEARCH METHOD

This chapter presents the design of the study, the subject of the study, the data of the study, the instrument of the study, the technique for collecting data, the data collecting procedure, and the data analysis.

3.1 Design of the Research

This research was a descriptive research. According to Sugiyono (2010), descriptive research is used to describe data that has been analyzed and then collected according to facts without making conclusions that apply to the general public and others. Saifuddin (2012) states that descriptive research has the aim of describing data in a coherent and accurate manner in explaining the facts and characteristics of a population or a particular field.

According to Kountur (2005), Descriptive research has the following characteristics: The research is carried out with the current situation, in which it only describes one variable or several variables but is explained one by one, and there is no manipulative action on the variables studied. In this study, researchers have known students' perceptions of using an online learning system that is applied to learning English, especially in using the Google Classroom application.

3.2 Subject of the Study

The research subject in this study was the tenth grade students of SMA Negeri 1 Wangon in the academic year 2021/2022.

3.3 Population

According to Memillan (1996:85) population is a group of elements or cases that can be individuals, events, or objects, which aims to explain in general the subject of research results. Meanwhile, according to Arikunto (2013), the population is the object of research taken as a whole. The population in this study were all students of class X SMA Negeri 1 Wangon. With a total of 360 students, consisting of class X IPS 1, X IPS 2, X IPS 3, X IPS 4, X IPA 1, X IPA 2, X IPA 3, X IPA 4, X IPA 5 and X IPA 6. The focus of this study was online English learning during the covid-19 pandemic using Google Classroom.

3.4 Samples

According to Mason (2002), the sample is a small group taken or selected from a larger population. The total population can be represented by a sample that had been selected. One of the goals in sampling is to produce more specific and representative results by minimizing the number of populations so as to facilitate the research process. The researcher took class X IPS 4 as a non-sample consisting of 36 students. The reason the researcher chose the sample is because from a psychological point of view, Science Psychology was stronger for theoretical and analytical basis. Meanwhile, Social Studies Psychology is more about the application of social phenomena. Therefore, the Social Studies major is more suitable as a sample in this study. Only 108 students had filled out the questionnaire, namely class X IPS 1, X IPS 2 and X IPS 3. This means that this study only took a sample of 108 students.

3.5 Data of the Study

In this section discusses the data of this study, data of the study is all the information that has been collected, observed, generated or can be used to validate original research findings.

3.5.1 Types of data

Obtaining data is the goal of this research. Data becomes an important tool in the form of field phenomena and their number in a study. The researcher had known the results of their research from the data. The data that had been taken must be in accordance with the problems that had been taken in the study. The data in this study was descriptive research data and used quantitative data procedures for data analysis..

3.5.2 Variable

The research variable is something that is of concern to a research or what is commonly called the object of research (Arikunto, 2013). The variables in this study were the perceptions of students in using Google Classroom that was applied to learning English, this research had been dedicated to the use of the Google Classroom application. In this case, students helped researcher to give a good response in filling out a questionnaire that produced data in the form of scores.

3.6 Technique for Collecting the Data

In this part, discuss the data collection techniques used in the research. Data collection technique is a method determined by the researcher to help facilitate researchers in collecting the data needed in a study. In this study, there were two research techniques were used, namely questionnaires and interviews.

3.6.1 Questionnaire

According to Roopa & Rani, (2012), questionnaires are a list of questions that are printed using printed media or stencils filled out by research respondents to convey information or their opinions. This study used a questionnaire to determine the responses students' perception to online English learning during COVID-19. Researcher used a closed questionnaire type, because it could help students only choose the available answers without thinking about the answers further. In addition, Kumar (2011) adds that the advantages of researcher using questionnaires are as follows :

a. Cheaper

Time, human resources and finance are more efficient when using a questionnaire as a research instrument. Moreover, it is given collectively to the research population.

b. Offers the greater anonymity

In this method there is no face-to-face interaction between respondents and researcher. If sensitive questions are asked, it helps to get more accurate information.

The method used to determine students' perceptions in this study is a Likert Scale. If the most answers strongly agree, then the students' perception can be declared positive, and conversely if the most answers on the choice strongly disagree, the students' perception can be declared negative. The questionnaire in this study was used to identify students' perceptions and challenges to the use of Google Classroom in online English learning. There are several aspects included in

the questionnaire, namely the ease of access to Google Classroom, the functionality of Google Classroom, communication and interaction using Google Classroom, and student satisfaction using Google Classroom. The type of questionnaire used in this study is an closed-ended statement. Students filled out the questionnaire by ticking the statements that they think were correct. The questionnaire used in this study was adapted from Shahrane, et al (2016) and Albasthawi & Al Bataineh (2020). The questionnaire consists of 20 statements.

The questionnaire on this instrument used a Likert Scale. Sugiyono (2014) states that to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena is to use a Likert scale.

Table 3.1 Likert Scale 4 Points Scoring Method

No.	Statement		Responses	
			Positive	Negative
1.	Strongly Agree	SA	4	1
2.	Agree	A	3	2
3.	Disagree	D	2	3
4.	Strongly Disagree	SD	1	4

Each category from the results of respondents' responses gets a score. The largest score for the positive statement item is 4, and the score is 1 for the lowest score, and vice versa if the item is negative. Respondents' perceptions can be said to be positive if the largest number is found in strongly agree responses, while for negative perceptions, the largest number is in strongly disagree responses.

Table 3.2 Closed-ended Questionnaire Statement

No.	Questionnaire Statements	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)

In this study, researcher distributed questionnaireKres to respondents who use Indonesian, it was 80% of the students in the class cannot speak English actively. So the researcher chose to distribute Indonesian-language questionnaires to facilitate students' understanding of the statements in the questionnaire.

3.6.2 Interview

Mason (2002) states that qualitative interviews that tend to be used often are divided into several types, including in-depth, semi-structured, unstructured, or open interviews. In this study, researcher chose semi-structured interviews that had been used to collect data. The reason for choosing this type of interview is because it is flexible and not rigid, meaning that the researcher can ask several questions during the interview. In addition, researcher can add questions depending on the respondents' answers. The number of students interviewed was only 108 students who had filled out the questionnaire. In this study, the researcher prepared three questions for interview.

Table 3.3 Interview Questions Structure

No	Questions
1.	What are the benefits of using Google Classroom when English online learning? Can it increase interest and motivation in learning English?
2.	What are the problems faced when learning English using Google Classroom?
3.	What do you think about English online learning through Google Classroom? Is it effective in learning English during the pandemic?

3.7 Validity and Reliability

Validity is needed to be able to carry out research effectively. Validity is used to determine whether the research instrument can be used appropriately or not to measure what is expected to be measured. While the reliability that has been defined by Hadla (2013) is the ability to develop research results. However, the terms validity and reliability were still used in this study because this study used mixed methods, because there were two different instruments, namely questionnaires and interviews, which were the combination of qualitative and quantitative methods. In this section, the researcher describes how the validity and reliability of the instrument can be achieved

3.7.1 Instrument Validity

The validity of the instrument was carried out before the questionnaires and interview questions were given to the actual students or respondents. The validity of the instrument aims to describe whether the research instrument that had been made is valid or not to be used in conducting research. According to Sugiyono (2010), valid means that the instrument can be used to measure what should be measured. The validator in this study was carried out by 2 people, namely the supervisor and English teacher at SMA Negeri 1 Wangon. The rubric validation used was adapted from Simon and White (2011).

Table 3.4
Questionnaire Validation Rubric 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 hyperbole in the wording of the statements 				
Appropriateness of Responses Listed	<ul style="list-style-type: none"> • The choices listed allow participants to respond appropriately 				
	<ul style="list-style-type: none"> • The responses apply to all situations or offer a way for 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. 				

Table 3.5

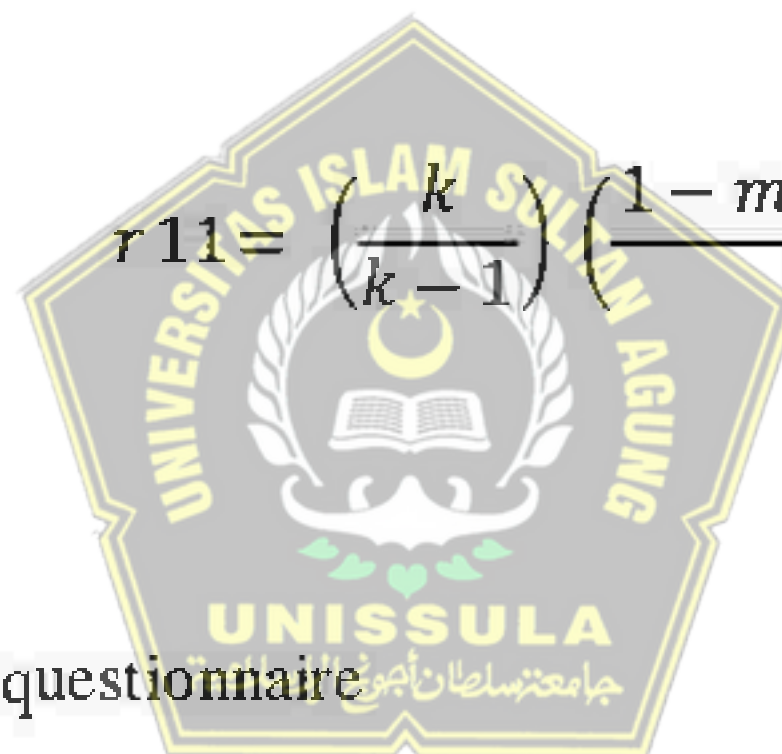
Interview Validation Rubric for Expert Panel

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 hyperbole in the wording of the statements 				
Appropriateness of Responses Listed	<ul style="list-style-type: none"> The choices listed allow participants to respond appropriately 				
	<ul style="list-style-type: none"> The responses apply to all situations or offer a way for 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. 				

3.7.2 Reliability of the Questionnaire

Joppe (2000) states that reliability is used as a measure of the extent to which the results are consistent over time, while a similar statement was put forward by Cohen (2007) which states that reliability is a measure of the consistency test of the sample studied from time to time. From the statement it can be concluded that the purpose of reliability is to make consistent research results. The tool that used to analyze the data in this study is the Alpha Cronbach formula on SPSS. The formula to be used is the same as that used by Arikunto (2006) as follows:



$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{1 - m(k-m)}{kV} \right)$$

r_{11} = Reliability of questionnaire

k = The number of questionnaire item

m = The sum of item variance

V = Total variance

After the data is entered into the Alpha Cronbach formula using SPSS, the coefficients of the results from the Cronbach Alpha were analyzed by the researcher through the following standards or reliability to avoid subjectivity:

Table 3.6

Level of Standard Reliability

Score	Standard
>0.90	Very highly reliable
0.80-0.90	High reliable
0.70-0.79	Reliable
0.60-0.69	Minimally reliable
<0.60	Unacceptably low reliable

3.8 Data Collecting Procedure

There were several steps that had been taken by researcher to make the research successful, including;

1. First, the researcher prepared a validation rubric to ensure the validity of the instrument. The validation rubric and questionnaire were given to the English subject teacher and supervisor to evaluate the validity of the instrument, after which the validator gave feedback to the researcher regarding the results of the instrument's validity. Instrument validity can be done more than once to achieve instrument validity.
2. The next step, the researcher gave an official letter from the faculty to the school requesting permission to conduct research at the school.
3. After getting permission from the school, the researcher held a meeting with the respondents who were used for distributing and filling out the questionnaire

4. Then after holding a meeting with the respondents, the researcher distributed the questionnaires at a pre-agreed time and the respondents collected the results of the questionnaires that had been filled out within the specified timeframe via the Google Form link.
5. In addition to the questionnaire, the next step taken by the researcher was to conduct interviews with respondents. Due to time constraints, the researcher would only select a few respondents to participate in the interviews. Interviews were conducted virtually one by one. Data collection was done conditionally and randomly according to what the researcher needed.
6. After the researcher got all the data needed, the next step the researcher took was to analyze the data. The process of data analysis is carried out sequentially according to the 'steps of data analysis' adapted from Burns (2010).
7. The last step the researcher took was to conclude the research. The conclusions obtained from the results of the study were in the form of paragraphs. This conclusion answers research questions about the students' perception of SMA Negeri 1 Wangon on online English learning through Google Classroom.

3.9 Data Analysis

In a study, the data that had been collected by the researcher must be described before the results or conclusions come. In processing the data there were several stages carried out by the researcher. In this study, the researcher used the steps described by Burns (2010). According to Burns (2010) there are five steps used for meaning and interpretation, as well as reporting the results.

1. Assembling the Data

This is the first step taken by researcher in collecting the data that had been collected. Next, the researcher examines the data to find idea board patterns related to the answers to the research questions.

2. Coding the Data

After the data concept pattern was found, the researcher grouped the more specific categories of data results. The results of the interviews were identified and described directly. different from the questionnaire data, because to process the data a tool is needed, namely SPSS.

Table 3.7 Table of Questionnaire Analysis Data

No.	Respondents	The number of Questionnaire Items				Total
		1	2	
1.					20	
2.						
...						
....						

3. Comparing the Data

In this step, the researcher compared data that was categorized differently. Especially the same and different answers from two different instruments; questionnaires and interviews. Then the researcher made reinforcement by citing and summarizing the data in a concise form

4. Building Meaning and Interpretations

In this step, the researcher reviewed the findings that had been generated from the previous step. After that, the researcher describes all the findings by reflecting the whole process of analysis. Before making conclusions, researcher must find answers to research questions in the interpretation results.

5. Reporting the Outcomes

In this last step, the researcher presents the research results and then concludes the research findings.



CHAPTER IV

ANALYSIS OF RESULTS AND DISCUSSION

This chapter discusses the results, the descriptions of respondents' responses, and the discussion. The results of the study in the form of measurements include instrument validity and reliability, and also data information collection. Description of respondents response relates to the description of quantitative and qualitative data. This chapter was created after the researcher collected data from SMA Negeri 1 Wangon.

4.1 Results

In this section, the researcher's first step was to analyze the results of the validity and reliability of the instruments that had been used. After the data was collected, it was then described in the form of a description. Furthermore, an explanation related to the results of respondents' responses to the instruments that had been used is in the form of questionnaires and interviews.

4.1.1 Validity and Reliability of the Instruments

Before the researcher distributed the instrument, the first step is to test the validity and reliability of the instrument first. This aimed to determine and ensure that the instruments were valid and reliable to used.

4.1.1.1 Validation of Questionnaire and Interview

Instrument validation was carried out before the researcher conducted the research, namely by preparing a validation rubric for semi-structured questionnaires and interviews. The researcher had chosen to use the validation rubric of Simon and

White (2011). Then the researcher asked the supervisor and one of the English teachers at the school that was used as the research site to become validators.

In the validation rubric, 4 scales of assessment criteria were used, namely 1 (not as expected), 2 (below expectations), 3 (meets expectations), and 4 (exceeds expectations). In the validation process there were 20 statements which were validated by 2 validators. The results of validator 1, all statements get a score of 3 (meets expectations) and for validator 2, there were 6 statements with a score of 3 (meets expectations) and 14 statements with a score of 4 (exceeds expectations). It can be concluded that all statement items from the questionnaire were valid without any revision.

4.1.1.2 Reliability of Questionnaire

Before the researcher measured the reliability of the questionnaire, it was checked using the Alpha Cronbach formula on the SPSS, the researcher needed to enter the respondents' responses from the questionnaire. Researcher distributed questionnaires to students first, as explained in the previous chapter, namely 3 classes as samples and 1 class as non-samples. The sample classes were X IPS 1, X IPS 2 and X IPS 3, while the non-sample class was X IPS 4. Then the researcher took a class with 36 students as respondents to be inputted into SPSS using the Cronbach Alpha formula to test its reliability. Based on the input process, the results obtained are as follows :

Table 4.1 Reliability Statistic of the Questionnaire

Cronbach's Alpha	N of Items
0.891	20

Table 4.2 Reliability Item-Total Statistics

Items	Cronbach's Alpha if Item Deleted	Reliability Check
Items 1	0.889	Reliable
Items 2	0.885	Reliable
Items 3	0.886	Reliable
Items 4	0.882	Reliable
Items 5	0.885	Reliable
Items 6	0.887	Reliable
Items 7	0.882	Reliable
Items 8	0.884	Reliable
Items 9	0.889	Reliable
Items 10	0.887	Reliable
Items 11	0.888	Reliable
Items 12	0.885	Reliable
Items 13	0.887	Reliable
Items 14	0.888	Reliable
Items 15	0.887	Reliable
Items 16	0.881	Reliable
Items 17	0.885	Reliable
Items 18	0.882	Reliable
Items 19	0.885	Reliable

Items 20	0.886	Reliable
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Based on the reliability results from the table above, it can be concluded that from the 20 statement questionnaire items the Cronbach Alpha coefficient of 0.891 with each item also had more than 0.80. The table results obtained from 108 respondents. Cohen (2007) states that the questionnaire can be said to be reliable when the questionnaire score was more than 0.60. Therefore, the questionnaire from this study was reliable because the questionnaire score in this study was higher than 0.60.

4.1.2 Collected Data Information

The data collected by the researcher were divided into two categories, namely quantitative data obtained from close-ended questionnaires while qualitative data obtained from interview. In quantitative data obtained 108 responses from students in the questionnaire via the Google Form link. While qualitative data obtained responses from 108 students through audio recordings.

4.2 Description of Respondents' Responses

In this part, the researcher elaborated the collected both questionnaire and interview data through quantitative and qualitative description. The main result was the quantitative description while the qualitative one was used as supplemental information. As the researcher had explained before in the previous chapter, it was done in order to get more complete information from the respondents.

4.2.1 Quantitative Description

There were 20 statements from a closed questionnaire with the total of 108 respondents described here. Of the 4 classes from class X majoring in Social Sciences, only 3 classes were taken as samples to be described because previously 1 class with 36 student responses had been used as a reliability test as a non-sample group. The first 6 items (aspect 1) discussed the ease of access to Google Classroom, the next 6 items (aspect 2) discussed the usability of Google Classroom, the next 3 items (aspect 3) discussed communication and interaction using Google Classroom, the last 5 items (aspect 4) related with student satisfaction using Google Classroom.

4.2.1.1 Description Related to the Ease of Access to Google Classroom

In this part, several tables of the 6 questionnaire items in these aspects would be explained, including:

1. For statement 1 “ I have the Google Classroom app on my smartphone”. The respondents’ responses are shown the following table:

Table 4.3 Respondents’ Response for 1st Statement

Responses	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid SA	61	56.5	56.5	56.5
A	47	43.5	43.5	100.0
Total	108	100.0	100.00	

Based on the results of students’ responses to the first statement above, the highest scale chosen by students was “**Strongly Agree**” with the total percentage of 56.5% with the total of 61 students. Then, the second highest

percentage of response was "Agree" with the total percentage of 43.5% consisting of 47 students.

2. For statement 2 "I can login to the Google Classroom application anywhere and anytime". The respondents' responses are shown the following table :

Table 4.4 Respondents' Response for 2nd Statement

Responses	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid A	71	65.7	65.7	67.6
D	2	1.9	1.9	1.9
SA	35	32.4	32.4	100.0
Total	108	100.0	100.0	

Based on the results of students' responses to the second statement above, The majority of respondents chose "Agree" on the statement with the total percentage of 65.7% or consisting of 71 students. Then the second highest score was "Strongly Agree" with the total percentage of 32.4% consisting of 35 students. In addition, there were only 2 students who chose "Disagree" with the total percentage of 1.9%.

3. For statement 3 "I can sign in to Google Classroom easily". The respondents' responses are shown the following table :

Table 4.5 Respondents' Response for 3rd Statement

Responses	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid A	64	59.3	59.3	64.8
D	5	4.6	4.6	5.6
SD	1	0.9	0.9	0.9
SA	38	35.2	35.2	100.0
Total	108	100.0	100.0	

Based on the results of student s' responses to the third statement above, it could be seen that in the statement most of the respondents chose "Agree" with the total of 59.3% of students or as many as 64 students. The total of 38 students with the percentage of 35.2% chose "Strongly Agree" and 5 students with the percentage of 4.6% chose "Disagree", while only a student with the percentage of 0.9% chose "Strongly Disagree".

4. For statement 4 " I can access the English materials in Google Classroom easily". The respondents' responses are shown the following table :

Table 4.6 Respondents' Response for 4th Statement

Responses	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid A	73	67.6	67.6	79.6
D	11	10.2	10.2	12.0
SD	2	1.9	1.9	1.9
SA	22	20.4	20.4	100.0
Total	108	100.0	100.0	

Based on the results of students' responses to the fourth statement above, it can be concluded that in the statement most of the students chose "Agree" with many students reaching 73 students with the total percentage of 67.6%. Furthermore, there were 22 students (20.4%) chose "Strongly Agree" and 11 students (10.2%) choosing "Disagree". And the last, there were only 2 students with the percentage of 1.9% who chose "Strongly Disagree".

5. For statement 5 "I can receive and send English assignments in Google Classroom easily". The respondents' responses are shown the following table:

Table 4.7 Respondents' Response for 5th Statement

Responses		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	A	77	71.3	71.3	75.9
	D	4	3.7	3.7	4.6
	SD	1	0.9	0.9	0.9
	SA	26	24.1	24.1	100.0
Total		108	100.0	100.0	

Based on the results of students' responses to the fifth statement above, the most response chosen by students were **"Agree"** with the percentage of 71.3% or consisted of 77 students. Then there were 26 students (24.1%) chose **"Strongly Agree"** and 4 students (3.7%) chose **"Disagree"**, while only a students (0.9%) chose **"Strongly Disagree"**.

6. For statement 6 "I can navigate Google Classroom application system easily".

The respondents' responses are shown the following table

Table 4.8 Respondents' Response for 6th Statement

Responses		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	A	73	67.6	67.6	75.0
	D	8	7.4	7.4	7.4
	SA	27	25.0	25.0	100.0
Total		108	100.0	100.0	

Based on the results of student s' responses to the sixth statement above, it showed that the highest scale chosen by students was **"Agree"** with the total of 73 students with the percentage (67.6%). Then proceed with the scale **"Strongly Agree"** with the number of respondents as many as 27 students with

the percentage (25.0%). In addition, there were only 8 students (7.4%) who chose "**Disagree**".

Based on the explanation of each questionnaire item on the ease of using Google Classroom above, it can be concluded that the majority of students can use Google Classroom easily and can help them to get and send assignments or materials given by teachers during this pandemic, this can be seen from responses of students who chose the "**Agree**" scale as the highest scale on each questionnaire items.

4.2.1.2 Description Related to the functionality of Google Classroom

In this part, several tables of the 6 questionnaire items in these aspects would be explained, including:

1. For statement 7 "I find Google Classroom useful in making English online learning easier during the pandemic". The respondents' responses are shown the following table :

Table 4.9 Respondents' Response for 7th Statement

Responses	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid A	58	53.7	53.7	82.4
D	30	27.8	27.8	28.7
SD	1	0.9	0.9	0.9
SA	19	17.6	17.6	100.0
Total	108	100.0	100.0	

Based on the results of students' responses to the seventh statements above, it showed that the most responses chosen by students were "**Agree**"

with the total of 58 students and the number of percentages reaching (53.7%). Then the second highest scale was "Disagree" with the total of 30 students (27.8%). Furthermore, scale "Strongly Agree" with 19 students (17.6%), while only a student chose "Strongly Disagree" with the statement.

- For statement 8 "I felt there is an improvement in English learning when using Google Classroom". The respondents' responses are shown the following table:

Table 4.10 Respondents' Response for 8th Statement

Responses	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid D	62	57.4	57.4	59.3
SD	2	1.9	1.9	1.9
A	41	38.0	38.0	97.2
SA	3	2.8	2.8	100.0
Total	108	100.0	100.0	

Based on the results of students' responses to the eighth statement above, it could be seen that there were 62 students (57.4%) chose "Disagree" as the most chosen response. Then there were 41 students (38.0%) who chose "Agree". Followed by 3 students (2.8%) chose "Strongly Agree", while 2 students chose "Strongly Disagree".

- For statement 9 "I felt the quality of English learning activities is better when using Google Classroom.". The respondents' responses are shown the following table :

Table 4.11 Respondents' Response for 9th Statement

Responses		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	D	70	51.9	51.9	67.6
	SD	3	2.8	2.8	2.8
	A	31	40.7	40.7	96.3
	SA	4	4.6	4.6	100.0
	Total	108	100.0	100.0	

Based on the results of students' responses to the ninth statement above, that there was a scale that had the highest score was "Disagree" with the total of 70 students (51.9%) chose it. Then continued with the "Agree" scale with the total of 31 respondents (40.7%) chose it. There were 4 students (4.6%) chose "Strongly Agree" with the statement. Meanwhile, only 3 students (2.8%) chose "Strongly Disagree" with the statement.

4. For statement 10 "I think my reading skills improve when using Google Classroom". The respondents' responses are shown the following table :

Table 4.12 Respondents' Response for 10th Statement

Responses		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	D	56	51.9	51.9	54.6
	SD	3	2.8	2.8	2.8
	A	44	40.7	40.7	95.4
	SA	5	4.6	4.6	100.0
	Total	108	100.0	100.0	

Based on the results of students' responses to the tenth statement above, it could be seen that there were 56 students (51.9%) chose "Disagree" scale. Then followed by the "Agree" scale in second place with 44 students (40.7%) and 5 students (4.6%) chose "Strongly Agree" scale. And the last, only 3 students (2.8%) chose "Strongly Disagree" with the statement.

5. For statement 11 "I think my writing skills improve when using Google Classroom". The respondents' responses are shown the following table :

Table 4.13 Respondents' Response for 11th Statement

Responses	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid A	63	58.3	58.3	94.4
D	36	33.3	33.3	36.1
SD	3	2.8	2.8	2.8
SA	6	5.6	5.6	100.0
Total	108	100.0	100.0	

Based on the results of students' responses to the eleventh statement above, the majority of students chose "Agree" scale with the total of 63 students (58.3%). Then continued with "Disagree" scale with 36 students (33.3%). There were only 6 students (5.6%) who chose "Strongly Agree" and only 3 students (2.8%) who chose "Strongly Disagree" with the statement.

6. For statement 12 "I find it helpful that Google Classroom can monitor my level of learning English during the assessment". The respondents' responses are shown the following table.

Table 4.14 Respondents' Response for 12th Statement

Responses		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	A	63	58.3	58.3	90.7
	D	34	31.5	31.5	32.4
	SD	1	0.9	0.9	0.9
	SA	10	9.3	9.3	100.0
	Total	108	100.0	100.0	

Based on the results of students' responses to the twelfth statement above, it could be seen that the majority of respondents chose "Agree" with the total of 63 students (58.3%). Then followed by "Disagree" with 34 students (31.5%) chose it. Only 10 students (9.3%) chose "Strongly Agree", while only students (0.9%) chose "Strongly Disagree".

Based on the results of the opinions of the students above, it can be concluded that Google Classroom was less useful when learning online, because many skills in English cannot be mastered if only through Google Classroom. it could be seen in the majority of students having the opinion "Disagree" with the statements in this aspect.

4.2.1.3 Description Related to the interaction and communication Using

Google Classroom

In this part, several tables of the 3 questionnaire items in these aspects would be explained, including:

1. For statement 13 “I felt comfortable using Google Classroom to interact with other students and teachers when English online learning”. The respondents’ responses are shown the following table :

Table 4.15 Respondents’ Response for 13th Statement

Responses	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid D	50	46.3	46.3	48.1
SD	2	1.9	1.9	1.9
A	49	45.4	45.4	93.5
SA	7	6.5	6.5	100.0
Total	108	100.0	100.0	

Based on the results of students’ responses to the thirteenth statement above, it could be seen that the majority of students chose “**Disagree**” with the total of 50 students (46.3%) chose it. Then followed by “**Agree**” with 49 students (45.4%). There were only 7 students (6.5%) who chose “**Strongly Agree**”, while only 2 students (1.9%) chose “**Strongly Disagree**”.

2. For statement 14 “The teacher encouraged me to stay active in participating in English online learning”. The respondents’ responses are shown the following table :

Table 4.16 Respondents’ Response for 14th Statement

Responses	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid A	86	79.6	79.6	84.3
D	5	4.6	4.6	4.6
SA	17	15.7	15.7	100.0
Total	108	100.0	100.0	

Based on the results of students' responses to the fourteenth statement above, there were 86 students (79.6%) chose "Agree", this was the most chosen scale. Then there were 17 students (15.7%) who chose "Strongly Agree". Followed by "Disagree" with 5 students (4.6%) who voted for the statement.

3. For statement 15 "The teacher conveys the English material through Google Classroom is very enthusiastically". The respondents' responses are shown the following table :

Table 4.17 Respondents' Response for 15th Statement

Responses	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid A	87	80.6	80.6	86.1
D	6	5.6	5.6	5.6
SA	15	13.9	13.9	100.0
Total	108	100.0	100.0	

Based on the results of students' responses to the fifteenth statement above, that there were 87 students (80.6%) chose the "Agree" scale. While in the second position there was a scale of "Strongly Agree" with 15 students (13.9%) chose it. Then only 6 students (5.6%) chose the "Disagree" scale.

Based on the opinions of the students above, it can be concluded that the interaction and communication between students and teachers using Google Classroom was not good, it was just that Google Classroom was only efficiently used to send material but cannot increase student activity during the learning process.

4.2.1.4 Description Related to Students' Contentment of Using Google

Classroom

In this part, several tables of the 5 questionnaire items in these aspects would be explained, including:

1. For statement 16 "I am very comfortable when learning English online through Google Classroom". The respondents' responses are shown the following table:

Table 4.18 Respondents' Response for 16th Statement

Responses	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid A	51	47.2	47.2	94.4
D	49	45.4	45.4	47.2
SD	2	1.9	1.9	1.9
SA	6	5.6	5.6	100.0
Total	108	100.0	100.0	

Based on the results of students' responses to the sixteenth statement above, The most chosen response was "Agree" scale with 51 students (47.2%) chose it. Followed by "Disagree" scale with 49 students (45.4%) chose it. Then there were 6 students (5.6%) who chose "Strongly Agree" and only 2 students (1.9%) who chose "Strongly Disagree" with the statement.

2. For statement 17 "I like Google Classroom as a learning platform in English online learning". The respondents' responses are shown the following table :

Table 4.19 Respondents' Response for 17th Statement

Responses	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid A	71	65.7	65.7	93.5
D	29	26.9	26.9	27.8
SD	1	0.9	0.9	0.9
SA	7	6.5	6.5	100.0
Total	108	100.0	100.0	

Based on the results of students' responses to the seventeenth statement above, the most chosen response was "Agree" scale with 71 students (65.7%) chose it. Followed by the scale of "Disagree" with 29 students (26.9%) chose it. Then there were 7 students (6.5%) who chose "Strongly Agree" and only 1 student (0.9%) who chose "Strongly Disagree" with the statement.

3. For statement 18 "I'm submitting English assignments through Google Classroom is better than using paper". The respondents' responses are shown the following table :

Table 4.20 Respondents' Response for 18th Statement

Responses	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid A	63	58.3	58.3	90.7
D	33	30.6	30.6	32.4
SD	2	1.9	1.9	1.9
SA	10	9.3	9.3	100.0
Total	108	100.0	100.0	

Based on the results of students' responses to the eighteenth statement above, The most chosen response was "Agree" scale with 63 students (58.3%)

chose it. Followed by **"Disagree"** scale with 33 students (30.6%) chose it. Then there were 10 students (9.3%) who chose **"Strongly Agree"** and only 2 students (1.9%) who chose **"Strongly Disagree"** with the statement.

4. For statement 19 "I find it easier to understand English material or assignments through Google Classroom". The respondents' responses are shown the following table :

Table 4.21 Respondents' Response for 19th Statement

Responses	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid D	78	72.2	72.2	73.1
SD	1	0.9	0.9	0.9
A	25	23.1	23.1	96.3
SA	4	3.7	3.7	100.0
Total	108	100.0	100.0	

Based on the results of students' responses to the nineteenth statement above, the most chosen response was **"Disagree"** scale with 78 students (72.2%) chose it. Followed by **"Agree"** scale with 25 students (23.1%) chose it. Then there were 4 students (3.7%) who chose **"Strongly Agree"** and only 1 student (0.9%) who chose **"Strongly Disagree"** with the statement.

5. For statement 20 "I feel interested and more confident to learn English through Google Classroom". The respondents' responses are shown the following table

:

Table 4.22 Respondents' Response for 20th Statement

Responses	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid D	52	48.1	48.1	49.1
SD	1	0.9	0.9	0.9
A	49	45.4	45.4	94.4
SA	6	5.6	5.6	100.0
Total	108	100.0	100.0	

Based on the results of students' responses to the twentieth statement above, the most chosen response was “**Disagree**” scale with 52 students (48.1%) chose it. It was followed by “**Agree**” scale with 49 students (45.4%) chose it. Then there were 6 students (5.6%) chose “**Strongly Agree**” and only 1 student (0.9%) chose “**Strongly Disagree**” to the statement.

Based on the explanation of each item in the questionnaire above, it can be concluded that students were quite satisfied using Google Classroom in learning English, because it does not help students understand the material or assignments given by the teacher. It's just that students feel more comfortable and confident in using Google Classroom only as a medium for sending and receiving assignments or materials.

Based on the results of student responses in each of the statement items above, it can be concluded that students can access materials or assignments easily through Google Classroom. In addition, Google Classroom was quite useful for students, it just can't improve all skills in English. Even so, the interaction and communication of students through Google Classroom was very lacking, so this makes students' understanding related to the direction of

assignments or materials reduced. This makes students less satisfied in using Google Classroom in learning English.

4.2.2 Analysis of the Results of Semi Structured Interview

In this part the description would be taken from the results of the interview. In the interview process, the researcher used Indonesian to make it easier for the respondents to answer questions and to avoid misunderstandings. Researcher confirmed respondents' understanding of students' perceptions of online English learning through Google Classroom as a media for delivering material during the COVID-19 pandemic by explaining the term clearly to respondents.

In this section, the researcher described the results of the semi-structured interview analysis conducted at SMA Negeri 1 Wangon with the number of respondents as many as 108 students of class X majoring in social studies. The interview session was carried out after students filled out the questionnaires that had been distributed by the researcher, with a research time of 8 days. The researcher translated the questionnaire question items into Indonesian before starting the interview, this was to make it easier for students to understand and answer questions from the researcher. The interview consists of 3 questions and the following the questions and results of interviews conducted by:

- a. **What are the benefits of using Google Classroom when English online learning? Can it increase interest and motivation in learning English?**

Responses: Detailed students' responses were listed in the appendix. Based on the results of the answers to this question, most students answered that they could not

increase students' interest and motivation when taking English lessons through Google Classroom.

R1 explained :

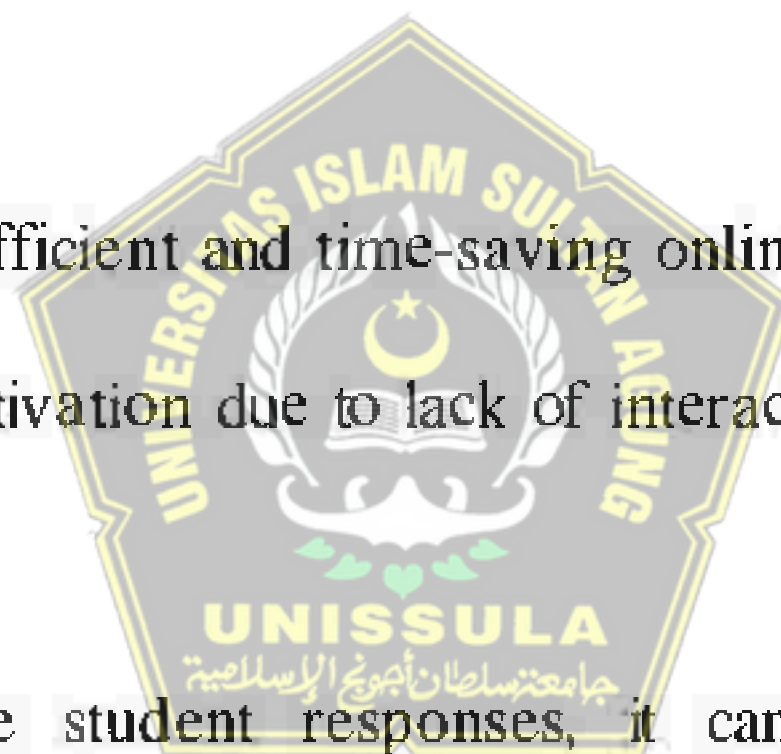
"In my opinion, using Google Classroom in learning English does not increase students' interest and motivation, because students do not interact directly with the teacher so that it involves understanding the material less effectively"

R9 added:

"The benefit is that it can train students to be confident, and it cannot increase my interest and motivation because it is blocked by signals"

R106 added:

"It's very possible for efficient and time-saving online collaboration, in my opinion it lacks interest and motivation due to lack of interaction"



Based on these student responses, it can be concluded that Google Classroom had many benefits that can help students to take part in online English learning. However, Google Classroom cannot be the most suitable choice to increase students' interest and motivation in learning English.

b. What are the problems faced when learning English using Google Classroom?

Responses: Detailed students' responses were listed in the appendix. From the questions above, many students answered that learning English using Google Classroom was less effective because of the many obstacles they encountered. As stated by R2 :

"There are many obstacles, such as poor signal and the process of opening materials in the form of PPT, PDF and videos takes a long time"

R35 added:

"The problem is that the signal is difficult, so it's late in collecting materials, besides that they don't have a gadget and are constrained by full gadget storage"

R53 added:

"Limited time to study, difficulty in pronunciation, difficulty in translating and not having friends to practice with"

Based on the answers of the students above, it can be concluded that Google Classroom had many obstacles when used in learning English, including internet network constraints, full gadget storage, expensive internet quotas and many other obstacles.

c. What do you think about English online learning through Google Classroom? Is it effective in learning English during the pandemic?

Responses: Detailed students' responses were listed in the appendix. Based on the questions above, the dominant students answered that Google Classroom was less effective when used English online learning. As explained by R2 :

"My opinion is less effective, because learning using Google Classroom is very boring because I cannot ask the teacher directly"

R10 added:

"I think learning to use Google Classroom is easier and more practical because you can do assignments anywhere. But it is less effective, because the location of the house is not reached by the internet signal"

R36 added:

"Not effective, because there are many shortcomings, such as students being individual and less effective besides that there is no practice so they do not understand the material"

Based on the students' answers above, it can be concluded that Google Classroom was less effective in learning English. Many students' opinions were dissatisfied because they were more passive when learning English due to the many obstacles they face when using Google Classroom. Many students prefer face-to-face learning, because learning English requires practice to master all skills.

Based on the results of interviews from each of the above aspects, it can be concluded that Google Classroom was effective enough to be used only to provide learning materials and media for collecting assignments, but cannot improve students' ability in learning English because only writing and reading skills were improved. In addition, there were various obstacles faced and the lack of communication and interaction with teachers or students. This makes it difficult for students to understand English material through Google Classroom.

4.3 Discussion

On the previous chapter, it had been explained that the students' perception towards English online learning through Google Classroom were categorized into 4 aspects. Those 4 aspects were students' perception of ease of access to Google Classroom (1), students' perception of the functionality of Google Classroom (2), students' perception of communication and interaction using Google Classroom(3), and students' perception of students' contentment using Google Classroom (4).

Meanwhile for interview, because the researcher used semi-structured interview, so there was no clear information about the aspects classification to the interview questions.

4.3.1 Students' Perception of Ease of Access to Google Classroom

In the discussion of aspect 1, which is about students' perceptions of the ease of accessing Google Classroom. The presentation of the data in this section combined quantitative and qualitative data. Qualitative data was needed to support or contradict the results of quantitative data. Table 4.23 details the results of the questionnaire in aspect 1 below :

Table 4.23 Respondents' Responses to aspect 1 of Questionnaire

No.	Category	Statements	Responses				Total
			SA	A	D	SD	
1.	Ease of access to Google Classroom	I have the Google Classroom app on my smartphone.	56.5%	43.5%	-	-	100%
2.		I can login to the Google Classroom application anywhere and anytime.	32.4%	65.7%	1.9%	-	100%
3.		I can sign in to Google Classroom easily.	35.2%	59.3%	4.6%	0.9%	100%
4.		I can access the English materials in Google Classroom easily.	20.4%	67.6%	10.2%	1.9%	100%

5.	I can receive and send English assignments in Google Classroom easily.	24.1%	71.3%	3.7%	0.9%	100%
6.	I can navigate Google Classroom application system easily.	25.0%	67.6%	7.4%	-	100%

From the table above, the results showed that according to the variables in the table : In item 1, the statement showed the highest percentage of 56.5% on the "Strongly Agree" scale. It was showed that students strongly agree with the statement "I have the Google Classroom app on my smartphone." then the item statement 2 showed the highest percentage of 65.7% on the "Agree" scale. It was wshowed that the majority of students agree with statement 2 relating to "I can login to the Google Classroom application anywhere and anytime". Followed by statement item number 3 which showed the highest percentage of 93% on the "Agree" scale. They weres howed that students can easily sign in to the Google Classroom app. Furthermore, statement 4 showed the highest percentage of 67.6% on the "Agree" scale. It was showed that students can access the material provided by the teacher through Google Classroom easily. In item 5, the highest percentage on the "Agree" scale was 71.3%. It means that students can send and receive English assignments through Google Classroom easily. And the last, in item 6, there was the highest percentage on the "Agree" scale of 67.6% of students being able to navigate the Google Classroom application system.

Based on the results of student responses in the table above, it can be concluded that students were easy to operate using Google Classroom, besides that they were also easy to access materials or assignments. This can be seen from the response of the majority of students who chose "Agree" on each statement item on this aspect. However, there were several obstacles that can made it difficult for students to access Google Classroom including internet connection problems, lack of quota, Google Classroom application errors and many other obstacles.

The results of the interview session can strengthen the results of the questionnaire. When the researcher asked a question "What are the benefits of using Google Classroom when learning English online? Can it increase interest and motivation in learning English? student responses as follows:

R2 explained: "The benefit is that students can learn English anytime and anywhere because the material is already in Google Classroom. No, due to lack of socialization with English teachers"

R3 added : "The benefits obtained from using Google Classroom when learning English online are that it is more practical, efficient and time- saving, therefore it can increase interest in learning English"

R54 added : "Practical and easier access and more time efficient"

Based on the results of the responses from several respondents above, it can be concluded that Google Classroom can be accessed easily by students and can help in learning English online. These results were supported by Beaumont (2018) which states that Google Classroom can be applied in collaborative education and

learning goals including in applications that were effective and easy to be used. In this case, it can make it easier for students to take and submit assignments to take assignments besides being able to take some quizzes online (Heggart & Yoo, 2018). In terms of benefits, the Google Classroom Application was quite useful to allow access to learning and to facilitate discussions with other students about the material presented by the teacher. However, the result of interview and questionnaire showed that students' perceived that Google Classroom was a practical and easily accessible application.

4.3.2 Students' Perception of the functionality of Google Classroom

In the discussion of aspect 2, which is about students' perceptions of the functionality of Google Classroom. Presentation of data in this section combined quantitative and qualitative data. Qualitative data was needed to support or oppose the results of quantitative data. Table 4.24 the detailed results of the questionnaire in aspect 2 below :

Table 4.24 Respondents' Responses to aspect 2 of Questionnaire

No	Category	Statements	Responses				Total
			SA	A	D	SD	
7.	The functionality of Google Classroom	I find Google Classroom useful in making English online learning easier during the pandemic.	17.6%	53.7%	27.8%	0.9%	100%

8.	I felt there is an improvement in English learning when using Google Classroom.	2.8%	38.0%	57.4%	1.9%	100%
9.	I felt the quality of English learning activities is better when using Google Classroom.	3.7%	28.7%	64.8%	2.8%	100%
10.	I think my reading skills improve when using Google Classroom.	4.6%	40.7%	51.9%	2.8%	100%
11.	I think my writing skills improve when using Google Classroom.	5.6%	58.3%	33.3%	2.8%	100%
12.	I find it helpful that Google Classroom can monitor my level of learning English during the assessment.	9.3%	58.3%	31.5%	0.9%	100%

From the table above, the results showed that according to the variables in the table: In item 7, the statement showed the highest percentage of 53.7% on the

"Agree" scale. It showed that students agree with the statement "I feel Google Classroom is useful in facilitating online English learning during the pandemic" then statement item 8 showed the highest percentage of 57.4% on the "Disagree" scale. It showed that most students agree with statement 8 related to "I feel there is an improvement in learning English when using Google Classroom". Followed by statement item number 9 which showed the highest percentage of 64.8% on the "Disagree" scale. They were showed that the students did not feel the change for the better in learning English by using Google Classroom. Furthermore, statement 10 showed the highest percentage of 51.9% on the "Disagree" scale. It showed that students do not feel that their reading skills improve when using Google Classroom. In item 11 the highest percentage on the "Agree" scale was 58.3%. It means that students feel their writing skills improved when using Google Classroom. And the last, in item 12 there was the highest percentage on the "Agree" scale, namely 58.3% of students agree that Google Classroom can monitor students' English learning levels during the assessment.

Based on the results of student responses in the table above, it can be concluded that Google Classroom was quite useful to be used as a medium for sending and receiving materials or assignments. It just cannot make students understand the instructions for the assignment or the material given. The results of the questionnaire stated that only writing skills could be improved.

The results of the interview session was strengthened the results of the questionnaire. When the researcher asked a question which relates to 6 statement items, one of the students' interview response as follows :

"Yes, I can. The benefits are that it can improve collaboration and communication between teachers and students, improve reading and writing skills, help distance learning apart from being practical and easy to access."

In terms of benefits, the Google Classroom Application was quite useful to facilitate the online English learning process. It was just that all English skills cannot be improved when using Google Classroom. In addition, based on the results of the Google Classroom interview, it can also improve collaboration and communication between students and teachers. This result was supported by Iftakhar's (2016) suggestion that Google Classroom can provide active, student-focused, collaborative, and purposeful learning. However, the results of interviews and questionnaires showed that students' perceptions that Google Classroom was a fairly useful application to help the teaching and learning process during the pandemic of COVID-19.

With regard to the eighth (57.4%) and ninth (64.8%) items, namely the improvement and quality of students in learning English using Google Classroom, the answers of the majority of students chose "**Disagree**". This meant that they feel that the quality of their English learning does not improve when using Google Classroom. This statement was strengthened by Yunus and Syafi'i (2020), they state that an internet network is needed to access Google Class. Many students were still struggling, and because of the lack of technology training, many teachers still fail to take full advantage of the potential of technology. This made teachers need to understand the characteristics of using Google Classroom first. Students who were active become passive. During learning through Google Classroom, there were still

many students who were not present. From this statement, it can be seen that there is no improvement and change in the quality of learning English when using Google Classroom.

Relating to the results of the response to the tenth statement item, which was about increasing students' reading skills when using Google Classroom. The most widely chosen scale was "Disagree" (51.9%). So, most of the students did not feel that their reading ability in learning English was increasing through Google Classroom. This statement was strengthened by the views of several respondents in the interview section. When the researcher asked the question "What do you think about online English learning through Google Classroom? Is it effective to learn English during a pandemic?" interview responses as follows:

R87 explained "Not effective, because learning English is difficult to understand because it has to be face-to-face"

R105 added "Not effective, because it can't improve my reading skill"

The response above stated that students did not feel that their reading skills had been improved when using Google Classroom, besides that they could not master other English skills so they need practice. This can be seen from the results of the percentage of questionnaires and interview results which showed that Google Classroom was not an effective application in improving students' reading skills in learning English.

4.3.3 Students' Perception of Communication and Interaction Using Google Classroom

In the discussion of aspect 3, which is about students' perceptions of the interaction and communication using Google Classroom. Presentation of data in this section would be combined quantitative and qualitative data. Qualitative data was needed to support or oppose the results of quantitative data. Table 4.25 the detailed results of the questionnaire in aspect 3 below :

Table 4.25 Respondents' Responses to aspect 3 of Questionnaire

No.	Category	Statements	Responses				Total
			SA	A	D	SD	
13.	The interaction and communication using Google Classroom	I felt comfortable using Google Classroom to interact with other students and teachers when English online learning.	6.5%	45.4%	46.3%	1.9%	100%
14.		The teacher encouraged me to stay active in participating in English online learning.	15.7%	79.6%	4.6%	-	100%
15		The teacher conveys the English material through Google Classroom is very enthusiastically.	13.9%	80.6%	5.6%	-	100%

From the table above, the results showed that according to the variables in the table: In item 13, the statement showed the highest percentage of 46.3% on the "Disagree" scale. It showed that students agree with the statement "I feel comfortable using Google Classroom to interact with other students and teachers when English online learning" then statement item 14 showed the highest percentage of 79.6% on the "Agree" scale. It showed that most students agree with statement 14 related to "The teacher encourages me to stay active in learning English online". And the last, in item 15, there was the highest percentage on the "Agree" scale, which was 80.6% of students agree that in learning English the teacher can convey material very enthusiastically through Google Classroom.

Based on the results of student responses in the table above, it can be concluded that Google Classroom was less effective in using online learning. Students cannot interact and did not free to ask questions to teachers when using Google Classroom.

The results of the interview session was strengthened the results of the questionnaire. When the researcher asked a question which relates to 3 statement items, the students' interview response as follows:

R2 explained "I think is less effective, because learning using Google Classroom is very boring because I can't ask the teacher directly"

R59 added "Not effective, because in practice the teacher is dominant in giving assignments, not explaining material"

Regarding the thirteenth item, namely the ease of using Google Classroom to interact with other students and teachers when learning English online, the majority of students answered **"Disagree"** (46.3%). This meant that they did not feel comfortable using Google Classroom when learning English. This statement was strengthened by Ahmad et al (2020), they state that the shortcomings of Google Classroom consist of two aspects: 1. Aspects of the internet network 2. Lack of motivation to participate in learning English through Google Classroom. These two aspects become obstacles they face when using Google Classroom, made them feel uncomfortable interacting with teachers and other students and made them passive in participating in online learning.

4.3.4 Students' Perception of Students' Contentment Using Google Classroom

In the discussion of aspect 4, which is about students' perceptions of the satisfaction using Google Classroom. Presentation of data in this section would be combined quantitative and qualitative data. Qualitative data was needed to support or oppose the results of quantitative data. Table 4.26 the detailed results of the questionnaire in aspect 3 below :

Table 4.26 Respondents' Responses to aspect 4 of Questionnaire

No.	Category	Statements	Responses				Total
			SA	A	D	SD	
16.	Students' contentment of using Google Classroom	I am very comfortable when learning English online	5.6%	47.2%	45.4%	1.9%	100%

		through Google Classroom.					
17.		I like Google Classroom as a learning platform in English online learning.	6.5%	65.7%	26.9%	0.9%	100%
18.		I'm submitting English assignments through Google Classroom is better than using paper.	9.3%	58.3%	30.6%	1.9%	100%
19.		I find it easier to understand English material or assignments through Google Classroom.	3.7%	23.1%	72.2%	0.9%	100%
20.		I feel interested and more confident to learn English through Google Classroom.	5.6%	45.4%	48.1%	0.9%	100%

From the table above, the results showed that according to the variables in the table: In item 16, the statement showed the highest percentage of 47.2% on the "Agree" scale. It showed that students agree with the statement "I am very comfortable when learning English online through Google Classroom" then

statement item 17 showed the highest percentage of 65.7% on the "Agree" scale. It showed that most students agree with statement 17 related to " I like Google Classroom as a learning platform in English online learning". Followed by statement item number 18 which showed the highest percentage of 58.3% on the "Agree" scale. They were showed that students find it easier to submit assignments using Google Classroom than using paper. Furthermore, statement 19 showed the highest percentage of 72.2% on the "Disagree" scale. It showed that students do not easily understand the material or assignments through Google Classroom. And the last, in item 20, there was the highest percentage on the "Disagree" scale, namely 48.1% of students agree that students did not interested and did not more confident in using Google Classroom.

Based on the responses to the questionnaire results in aspect 4, it can be concluded that the majority of students were satisfied in using Google Classroom in learning English. It can be seen that there were 3 statement items with the largest scale being "Agree". Most students feel like, comfortable and found it easy to understand the material or assignments. It was just that they were less interested and less confident in using Google Classroom.

The results of the interview session was strengthened the results of the questionnaire. When the researcher asked a question which relates to 5 statement items, one of the students' interview response as follows :

"Not effective, because there are many shortcomings, such as students being individual and less effective besides that there is no practice so they don't understand the material"

Based on the response of one of the students during the interview, it can be concluded that Google Classroom was less effective to use because of its many shortcomings, it was just that they like and were comfortable when using the application when receiving or sending assignments. The thing that made it less effective was that students find it difficult to understand the material and assignments given by the teacher through Google Classroom. In addition, Google Classroom made the students less interested in participating in learning and lacks self-confidence.

The delivered of materials and assignments in online learning was relatively good. Then the teacher answered the students' questions via chat discussions. However, there were some opinions of students who said that they find it difficult to understand the directions and materials given in the assignment, so that face-to-face learning looks more interesting. They argued that through face-to-face, they can listened and saw the lecturer's explanations easily. In line with that, Rosenblit (2006) states that socializing is very important for human needs. This explains why most of the students prefer to study in the classroom face to face. However, the results of interviews and questionnaires showed that students' perception the Google Classroom was enough to make students satisfied, especially with the ease of sending and receiving assignments or materials.

For the nineteenth item, namely understanding the material and assignments through Google Classroom, the answers of the majority of students chose "Disagree" (72.2%). This means that they did not understand the material and assignments given by the teacher through Google Classroom. This statement was strengthened by Bondarenko, Mantulenko and Pikilnyak (2019), there are 3 weaknesses in using Google Classroom: 1. Lack of student motivation to participate through Google Classroom. 2. The absence of more explanation than the material presented by the teacher makes students feel confused. 3. Students cannot see assignments from other students that had been uploaded. The second aspect is the main caused that causes them did not understand the material and assignments given by the teacher. So that a more detailed explanation was needed to facilitate their understanding

For the twentieth item, which is about interest and self-confidence using Google Classroom, the answers of the majority of students chose "Disagree" (48.1%). This means that they did not feel interested and confident using Google Classroom when learning English. When the researcher asked the question "What do you think about English online learning through Google Classroom? Is it effective in learning English during the pandemic? the interview response was as follows:

R94 added "A little tedious, but this is the best solution during a pandemic compared to using WhatsApp"

R36 explained "Not effective, because there are many shortcomings, such as students being individual and less effective besides that there is no practice so they don't understand the material"

The responses above state that students felt disinterested and insecure when using Google Classroom. This can be seen from the results of the interview above which showed that Google Classroom was not an effective application in increasing self-confidence and cannot make them more interested in using the application. They need practice to learn English, not just delivering material.

Based on the results of the discussion of the four aspects above, it can be concluded that:

In aspect 1, for each item, the majority of students chose the "Agree" scale, which was strengthened by the results of interviews and several theories. This showed that students were easy to access or operate the Google Classroom application properly and correctly.

In aspect 2, based on the results of the questionnaire, there were 3 items with the highest scale being "Agree" and the other 3 items getting "Disagree" as the highest scale. This showed that Google Classroom was quite useful for students to be used as a medium to send material or assignments given by the teacher.

In aspect 3, there were 2 items with the largest scale being "Agree" and 1 item majority of students choosing "Disagree". This showed that the interaction and communication of students in using Google Classroom was quite good. There were many obstacles that made some students disagree, including the lack of more

explanation from the teacher regarding the material and assignments given, internet connection problems and the lack of student motivation in participated in English learning through Google Classroom.

In aspect 4, there were 3 items with the largest scale being "Agree" and 2 items the majority of students choosing "Disagree". This showed that students were quite satisfied in using Google Classroom when learning English. It was just that their understanding and self-confidence were reduced, due to the lack of good interaction and communication between students and teachers, so Google Classroom was quite effectively used only as a medium to send and receive materials or assignments.



CHAPTER V

CONCLUSION AND SUGESSTION

This chapter discusses the conclusion of the research based on what had been discussed on the previous chapter and suggestion of the researcher related to the research.

5.1 Conclusion

Researcher can conclude that the ease of access to Google Classroom showed that there were 6 statement items that showed a positive response. With the results the percentage obtained was 100% of students have a positive view. Students accepted the ease of accessing Google Classroom, most students agreed because students can access important materials, assignments, announcements or information, and students were interested and happy to learn English. So, Google Classroom was a simple application that makes it easy for students to follow learning during the pandemic.

In aspect 2 regarding the functionality of Google Classroom, it showed that there were 3 positive response items and 3 negative response items. Therefore, the percentage obtained was 50% positive responses and 50% negative responses. The functionality of Google Classroom in learning English was obtained by most students agreed because Google Classroom facilitates students to get and save materials, documents or assignments and send them assignments through Google Classroom. Therefore, the results of the study indicated that students agreed with

the use of Google Classroom in learning English, so that Google Classroom can be used as a medium in language learning.

In aspect 3 regarding communication and interaction using Google Classroom, it showed that there were 2 positive responses items and 1 negative responses item. Therefore, the percentage obtained was 33.3% positive response and 66.7% negative response. This showed that the interaction and communication of students in using Google Classroom was quite good. There were many obstacles that made some students disagreed, including the lack of explanation from the teacher regarding the material and assignments given, internet connection problems and the lack of student motivation in participating in learning English through Google Classroom.

In aspect 4 about students satisfaction in using Google Classroom, it showed that there were 3 positive response items and 2 negative response items. Therefore, it was obtained a percentage of 60% positive responses and 40% negative responses. This showed that students were quite satisfied in using Google Classroom when learning English. It is just that their understanding and confidence were reduced, due to poor interaction and communication between students and teachers. So, Google Classroom was quite effectively used only as a medium to send and receive materials or assignments.

With the reason for choosing this topic, the researcher conducted a study by collecting data and explaining the phenomenon of students' perceptions of online English learning using Google Classroom where the research results showed

positive. Google Classroom can be a complement in helping online English learning.

5.2 Suggestion

The researcher has several suggestions that would be given after completing the research and knowing the results of this study. The first suggestion is addressed to and teachers who use the Google Classroom application, based on the results of the questionnaire which showed 6 items of disapproval statements. The researcher suggest that teachers provide more detailed explanations related to the material and assignments given. In addition, occasionally it was necessary to practice through other applications based on video conferencing to be able to improve other English language skills and increase students' understanding of the material presented.

The next suggestion for students who use Google Classroom is to be more diligent in reading and understanding the material or assignments given. In addition, actively ask questions, so that it was easy to understand the assignments or material given by the teacher. This was recommended because students were required to be able to take part in online or face-to-face learning.

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