

**STUDENTS' PERCEPTION TOWARD THE USE OF GOOGLE
CLASSROOM AS AN ASSESSMENT MEDIA IN EFL CLASSROOM IN
ENGLISH DEPARTMENT OF RADEN INTAN STATE ISLAMIC
UNIVERSITY**

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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ABSTRACT

**STUDENTS' PERCEPTION TOWARD THE USE OF GOOGLE
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By

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The objectives of this research were to identify the students' perception of the use of online assessment on Google Classroom in EFL classrooms and to find out the students' challenges in doing online assessment in Google Classroom in EFL classrooms. The subjects were consisted of 45 English Department student of Raden Intan Islamic University. A close-ended and an open-ended questionnaire were used to collect the data. The data from close-ended questionnaire was analyzed by using descriptive statistic on SPSS, while the data from the open-ended questionnaire was analyzed manually. The result of this study indicates that the students had a positive perception toward the use of online assessment in Google Classroom. It happened because the mean score of the questionnaire was 3.67 to 5.00. The range score indicates that the level of students' perception was on the high level. This study also found out that there were several challenges of the students faced when using online assessment in Google Classroom, those were; time, internet connection, the system problems and about the controller. Based on the research finding above, it be concluded that there are strengths and weaknesses toward the implementation of online assessment. Although as previously from the results of the data obtained that students have positive perceptions of the use of online assessment in Google Classroom, it does not mean that there are no difficulties from the students in doing the online assessment in Google Classroom.

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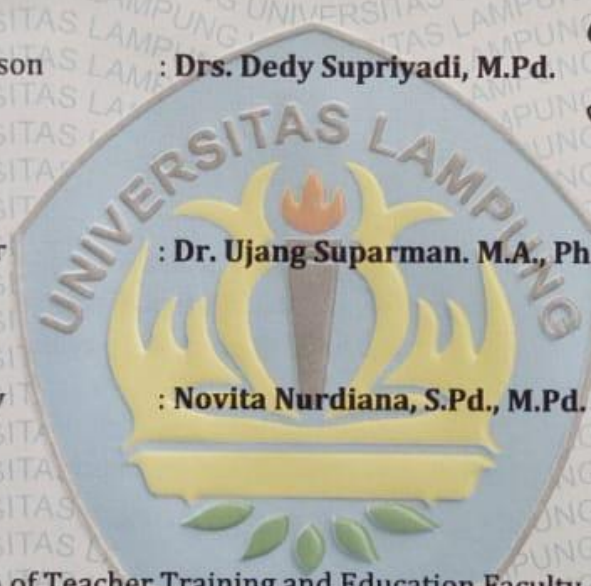
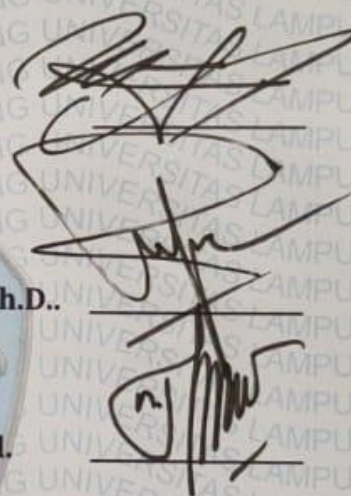
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan, saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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MOTTO

من جد و جد

Where There Is A Will, There Is A Way

DEDICATION

With a bunch love and appreciation, this script is proudly dedicated to:

1. My wonderful parents, Drs. Hadlori Nawawi and Mrs. Fatimah. They are truly the most perfect gift God ever given to me and they are as stars in my life who always supporting me with their love.
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CHAPTER 1

INTRODUCTION

This chapter deals with the background of problems, limitation of the problems, formulation of the problems, objectives of the research, uses of the research and definition of terms.

1.1 Background of the Problems

In the previous time, people have used technology or tools to communicate with each other. However, a long time ago technology is not as sophisticated as it is today. Technology nowadays has grown rapidly, people can access the internet and also can communicate with others easily. Technology is what separates us from the middle ages, indeed it is what separates us from the way we lived fifty thousand or more years ago. More than anything else technology creates our world. It creates our wealth, our economy, and our very way of being. With the development of technology, many people use technology today (Arthur, 2009). Not only used as a communication tool, but technology also has developed in the educational field.

Nowadays, students and teachers can also do teaching and learning activities online. Students can also learn through the internet where at this time learning materials are widely available on the internet. It also helps the teacher to look

for teaching materials. Furthermore, the teachers can also do the process of teaching and learning outside the classroom by using the Learning Management System (LMS).

According to Diaz (2014) Learning Management System or can be said as (LMS) is one of the e-platforms that provides online learning. LMS are seen as information systems that are focused on the processes of communication, collaboration, and educational purposes. The LMS or Learning Management System can be used as a tool to conduct learning outside the classroom, it also helps the teacher to deliver material, give homework, and other. For example, if the teacher is not able to attend to teach in the classroom, they can give the material through LMS, so that the students are still able to get the lesson from the teacher. According to Kats (2010) teachers can make the process of teaching and learning to students outside the class by using LMS features that have been available. The LMS prepares a location for studying and teaching activities to happen within a seamless area, these frameworks permit instructive organizations a deal with an expansive number of completely on-the-web or mixed (part internet and a piece face-to-face) courses utilizing a normal interface.

The Learning Management System has been used among teachers by the school for a few years ago. Many features are available in LMS, Dabbagh & Bannan-Ritland (2005) identify the most common features of an LMS by categorizing them as pedagogical tools for content creation, communication,

assessment, and administration. Examples of LMS are Edmodo, Ruang Guru, Zenius, Google Classroom, Zoom, and many more. One example of the application of the LMS to be studied in this research is the Google Classroom application.

Google Classroom itself is one example of the application of LMS which is widely used by teachers and lecturers in schools and universities. Many teachers choose Google Classroom as LMS in school because this application is easy to use for beginners. Moreover, the features available in Google Classroom also have been completed. Google Classroom provides features to assign value to students' tasks, teachers can also give quizzes or something else. In Google Classroom, the teacher can upload assignments, create online tests or quizzes, upload files or links, and create discussion boards, assessments, etc.

The implementation of quizzes in Google Classroom is usually done wherever and students always have to connect with the internet because the implementation of quizzes in the Google Classroom will be limited with time in answering some of the questions, the researcher is very interested to examine the use of Google Classroom as assessment media, in this study, the researcher will discuss perceptions of online assessment use in Google Classroom. Because as usual in the past, the implementation of the quiz is done in the classroom by using paper which can be called a "paper-based

assessment". Usually, students with paper-based assessments will make outdated if they have to continue using paper.

Some researchers had taken related to this study "perception of using Learning Management System (LMS)". The first researcher who had taken related to this study is Chikmah (2016) entitled "Students' Perception On Proprofs Online Computer-Based Assessment Software as An Assessment Tool At English Education Department, UIN Sunan Ampel Surabaya". This paper researched to know "students' perception and the resulting score towards the use of ProProfs online CBA Software as an assessment tool". The second researcher is Özden, Ertürk, and Sanli (2014) in their journal "Students' Perceptions of Online Assessment: A Case Study". The target of the study was to investigate the scholarly person's responses toward the use of CAA and to examine the electric readiness to use pupils' feedback in the ratification of the assessment. The third researcher is Öz (2014) entitled "Pre-service English teachers' perceptions of web-based assessment in a pedagogical content knowledge course". This study examined pre-service English teachers' perceptions of web-based assessment within the methods and approaches course they took in an English teacher education program at a large state university in Ankara.

Based on the explanation above, the researcher is very interested in examining the students' perception of Google Classroom as an assessment media, where this feature is usually used by teachers and lecturers in class to

implement the quiz. In this study, the researcher will discuss students' perceptions toward online assessment use in the Google Classroom. Then, the result of the study is expected to give a reference to other lecturers and English teachers in Indonesia whether Google Classroom as a media assessment can make students easily quiz or even more comfortable with a paper-based quiz like before.

1.2 Limitations of the Problems

The limitation of this study are:

- a. Students' perception
- b. Google Classroom
- c. Assessment Feature

1.3 Scope of the Problems

The scope of this research is the student's perception of using online assessment in Google Classroom, it is just the students' perception, not teachers' perception that only focuses on one of the features of Google Classroom which is assessment features. To sum up, this study only focuses on students' perceptions of the use of Google Classroom as an online assessment media.

1.4 Formulation of the Problems

Based on the background above, the researcher then is necessary to know the problem of:

1. What are the students' perceptions of the use of online assessment in Google Classroom?
2. What are the challenges in doing online assessments in Google Classroom?

1.5 Objectives of the Research

This research is intended to know the student perception of online assessment in Google Classroom in EFL Classrooms. These are the objectives of the research:

1. To identify the student's perception of the use of online assessment on Google Classroom in EFL classrooms.
2. To know the students' challenges in doing online assessments in Google Classroom in EFL classrooms.

1.6 Uses of the Research

From the objectives above, the researcher expected to:

1. For the students

Through this research, students are expected to understand that technology can be utilized and assist them in the learning process. In addition, using Google Classroom also trains students to take quizzes or tests online.

2. For the teachers and lecturers

This research is also useful for teachers or lecturers, with this research, lecturers can know the perceptions and the students' challenges in doing the online assessment in Google Classroom in the EFL classrooms. After knowing everything, lecturers can add to the shortcomings of what has happened during applying Google Classroom especially online assessment in Google Classroom in the EFL classroom.

3. For the researcher

In this case, the researcher can deeply understand the concept of a theory used in this study.

1.7 Definition of Terms

Reader's perspective is different. Therefore, researchers trying to list important terms in this study are: Students' Perception, Online Assessment, and Google Classroom. To have some interpretation of these key terms, here the researcher provided the meaning below:

1. Perception is the association, identification, and explanation of a sensation to figure out a psychological illustration (Schacter, Gilbert, Wegner, 2009). In this study, the researcher wants to know the student's perception of the use of online assessment in Google Classroom in their subject at EFL Classroom.
2. Online assessment is capable of providing significantly improved feedback to teaching and learning (Masters, 2018) In this study, online assessment is the method for assessing students learning in Google Classroom (one example of LMS).

3. Google Classroom is a Learning Management System that is usually used for the learning process in class. Google Classroom also enables teachers to create an online classroom area in which they can manage all the documents that their students need.

This chapter has discussed the background of problems, identification of the problems, limitations of the problems, formulation of the problems, objectives of the research, uses of the research, and definition of terms.

CHAPTER II

LITERATURE REVIEW

To reach the goal of this research, there are several points will be discussed in this chapter. They are classified into the following terms:

2.1 Concept of Perception

Each individual must have different perceptions. Aristotle as cited in Knuutilla and Karkkainen (2008) stated about perception is associated with a change in a sense-organ and this is caused by the object of perception. The researcher gives an argument about Aristotle's theory of perception that changes in the sense-organ and this is caused by the object of perception which means that everyone has feelings of likes or dislikes for the intended object. As an example, three judges are choosing a singer to audition. There was a woman who was singing in a melodious and good voice, but there was only one jury who liked the singer, the other two juries did not like the singer because they thought her voice could be said standard or ordinary. From the example above, it can be concluded that the three judges have different opinions and feelings by looking at one object.

2.2 The Importance of Students' Perception

Understanding students' perception is very important because it would be very helpful for teachers or lecturers to evaluate their teaching and learning processes. According to Chen and Hoshower (2003), the student's perception is really important for evaluating teaching effectiveness. It is in line with Petegem (2007), the student perception is an important account to measure learning outcomes, Freiberg and Stein stated that the student's perception is the solution of components and indicators in explaining the classroom conditions. For, by knowing the students' perceptions, the teachers or lecturers can know the strength and weaknesses of their teaching. In addition, the teacher or lecturer also can improve the way they teach or deliver the material. In conclusion, student perception is very important not only for estimation but also for teaching development purposes.

2.3 Types of Perceptions

In identifying the student's perception, there are two kinds of perception, as follow:

1. Positive perception is a valuable present that prepares the self-confidence and power to catch on to the world, endure crises, and focus outside oneself. It increases the construction of relationships and giving to others.
2. The negative perception is disposed to focus on their desires, trying to acquire and prove their self-worth.

2.4 Learning Management System

A learning Management System is a software program that connects with a file that contains an explanation regarding users, courses, and content (Kats, 2010). The learning management system also provides online training-based learning activities, and this system can also be used for fully online or partly blended (face-to-face) subjects. Schmitt (2007) stated face-to-face courses that use an LMS to complement activities are habitually referred to as enhanced web courses. Gibbons (2011) stated that LMSs are well-known in literature with some dissimilar names, including Course Management Systems (CMS), Virtual Learning Environments (VLE), and E-learning courseware. The Learning Management System (LMS) is usually widely used among educators at universities or colleges, and LMS can also be used in schools or universities as an online learning medium.

Billings (2009) stated that the Learning Management System (LMS) is a comprehensive integrated software package of a variety of tools for the delivery and management of courses. Henderson (2004) also stated that LMS will automate the handling of the course catalog, course delivery, students 'enrollment, and tracking, assessments, and quizzes. Based on those opinions, LMS is software that contains the features needed for the learning process. Using the LMS can help teachers or lecturers to conduct teaching, learning, and interaction online.

2.5 Features of Learning Management System (LMS)

The LMS features are highly influential in the learning process, there are several features available within the LMS, Dabbagh & Bannan Ritland as cited in Kats (2010) identify the most common features of LMS are: content creation, communication, assessment, and administration.

1) Content Creation

Content Creation and display tools are providing teachers or lecturers to generate subject content by embedding text / HTML editors or uploading documents, spreadsheets, presentations, pictures, animations, audio, or video to Learning Management System (LMS). The hyperlink will redirect to websites or documents that are outside the LMS. There is also a place for students to submit materials, namely assignments or drop boxes where this place is also assigned to their teacher or lecturer for assessment and feedback. Here, teachers or lecturers can systematize the content into folders and subfolders control for lecturers when the content can be seen by students.

2) Communication

Communication tools have been found in LMS features to be able to interact with the subject between teacher-student and student-student. Asynchronous (non-real-time) tools include course announcements, students' web pages, e-mails to instructors and class members, threaded discussion boards, wikis, blogs, and file sharing. Synchronous (real-time) tools also found characteristics in the LMS including text chat, whiteboard, and sharable web browser. Groups of students can be placed

in virtual teams or groups, which include text chat, threaded discussion, and file sharing where this ability will only be visible to members of the group and by teachers or lecturers.

3) Assessment

Assessment tools provide instructors with various ways to test, survey and track student accomplishments and activities in the course. Regular instruments incorporate a test/assessment manager for manufacturing and spreading the exams, a source for making divergence case of questions. What's more, addressing the test group or bank will save the questions that can be utilized for various tests. The questions in the test (and choice in a question of multiple choices) can be disordered and can be displayed one by one or at a time. Teachers can offer a time point of accumulation for tests and can determine the kind and the total of feedback students approve for right and wrong answers. The tests can be assessed, not assessed, or sent as anonymous surveys with combined results. As stated by Kvavnik and Caruso (2012) the electronic value book to arrange student tasks and to show student quality is a feature of almost every LMS and is the LMS feature that is most to view or embed individual folders and content teachers or lecturers can use content release features; so it can provide highly appreciated by students. Less appreciated by students, but it is highly appreciated by the teachers, is the capability to track student activity in the LMS, including the login, time and certain places visited.

4) Administration

The tools of administration for teachers include the control panels with the capability to arrange the circumstance to the content creation, assessment and communication tools, the alteration of the appearance of the course, create the tool, capacity, and sources available or unavailable to the user, arrange archives and displace or copy the content. The tools of administration for LMS arrangers permit them to take care of the user's creation of accounts and courses, register teachers and students to the courses, allowed and not allowed accounts and courses, and the activity's tracking in the system.

2.6 Learning Management System Advantages and Disadvantages

The use of LMS must have many advantages and disadvantages. In this case, the researchers will explain the advantages and disadvantages of the use of LMS, as follow:

1. Learning Management System Advantages

According to Hill, Wiley, Nelson, and Han in Kats (2007) before the use of LMS is already very famous at this time, online instruction submission is required for lecturers or instructional planners to dominate the Hypertext Markup Language (HTML) or compose on a web page program (Kats, 2007). Dabbagh and Ritland, Ulman, and Rabinowitz in Kats (2007) stated that the advantages of using the LMS it is the available content, communication, assessment, and administrative tools of online teaching the one safe platform which can access by everyone on

the internet. Gibbons as cited in Kats (2007) stated that the standard of the LMS makes it simple for the pupils to navigate through the divergence of the online courses and for lecturers to maintain their material on LMS, moreover, with the availability of a password to log into this LMS site can limit the access of users' instructional sources registered to the course, which allows the controllers to get a greater profit of Fair-Use and Teach-Act patronages for the instructional use of substance than would be possible to use the public web site of the institution. Ranie and Keete in Kats (2007) said that the capability of a few LMS results to convey direction books to mobile devices takes profit of study indicates that numerous clients need aid progressively entrust upon mobile devices, rather than the computers, to access the Internet and commit other technology assignments.

2. Learning Management System Disadvantages

There are some reviews about the disadvantages of the use of LMS. Ioannu and Hannafin (2008) reported that a lot of users found that the use of LMS was oftentimes slow, confusing, and just aim at administrative needs than student needs. Another comment about the use of LMS was that the LMS interface was boring and clumsy, compared to the more attractive online social area, such as MySpace, Facebook, and YouTube. Siemens noted that the interface of LMS is not friendly for a lot of users and must make more simple and made more intuitive. Lane also found that

currently LMS were made to function primarily as a place to keep the materials and did not carry out the pedagogical practice. Pina, Green, and Eggers in Kats (2007) deplored the decrease of guidance of instructional design and there are no tools for the expansion of rich multimedia-based instruction. Even though amount the tools of teaching exist within an LMS as stated by Ioannu and Hannafin (2008), these do not include tools to advise the teacher in the design of online instruction and sound pedagogical practice.

2.7 Assessment in Language Teaching

At the end of the learning process, there is a process of assessment to know the learning outcomes of the students. The assessment process that occurs at the end of the college is not just about giving the value of numbers or letters, there are several stages in the assessment. According to Shepardson (2001) assessment is a tool to measure a student's understanding of the material taught. Also, it is an attempt to decide what students know and what they can do. There are several ways teachers could identify or assess students' progress, they can use either paper-based assessment or online assessment.

a. Paper Assessment

In the world of education, there must be assessed, where assessment is used to assess students' understanding of the material that has been taught. In this case, at school or in universities all teachers must use assessment, and the kind of assessment that is often used is paper-based assessment.

Paper assessment has been widely used for many years at school, but with the development of technology, nowadays some teacher changes from paper assessment to online assessment.

b. Online Assessment

In this digital era, assessment can be used with technology or can be said as an online assessment. The use of online assessment is now widely used among schools and universities around the world, especially in Indonesia. Because my research focuses on online assessment, it is important to know how teachers or students should do an online assessment. Bergstrom and Lopes in Hricko and Howell (2006) stated that online assessment is the way of using the Internet for informing, analyzing, and reporting the content of the exam and when properly used, it can greatly increase the efficacy of online learning. According to Hricko and Howell (2006), online assessment prepares distance students with the capability to act on their learning needs, value the outcomes of learning activity, and accelerate learners to professional credentialing by utilizing an efficient delivery framework of the Internet. Swearingen as cited in Hricko and Howell (2006) stated that the assessments can classify into three extensive categories, depending on their general use. They can be utilized before, during, and following learning as:

1. Diagnostic Assessment

The diagnostic assessment found the learner's strengths and shortcomings. This assessment can be able to identify certain personality characteristics or traits for example the motivation for

success, personality form, establish compatibility for certain forms of work or trade, or permit individuals to self-value their capability to finish the assignments or exhibit knowledge of a particular subject area. Conveyed as knowledge practice tests, diagnostic assessments organized before a trainee or education program can be used for identifying learner strengths and shortcomings or, in the type of filtering tests, it can be used to establish suitable course placement. A diagnostic test can also be used by employers for identifying the individual training need and upgrading the skills of employees at the workplace because the diagnostic tests need the horde and storage of learner information for an aspect purpose, diagnostic assessments often include mechanisms for collecting user data and detailed reporting tools.

2. Formative Assessment

Formative assessment is held during the learning process. Formative assessments involve the delivery of multiple choice or short answer tests managed at the end of a chapter of a textbook, learning module, or another learning benchmark in a college or training program. Feedback is almost always provided during or after sending this rating, and opportunities for self-recovery can also be available. Formative assessments can give teachers data that can be used to guide the progress of individual students, increase the curriculum, or serves as a starting point for the remediation loop that arranges specific learning modules based on

the outcomes of their assessment. Formative assessments are usually considered low tests and writing good questions, including the creation of detailed prescriptive feedback, is very important for the successful use of this assessment.

3. Summative Assessment

Summative assessments are frequently held in the mids or end of a learning or evaluation program and can be used for a high stake, evaluation, certification, and assessment. Summative certification, licensure, and some cognitive ability tests are given to identify the best candidates to be given some type of credential. Summative assessments are almost always shipped in a proctored area. They are continually reasoned “high stakes” because their results affect a learner’s capability to advance in the course, accept some forms of accreditation, or take allowance to professionally rehearse a learned skill. As a result, Summative judgments usually require applicants to authenticate their identity before assessment by requiring them to show proof of identity or class registration status. There the advantages and disadvantages of using online assessment, those are:

- Advantages of Online Assessment

There are some advantages of online assessment, such as lower cost, faster responses, and the opportunity to reach potential participants of geographical locations and time zone. Furthermore, Wilhelm and McKnight (2002) stated

that this mode of administration makes it possible to increase the statistical power of studies because larger samples can be procured more easily. Sanli (2004) also stated that online assessment can take advantage of the capability of other software applications to develop interactive online exams with a wide array of functions. Embedding equipment for graphics, video recording, and animation within questions can use the probability of interactivity. The student can then observe and respond to questions based on a different scenario. Alruwais (2018) also stated that Universities adopted e-assessment to obtain a more accurate and faster way to assess students. This section discusses the advantages of using e-assessment in different areas: as a tool for students, teachers, institutions, and for education-related purposes.

- Disadvantages of Online Assessment

Tippins (as cited in Lochner, 2016) stated that some disadvantages of online assessment consist of not knowing the identity of the candidate, cheating, problems with the security of items, and hardware and software problems. Sanli (2004) also stated that another problem with online assessment is the lack of instructor control over assessment conditions. Because pupils take the tests remotely, there is no way to determine if the exams are being taken by

students registered for the course without assistance from either other pupils or resource materials such as text books. Other issues are students blaming mistakes on technology, sharing results, and computer or server problems during tests.

2.8 Google Classroom

The application of Google Classroom is overwhelmingly known in education. Most teachers and lecturers use Google Classroom in their classes, Google Classroom is one example of the application of the Learning Management System which is widely used in education, especially in Indonesia. Google Classroom itself provides many features and is easy to use among other LMS. So, the teacher and lecturers prefer to use Google Classroom as one of the LMS applications in their class. Google Classroom itself is used to upload tasks to tests or quizzes and others. Google Classroom is one example of a Learning Management System, which is a web-based tool that allows students, teachers, and district staff to network efficiently. Google Classroom integrates docs, sheets, slides, g-mail, and calendars into a cohesive platform to manage student and teacher communication. Students can be invited to join a class through a private code, or automatically imported from a school domain. Teachers can create, distribute and mark assignments all within the Google ecosystem. Each class creates a separate folder in the respective user's Drive, where the student can submit work to be graded by a teacher. Assignments and due dates are added to Google calendar, each assignment can belong to a

category (or topic). Teachers can monitor the progress of each student by reviewing the revision history of a document, and after being graded, teachers can return work along with comments. Google Classroom was announced on May 6, 2014, with a preview available for some members of Google's G Suite for Education program. It was released publicly on August 12, 2014.

2.9 E-Assessment Challenges

Conducting the e-assessment in the educational world will exactly face some challenges when implementing the e-assessment. Here are some challenges and suggestions for the use of E-assessment in classrooms according to Alruwais, Wills, and Wald (2018):

1. Students who are not experienced with computers or the online assessment process. To overcome this challenge, students need training at the beginning to get to know E-assessment.
2. Computer and internet accessibility. To overcome this problem, the university must provide fully equipped laboratories and internet access for those students.
3. Assessing group projects is a difficult job. d. Some teachers are not familiar with the use of E-assessment. It also needs training for those teachers who are not familiar with E-assessment.

2.10 Review of Previous Studies

Studies that are related to this research had been conducted by other researchers that focused on online assessment. Those are:

The first researcher is Chikmah (2016) entitled “Students’ Perception On Proprofs Online Computer-Based Assessment Software as an Assessment Tool at English Education Departement, UIN Sunan Ampel Surabaya”. This paper researched to know “students’ perception and the result score towards the use of Pro-Prof’s online CBA Software as an assessment tool”. This study used a descriptive quantitative with the questionnaire and interview as the instruments in this research. The finding of this research can give a better way in assessing. In addition, the conclusion of this study could give an evaluation for the lecturer who uses Pro-Prof’s. The previous study aimed to know the students’ perception and the result score towards the use of Pro-Prof’s online CBA Software as an assessment tool, this current study focus on students’ perception of the use of online assessment in Google Classroom, it is just only want to know the use of online assessment in Google Classroom not the score of the result of online assessment in Google Classroom.

The second researcher is Sanli (2004) in her thesis “Students’ Perceptions of Online Assessment: A Case Study”. The study aimed to investigate students’ perceptions of the use of CAA and to investigate the potential for using student feedback in the validation of assessment. The research was descriptive, using a paper-based survey and interview for the data collection. The previous study aimed to investigate students’ perceptions of the use of CAA and to investigate the potential for using student feedback in the validation of assessment. While, this current study focus on students’ perception of the use of online assessment in Google Classroom, and this

study also want to know the students' challenges not only their perception. The previous study did not use a Google Classroom while this current study uses a Google Classroom as an object of the research.

The third researcher is Öz (2014) entitled "Pre-service English teachers' perceptions of web-based assessment in a pedagogical content knowledge course". This study examined pre-service English teachers' perceptions of web-based assessment within the methods and approaches course they took in an English teacher training program at a large state university in Ankara. The qualitative data was also collected through interviews. The products indicated that although the participants did not seem to fully appreciate the use of web-based assessment and showed some shortage of interest to use this form of assessment in their time-to-come classes. The previous study examined pre-service English teachers' perceptions of web-based assessment within the methods and approaches course they took in an English teacher training program. While, this current study focus on students' perception of the use of online assessment in Google Classroom, however, this current research focuses on students' perception while the previous study focuses on the teachers' perception.

The last researcher is Jamil (2012) in his journal *The Turkish Online Journal of Educational Technology*, under the title "perceptions of university students regarding computer assisted assessment". The research presented in this study investigated students' perceptions of the contemporary utilization of CAA or

online examinations in public sector universities of Punjab, Pakistan. The result of this study is it was clear that overall students had a positive attitude towards CAA, and students were highly interested in CAA. To answer the question, the researcher uses a questionnaire. The previous study investigated students' perceptions of the contemporary utilization of CAA or online examinations. While this current study focuses on students' perception of the use of online assessment in Google Classroom.

The difference between this research and the previous research is this research also conducts the challenges that the students face by assessing in Google Classroom. To collect the data, the researcher also use an open-ended questionnaire so that the students were able to express their feeling freely toward the use of online assessment in Google Classroom.

2.11 Theoretical Assumption

Based on the theories above, the researcher assumes that there are some advantages and disadvantages to using online assessment platforms. The student also may have different perceptions toward the implementation of Google Classroom as an online media assessment. Furthermore, they might have some challenges during the implementation of Google Classroom itself.

This chapter has discussed the review of previous research and the review of related literature.

CHAPTER III

RESEARCH METHOD

This chapter presents the explanation of procedures that are taken in this research to find out the answer to the research question. This chapter includes research design, population and sample, instruments, research procedure, data analysis, and hypothesis testing

3.1 Research Design

The design of this study was classified as survey research. In this case, the researcher wanted to know the phenomenon that occurred outside of the field by using a survey method. This study aimed to get information about students' perception of online assessment in Google Classroom, therefore the researcher used survey research to describe and interpret the phenomenon. According to McNeill and Chapman (2005), a social survey is a method of obtaining large amounts of data, usually in a statistical form, from a large number of people in a relatively short time. It usually takes the form of a self-completion questionnaire or interview. A common goal of survey research was to collect data representative of the population (Barlett, Kotrilk, and Higgins, 2001).

3.2 Population and Sample

This study involved the students in the English Department student of Raden Intan Islamic University. They were selected randomly. The most important thing, the students who participated in this study were experienced in doing online assessments in Google Classroom. The sample of this study was 45 students.

3.3 Research Instrument

As Sugiono (2015) said if research is doing the measurement, then there must be a good measuring tool. Measuring instruments in research are usually named research instruments. A research instrument is a tool used to measure both natural and social phenomena observed. Specifically, those phenomena are called research variables. In this research, there were two research questions. The first question was to identify the students' perception of online assessment in Google Classroom while the second question was to find out the student's challenges in doing online assessments in Google Classroom. To answer both research questions, the researcher has used a questionnaire as an instrument in this research. There were two kinds of questionnaires used in this research, which were open and closed-ended questionnaires.

1. Close-ended questionnaire

According to Wilson and McLean (1994), the questionnaire is a widely used and useful instrument for collecting survey information,

providing structured, often numerical data, being able to be administered without the attendance of the researcher, and often being comparatively frank to analyze. In this study, researchers collected data by using a questionnaire where the contents of the questionnaire were adopted from the journal and theory. The close-ended questionnaire was used to get information about students' perceptions toward the use of online assessment in Google Classroom. This questionnaire used a rating scale questionnaire or Likert Scale to get the information from the participants, Likert scale has been used to measure the extent of subjects' agreement with each item. The extent was measured on a five point-scale as follow:

5 = strongly agree

4 = agree

3 = neutral

2 = disagree

1 = strongly disagree

2. Open-ended questionnaire

An open-ended questionnaire enables respondents to write a free response in their terms, to explain and qualify their responses and avoid the limitations of pre-set categories of response. This questionnaire was used to get information about what challenges have been faced by the student during the implementation of online assessment in Google Classroom. This open-ended questionnaire

consisted of one question only. In this questionnaire, the students were able to express their feeling freely toward the use of online assessment in Google Classroom.

3.4 Data Collection Technique

The data collection technique is the way the researcher collects the data empirically and objectively. The data collection technique is the most important step in the research because the main purpose of the research is to get the data. For collecting the data, the researcher used a questionnaire as the instrument. There were several procedures performed by researchers during the study. The procedures were as follows:

1. The researcher prepared the instruments to collect the data.
2. Making the questionnaire. The questions in a questionnaire were about students' perception of online assessment in Google Classroom and the challenges of doing online assessments in Google Classroom.
3. After that, the questionnaire got the validity from the expert of this research
4. In doing the research, the researcher shared the questionnaire with the participants
5. After getting the data, the researcher analyzed the data and explained it descriptively concluding the result of the research.

3.5 Validity of the Instrument

The validity of the test is the extent to which it measures what it is supposed to measure and nothing else (Heaton, 1991). To measure whether the test has good validity, the researcher has analyzed the test from the content and construct validity. In this research, the researcher arranged the instrument and made the instrument related to students' perception of the use of Google Classroom as an assessment media in EFL classrooms.

a. Content validity

Content validity was examined from the table of specifications. The table of the specification has been used to determine which test is more relevant to the particular situation and also necessary to check whether the test item has good content validity or not. The content validity was constructed by including students' perception aspects.

Table 1. Four aspects of students' perception of online assessment

No.	Topic	Question	Item Number
1.	The use of Google Classroom	It is easy to register to Google Classroom App.	1
		The features in Google Classroom App are easy to use.	2
		Using Google Classroom saves time.	3
		The Google Classroom App is a fast and efficient way of getting information.	4
		Google Classroom App helps me to learn the course.	5
		It is easy to take a quiz or test in Google Classroom.	6
2.	The instruction in Google	Instruction in doing test is easy to understand.	7

	Classroom		
3.	Assessment criteria	The assessment criteria are correct.	8
4.	Benefits of online assessment in Google Classroom	I feel more comfortable working on tests per item than all the questions on one page.	9
		I feel comfortable working on an online test because no one is controlling.	10
		I can change my answer when doing an online test.	11
		I have enough time to check my answer before when doing an online test.	12
		Online assessment is better than paper assessment.	13
		Online assessment is faster than paper assessment.	14
Total		14	

The questionnaire was adopted from Antika, 2021.

3.6 Reliability of the Instrument

Reliability is the consistency of measurement or how far that measurement can be measured the similar subjects at different times but show the same result (Setiyadi, 2006). To find out and estimate the reliability of the test, the researcher used Cronbach-Alpha with a minimum score was 0.70.

3.7 Data Analysis Technique

Data analysis is the process of gathering, modeling, and transforming data with useful information, suggesting conclusions, and supporting decision-making (Maeleong, 2001). In this study, data were collected by using a close-ended questionnaire. Then, after collecting the data, it was analyzed by using the SPSS (Statistical Package for Social Science) program. In

analyzing the data, the researcher used descriptive statistical analysis by searching for data averages (mean) and levels (low mean rank, medium mean rank and high mean rank). The low mean appertains to low agreement. According to Likert scale, the range score of low mean rank is 1.00 to 2.33, medium means is 2.34 to 3.66, and high mean is 3.67.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, after knowing the finding and discussion in the previous chapter, the researcher gave a conclusion. The conclusion here answers two research questions from this study, which are students' perception of using online assessments and students' challenges in doing online assessments in Google Classroom.

5.1 Conclusion

Based on the result in chapter four about the students' perception and the students' challenges in doing an online assessment in Google Classroom, the researcher made several conclusion as follow:

1. The students have a positive perception of the implementation of an online assessment. That happened because of several reasons, one of them being effectiveness. Online assessment in Google Classroom saves their time. It is more efficient because the students can do the test everywhere without paper.

2. Even though they have a positive perception toward the use of online assessment in Google Classroom, there are still some

challenges they faced when working on online tests. Based on the result of the research, it can be concluded that the challenges they face are about time, internet signal, and so on.

3. Might of them were happy and never bored using google classroom. In their learning process, the students were more disciplined in the assessment that they got from the teacher.

5.2 Suggestion

After understanding the finding of this research, several suggestions can be addressed for the English teacher and future researchers.

Referring to this research result, I suggested that students who use Google Classroom in their learning maximize the use of Google Classroom as one of the learning tools. Students are expected to use google classroom creatively and expressively rather than in the real class.

In this current era technology became an assumption part of our lives, including in the educational world. hopefully, the teacher could upgrade their ICT skill to facilitate the learning process besides, the teacher should find another tool to do online learning that supports students in using learning media.

The current study recommended further study. The study only took a part of the whole population of the English Department of Raden Intan State Islamic University and produce the data above.

Hopefully, the next study can continue this research on the other batch to get more varieties of data, and it can be a better suggestion for the E-Learning world

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