STUDENTS' PERCEPTION TOWARDS THE USE OF GOOGLE CLASSROOM AS A MEDIA IN ENGLISH LANGUANGE TEACHING AT MAN 1 BANDAR LAMPUNG

(An Undergraduate Thesis)

By

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ENGLISH EDUCATION STUDY PROGRAM

DEPARTMENT OF LANGUAGE AND ARTS EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF LAMPUNG

2023

ABSTRACT

STUDENTS' PERCEPTION TOWARDS THE USE OF GOOGLE CLASSROOM AS A MEDIA IN ENGLISH LANGUANGE TEACHING AT MAN 1 BANDAR LAMPUNG

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The use of media in learning activities increases students' interest and makes the class more active. This research was focused on knowing the students' perceptions towards the use of Google Classroom in English language teaching at MAN 1 Bandar Lampung. The objectives of this research were to find out the students' perceptions towards the use of Google Classroom as a media in English language teaching. There are 35 students of class X Science 5 at MAN 1 Bandar Lampung who were selected as research samples using the purposive sampling technique. The research instrument was a questionnaire. This research applied descriptive research using a quantitative method. The data were taken from the questionnaire, analyzed using SPSS and the percentage of each statement.

The finding shows that students have a positive perception of using Google Classroom in English language teaching. In addition, the results showed that students agreed that learning English with Google Classroom was quite effective for them and could be done anywhere, even though they were traveling long distances. The students also get a positive perception because it is flexible and effective. Its flexibility makes some students motivated; however, some other students are lazy and choose to procrastinate in doing assignments and felt that Google Classroom couldn't support cooperative learning by working in groups.

Keywords: Perception, Google Classroom, Media

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An Undergraduate Thesis
Submitted in a Partial Fulfilment of
The Requirements for S-1 Degree

In

The Language and Arts Education Department of
The Faculty of Teacher and Education

ENGLISH EDUCATION STUDY PROGRAM

DEPARTMENT OF LANGUAGE AND ARTS EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

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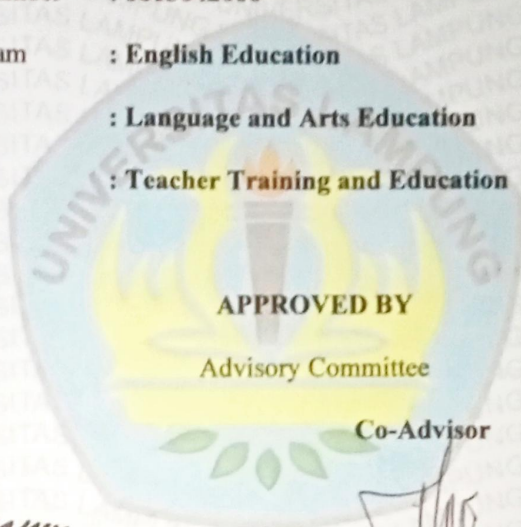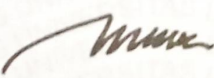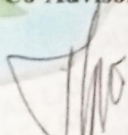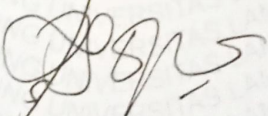|	
Research Title	: **STUDENST' PERCEPTION TOWARDS THE USE OF GOOGLE CLASSROOM AS A MEDIA IN ENGLISH LANGUANGE TEACHING AT MAN 1 BANDAR LAMPUNG**
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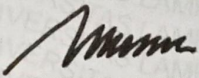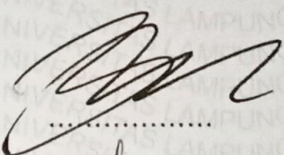NIP 19641212 199003 1 003   NIK 231804870916201

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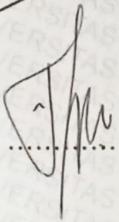
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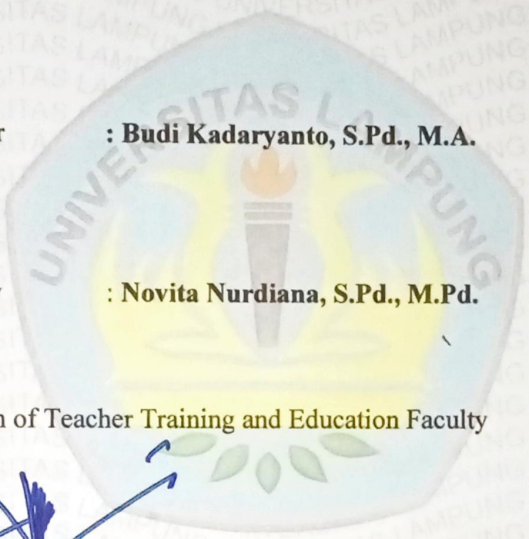
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini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

Bandar Lampung, 22 Juni 2023
Yang membuat pernyataan,

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CURRICULUM VITAE

The writer was born on October 26th, 1997, in Bandar Lampung. He is the oldest son from 3 siblings of blissful couple, Solahuddin Harahap and Nurhayanah.

In 2003, he went to SDN 1 Sukabumi Bandar Lampung and graduated in 2009. Then, he continued to MTSN 2 Sukarame Bandar Lampung and graduated in 2012. Afterward, he continued her study at MAN 1 Sukarame Bandar Lampung and graduated in 2015.

In 2016, he was registered as one of the students in the English Education Study Program at the Faculty of Education and Teacher Training (FKIP) University of Lampung. He conducted her teacher training program (PPL) at SMPN 1 Tanjung Sari Lampung Selatan in 2020.

DEDICATION

This script is fully dedicated to:

The Most Merciful, Allah SWT

My beloved parents and my entire best friend.

MOTTO

"From Knowledge Comes Skill"

ACKNOWLEDGEMENTS

Alhamdulillahirobbil'alamin, praise is only for Allah SWT., the almighty god, for blessing the writer to finish the script. This script entitled "Students' Perception Towards the Use of Google Classroom as a Media in English Language Teaching at MAN 1 Bandar Lampung" is presented to the Language and Arts Education Department at the Teacher Training and Education Faculty, University of Lampung as a partial fulfilment of the requirements for S-1 degree in English Education.

It is important to know that this script would never have come into existence without any supports, encouragements, and assistances by several generous people. The writer would like to take this opportunity to address her sincere gratitude and deep respect to:

1. Dr. Muhammad Sukirlan, M.A., The first advisor, for his invaluable guidance, ideas, suggestion, and encouragements for the writer during the completion of the script.

2. Novita Nurdiana, S.Pd. M.Pd., The second advisor, who contributed and gave evaluation, comment and suggestion during the completion of the script.

3. Budi Kadaryanto, S.Pd. M.A., The examiner, for his encouragement and contribution during the seminar until this script is completely written.

4. All lecturers of English Education Study Program who have given great contribution in broadening and deepening my knowledge during my study and to all staff of Language Arts Department.

5. All students of MAN 1 Bandar Lampung especially X Science 5 for their nice corporation during the research.

6. All best friends of English Education Department 2015 who always support me. Thank you for the beautiful moments which had been experienced together.

7. Anyone who cannot be mentioned directly who has contributed in finishing this script.

Finally, the writer believes that the writing is still far from perfection. There might be weaknesses in this research. Thus, comments, criticism, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to the educational development, the readers and to those who want to conduct further research.

Bandar Lampung, June 2023
The writer,

Wily Wildani Harahap

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I. INTRODUCTION

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

1.1 Background of the Problem

In Indonesia, English is considered in one of the languages that must be taught and learned in schools since it is an International language. English is taught from elementary school until university. As a foreign language, it is quite hard for students in Indonesia to learn English well so the use of media would be an effective way for them in learning activities.

The use of media in learning activities increases students' interest and makes the class more active. Media of learning is very important because it can help the teachers to explain the material more easily it may overcome the problem of limited space and time and can improve the students' ability in using technology.

Since many technologies are developing very rapidly, many applications or websites can be used as media for learning. According to Sadiman in Zakky (2018) media of learning can be understood as anything that can convey or deliver a message from planned sources, so that a conductive learning

environment occurs where the recipient can carry out the learning process efficiently and effectively.

One of the media that has been used by teachers from many schools is Google Classroom Application. Google Classroom is one of the Applications created by Google as a Learning Management System (LMS) that aims to simplify creating, distributing, and grading assignments and engaging students in learning online or remotely. Google Classroom is a free application designed to help students and teachers communicate, collaborate, organize, and manage assignments. It was introduced as a feature of Google Apps for Education released on August 12, 2014.

Edwards (2021) states that Google Classroom is a suite of online tools that allows teachers to set the assignments have work submitted by the students, and mark, and return graded papers. It, effectively, was created as a way to get rid of papers in classes and to make digital learning possible. It was initially planned for use with laptops in schools, in order to allow the teacher and students to share information and assignment. Google Classroom facilitate teachers manage the classroom every time and help the students to increase the result of their study.

Based on the researcher's observation, students nowadays have to learn from home since the pandemic occurs and the teachers have to be creative in selecting the media that can be used as much as effective in the learning

process. While most of them are used Google Classroom, the researcher wants to know what is the student's perception towards the use of Google Classroom as a media in English Language Teaching.

1.2 Identification of the Problems

In reference to the background of the problem, the following problems can be identifying:

1. The lack of understanding of students in the use of media learning.

2. The teacher's lack of attention to students in the use of online learning media.

3. Students cannot fully absorb the lessons using the online learning media.

1.3 Limitation of the Problems

It is critical to determine a research limitation in order to obtain relevant of the data for this research at MAN 1 Bandar Lampung. The researcher focused on collecting data on various students' perceptions of the teaching and learning process of English in the Google Classroom media.

1.4 Formulation of the Problems

In line with the limitation of the problem above, the research problem can be formulated as follows:

How are students' perceptions towards the use of Google Classroom as a media in English language teaching?

1.5 Objective of the Research

Based on the formulation of the problem above, this particular study aimed to find out the students' perceptions towards the use of Google Classroom as a media in English language teaching.

1.6 Significance of the Research

The result of this research was expected to beneficial theoretically and practically:

1. Theoretically.

   Hopefully, this research was useful reference for those who want to research the use of Google Classroom in the learning activity.

2. Practically

   The research expects that the finding of the research can be useful for:

   a. For students

      For the students, it helps the students to express their feelings while studying using Google Classroom.

   b. For teachers

      For the teachers, this study could represent the students about their perception toward the use of Google Classroom. It could be a consideration for the teacher to choose the best medium appropriate for their students.

1.7 Definition of Terms

In order to the same perception about the terms used in this study, the following definition is presented:

a. Perception is a process by which people are exposed to a situation that is being stimuli, and then interpret it meaningfully based on their previous experience.

b. Google Classroom is one of the Applications created by Google as a Learning Management System (LMS) that aims to simplify creating, distributing, and grading assignments and engaging students in learning online or remotely.

c. Media is the plural form of media, which describes any channel of communication.

d. English language teaching is the practice or activities of learning English for people whose first language is not English.

II. LITERATURE REVIEW

In this chapter, the researcher attempts to explain the theoretical foundation that includes definitions of perception, Google Classroom, learning English, and theoretical framework.

2.1 Review of Previous Research

There is a previous study by Muslimah (2018) which shows that students felt that Google Classroom was useful and was satisfied with using Google Classroom as their online learning tool. Besides, Shaharanee and Rodzi (2016) confirmed that students were satisfied with the use of Google Classroom, thus showed it was effective as an active learning tool. Furthermore, students' perceptions toward the use of Google Classroom in the teaching and learning process can be seen from the study from Sibuea (2018) that showed Google Classroom was a satisfying LMS for blended learning in the PLU course. The students positively perceive Google Classroom because of its features, user-friendliness, and appropriateness in the higher education program.

Another study conducted by Rossytawati (2018) could be interpreted as the students feel that most challenging aspects of using Google Classroom are not very helpful for minimizing their time and effort in doing and collecting the assignment. In addition, Azhar and Iqbal (2018) confirmed that the teacher

perceived using Google Classroom as a facilitation tool for document management and essential classroom management without significantly impacting teaching methodologies.

Based on the previous studies mentioned above, it could be concluded that previous studies have similarities with this study where they used Google Classroom as the medium to support the e-learning in the teaching and learning process. The area that has not been explored is the students' perceptions toward the use of Google Classroom in English language teaching.

2.2 Perception

2.2.1 The Definition of Perception

According to Qiong (2017), perception is a process experienced to achieve awareness or understanding of sensory information. Furthermore, Walgito (2010) states that perception is a process that is preceded by the sensing process, which is the process of receiving stimulus by individuals through the sensory devices or also called sensory processes. But the process does not just stop, but the stimulus is continued and the next process is the process of perception.

From the explanation above, it can be concluded that students' perception is the way students interpret the picture and understanding of

what is felt. This process goes through stages starting from collecting, recognizing, and interpreting the sensory information that is obtained.

2.2.2 Perception Process

According to Qiong (2017), there are three stages of the perception process, as follows:

a. Selection

Selection is the first stage in the process of perception, in this stage the environmental stimulus turns into meaningful experience.

b. Organization

The second stage in the process of perception is an organization. After getting information from the outside world, information needs to be arranged in a certain way by finding meaningful patterns. There are two characteristics in this stage. First, the organizing process provides the structure of human perception. In this stage, raw stimuli from the outside world are placed into meaningful experiences of structured humans. Second, the process shows that human perception has stability. In other words, after selecting a stimulus and putting it into a category, the selected stimulus becomes more durable.

c. Interpretation

The third stage in perception is interpretation that is referred to the process of attaching meaning to what is chosen by the stimulus. However, each person give a different interpretation despite getting the same stimulus.

2.3 English Learning Media

Media from the Latin word, the plural form of the word medium, means something located in the middle (between two parties or poles) or a tool. Webster's dictionary (Anitah, 2012) suggests that media or medium is everything located in the middle in the form of a ladder, which is used as an intermediary or liaison between two parties or two things. It is in line with Henich (in Arsyad, 2007) who also used the medium as an intermediary that delivers information between sources and recipients.

The expert also made restrictions on the definition of media, including those proposed by the Association of Education and Communication Technology (AECT) (Utami et al., 2021). Media are all forms and channels used to distribute messages or information. Then continued with the opinion of Gerlach & Ely (in Arsyad, 2007), saying that the media, if understood in outline, are humans, materials, or events that build conditions that make students able to acquire knowledge, skills, or attitudes. Meanwhile, Anitah stated that the media is any person, material, tool, or event that can create conditions that allow learning to receive knowledge, skills, and attitudes (Anitah, 2012).

In general, from the several explanations regarding the media above, media can be grouped based on their type as stated by several experts, including as stated by Leshin, Pollock & Reigeluth (in Arsyad, 2007), classifying media into several groups, namely: (1) media human-based (teachers, instructors,

tutors, role-playing, group activities, field trips); (2) print-based media (books, guides, book, Workbooks), (3) work aids, charts, graphs, maps, pictures, transparencies, and slides. Besides, the media grouping is intended to make it easier for media users to choose, design, and use media according to their needs. The opinion of experts regarding the media has the same meaning: an intermediary or tool to convey information from the sender of information to the recipient of the information.

From some of the explanations for the definition of media above, it can be concluded that media is an intermediary, whether in the form of tools or visuals, which contains information that would be conveyed by the sender to the recipient of information, making it easier to provide explicit understanding knowledge about a problem or object, which is loaded.

2.4 Google Classroom

2.4.1 Definition of Google Classroom

Google Classroom is a blended learning platform that has appeared in 2014 (Luckerson, 2015). Google Classroom is a tool that makes students and teachers build communication. The teacher can freely create and share an assignment for students in online learning (Nagele, 2017). According to Iftakhar (2016), Google Classroom is classified as one of the best platforms to enhance teachers' workflow. It provides a set of wonderful features that make it an ideal tool to use by teachers and students. Google Classroom helps teachers to save their time, keep

classes organized, and improve communication with students. It is available to anyone with Google Apps for Education, a free suite of productivity tools including Gmail, Drive, and Docs. Besides, While Beal (2017) stated that Google Classroom is a tool that facilitates students and teacher collaboration, the teacher can also create and distribute assignments for students in an online classroom.

2.4.2 Features of Google Classroom

There are many features of Google Classroom, but the general features referred to in Edtech Teacher (2017) there are some features of Google Classroom as follows:

a) Posting and Sharing

Teachers are able to post links to an important class website, post files for students, post teaching material, and other things. This is a very efficient way to distribute class materials to students and one of Google Classroom's most beneficial features.

b) Assignment

Teachers and students are able to create, distribute, and collect an assignment in a quick and simple process.

c) Grading

Teachers are able to assign any point value to the assignment and add private feedback comments to students' assignments.

d) Question

The question feature lets the teacher quickly receives feedback from the students and it is a great tool to use for checking on students' understanding.

e) Calendar

Google Classroom automatically creates an assignment calendar for students and teachers to remind them about assignment deadlines.

2.3.3 The Advantages and Disadvantages of Google Classroom

The Google Classroom application also has advantages and disadvantages as described below:

a. The Advantages of Google Classroom

According to Brock (2015), Google Classroom has several advantages, including:

1) Classes can be easily set up, with teachers preparing classes and inviting students and teaching assistants. They can then share information such as assignments, announcements, and questions within the class stream.

2) Teachers can create classes, assign assignments, communicate, and manage students all in one place, saving time and paper.

3) Better management. In this case, students can view assignments on the assignment page, in the class stream or on the class calendar. In addition, all content is automatically saved in the google drive folder.

4) Teachers can create assignments, send announcements, and start class discussions directly, resulting in improved communication and input. In addition, students can use email to share materials and interact in the class stream. Teachers can also see who has and has not completed an assignment quickly and provide real-time grades and feedback.

5) Classes are compatible with Google Docs, Calendar, Gmail, Drive, and Forms.

6) Classes are free of charge and are both safe and affordable. There are no advertisements in classes, and students' content or data is never used for advertising purposes.

Google Classroom can be accessed in two ways: via the website and via the application. Any browser, including Chrome, Firefox, Internet Explorer, and Safari, can be used to access the website. Google Classroom is a free application that allows the creation of virtual classrooms in cyberspace. It can be downloaded from the Playstore for Android and the App Store for iOS. Furthermore, Google Classroom can be used to distribute assignments, submit assignments, and even grade submitted assignments (Singer, 2017).

b. The Disadvantages of Google Classroom

The Google Classroom application, apart from having advantages, also has disadvantages, including:

1) Applying Google Classroom is not easy for teachers who do not have the ability in the field of information technology.

2) Requires an adequate internet connection to submit assignments and upload materials.

3) Requires a device that has storage capacity.

Weaknesses in Google Classroom are still reasonable because there are still alternative ways to overcome a deficiency in Google Classroom.

2.5 Language Learning

Schunk (2012) defined learning as a process that results in longlasting behavioral change, which from practice or other forms of experience naturally produces a variety of behaviors in certain ways and in certain capacities. Furthermore, Schunk (2012) also states that student learning begins with the knowledge and skills brought to the situation, which is developed and refined as one of the learning functions.

Oroujlo and Vahedi (2011) stated that language, especially English, is accepted as the key to success in life if fluency in English is well mastered. English is an important instrument in fields including scientific communication, business, cultural exchange, political matters, etc. Furthermore, Delahunty and Garvey (2010) stated that language is the main communication medium between students and teachers andbetween students

and textbooks in educational facilities. Students who study English as second language workers have difficulty doubling because English is simultaneously both their educational facilities and objects.

From the explanation above, it can be concluded that learning provides experience through the knowledge and skills received during the learning process. Learning English is the key to success because of its importance in various aspects of life.

2.6 Theoretical Framework

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. In order to be successful in improving student comprehension, obviously, they must apply a proper learning strategy. One of them is by using google classroom as a teaching media. By using google classroom students are easier attend class. Edwards (2021) states that Google Classroom is a suite of online tools that allows teachers to set the assignments, have work submitted by the students, and mark, and return graded papers. It, effectively, was created as a way to get rid of papers in classes and to make digital learning possible. It was initially planned for use with laptops in schools, in order to allow the teacher and students to share information and assignment. Google Classroom facilitate teachers manage the classroom every time and help the students to increase the result of their study.

From the explanation above, it can be said that using Google Classroom can help teachers and make it easier to conduct the learning process.

III. METHODOLOGY

In this chapter, research methods discussed in order to answer the research question and achieve the objectives of the research. The research method consists of research design, population and sample, research instruments, data collecting technique, validity and reliability, research procedure, data analysis, and hypothesis testing.

3.1 Research Design

This research applied descriptive research using a quantitative method to find out the students' perception towards the use of Google Classroom as a media in English language teaching. According to Creswell (2013), quantitative research is a type of research that explains some problems by collecting numerical data which the way to analyze is by using the statistical method. To be exact, this research was survey research. Sprinthall (1991) stated that survey research is designed to gather information from samples by using questionnaires or, sometimes, interviews. Survey research focused on a group's opinions, beliefs, attitudes, and or characteristics.

3.2 Population and Sample

The population in this research was the tenth-grade students of MAN 1 Bandar Lampung. There are 8 classes; there are X Science 1-6 and X Social 1-2. The total of tenth graders in this school is about 240 students. In this

research, purposive sampling was chosen to select the sample. According to Black (2010), purposive sampling is a non-probability sampling method and it occurs when elements selected for the sample are chosen by the judgment of the researcher. Therefore, Ms. Siska (the English teacher in MAN 1 Bandar Lampung) asked the researcher to conduct an online survey in the classes that are taught by her that is X Science 5 with a total number of 35 students.

3.3 Data Collecting Technique

In this research, the researcher collected the close-ended responses to questions in an online questionnaire by using Google Form. According to Raco (2010), data is collected if the direction and purpose of the research are clear and the data source, namely the informant or participant, has been identified, contacted, and has obtained approval to provide the information needed. Furthermore, Walidin (2015) said that the research data was collected by a predetermined research design. The data is obtained by using observations, experiments, or measurements collected. Data collected represents facts about the object being invited.

3.4 Instrument of the Research

3.4.1 Questionnaire

The questionnaire is an efficient data collection technique that is done by giving a set of questions or written statements to respondents to be answered (Sugiyono, 2017). The researcher made the questionnaire in

the form of a Google Form and the link was distributed through the WhatsApp group of tenth-graders at MAN 1 Bandar Lampung. The questionnaire was adopted from a study done by Kaid and Rasyad (2019) for the questionnaire about students' perception of Google Classroom as the media in English Language Teaching. Besides, the questionnaire contains 14 items.

Close-ended questionnaires were used to obtain information about students' perceptions of using Google Classroom as a media in learning English. This questionnaire uses a rating scale questionnaire or Likert Scale to obtain information from participants, the Likert scale is used to measure the subject's level of agreement with each item. The extent would be measured on a four-point scale as follow:

4 = strongly agree

3 = agree

2 = disagree

1 = strongly disagree

Table 3.1 Specification of Students' Questionnaire

Criteria	Number of Items	Scale			
The impact of using Google Classroom	1,2,3, 4,5,6,7,8	strongly agree (4)	agree (3)	disagree (2)	strongly disagree (1)
Benefits of online assessment in Google Classroom	9,10,11,12,13,14	strongly agree (4)	agree (3)	disagree (2)	strongly disagree (1)

3.4.2 Developing Instrument

In order to prove whether the questionnaire had good quality or not, it must be tested first. It could be concluded as good quality if it had good validity and reliability.

3.4.2.1 Validity of the Questionnaire

The validity test was calculated before the instrument was used. The validity test was used to test whether the instrument used is valid or not. It means that the instrument can be used to measure what is being measured. The results of the instrument are called valid if the data collected is the actual data that occurs on the object under study. Validity explains how well and accurately the collected data covers the actual area of an investigation (Ghauri & Gronhaug, 2005). In this research, Pearson Product Moment Correlations was used to test the validity of the Questionnaire. Here are basic deciding validity test:

a. Seeing the value of significance:

  1) If the significance value < 0.05, then the instrument is declared valid

  2) If the significance value > 0.05, then the instrument is declared invalid.

b. Comparing the value of rxy with r product moment:

  1) If the value of rxy (score total) $>$ r table product moment, then theinstrument is declared valid

2) If the value of rxy (score total) < r table product moment, then the instrument is declared invalid.

Here are the results of validity test for the questionnaires:

Table 3.2 Validity of the Perception Questionnaire

Items	Validity		
	r_{xy}	r_{table}	Note
Q1	0.632	0.325	Valid
Q2	0.528	0.325	Valid
Q3	0.560	0.325	Valid
Q4	0.491	0.325	Valid
Q5	0.698	0.325	Valid
Q6	0.479	0.325	Valid
Q7	0.542	0.325	Valid
Q8	0.499	0.325	Valid
Q9	0.558	0.325	Valid
Q10	0.488	0.325	Valid
Q11	0.647	0.325	Valid
Q12	0.493	0.325	Valid
Q13	0.494	0.325	Valid
Q14	0.599	0.325	Valid

From table 3.2, it can be concluded that all of the questionnaires used in this research are valid.

3.4.2.1 Reliability of the Questionnaire

Reliability testing can be done externally or internally. External testing can be done by test-retest (stability), equivalent, and both. Internally, the reliability of the instrument was tested by analyzing the consistency of the instrument with certain techniques (Sugiyono, 2018). To determine the reliability of the questionnaire, the researchers tested the questionnaire on 35 students of class X Science 5. Then, the researcher used SPSS to calculate the collected data to find out whether the

questionnaire was reliable or not. According to Brown (2002), Cronbach Alpha is often used nowadays, especially in language testing literature, to estimate internal consistency the reliability. The result of reliability test of the questionnaire, as follows:

Table 3.3 Reliability of the Perception Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.683	14

Based on the table above, the reliability of Cronbach's Alpha questionnaires is 0.683. The value of Cronbach's Alpha can be interpreted as follows:

Table 3.4 Cronbach's Alpha Interpretation

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

It can be concluded that the instrument in this research is in the category of reliable.

3.5 Data Analysis

This research used a four-point Likert scale questionnaire; 1 for strongly disagree, 2 for disagree, 3 for agree, and 4 for strongly agree. After grouping the answers, the researcher counted each response. Then, the researcher calculated the mean score result of each statement which determined the main

response of each statement. The data that has been submitted was processed and calculated using the Statistical Package for Social Sciences (SPSS) software to analyze the means frequency and percentage of data collection responses. The data were classified based on indicators that can answer research questions. To get clear information about the data, the researcher displayed it in tabular form.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusions

From the results, it can be concluded that most of the students had a positive perception of using Google Classroom in their online learning. It is because Google Classroom facilitated the students to interact with the teacher to discuss or do an online learning activity assignment. Most of them were happy and never bored to use Google Classroom in their learning process. Students' benefits from the use of Google Classroom such us reduce the learning cost because Google Classroom is free and easy to access. Most of the students were being more disciplined in submitting the assignment that they got from the teacher. On the other hand, students felt that Google Classroom couldn't support cooperative learning by working in groups. Google Classroom only supports individual assignment. There were no features in Google Classroom that could support group discussion.

5.2 The Suggestion

Referring to this research result, It is suggested that students who use Google Classroom in their online learning to maximize the use of Google Classroom as one of the learning tools. Students are expected to use Google Classroom because it allows students to use the features more creatively to create effective learning.

In this era, technology became an essential part of our life especially in education. 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 cooperative learning by working in a group.

The current study recommended further study; it is suggested to include another proper method of data collection like interview to make the result of the data more informative. to get a complete finding, further researcher can interview teacher or lecture instead of focusing on students only and the new research paper should include a variety of schools or faculties in higher education institutes.

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