



**STUDENTS' PERCEPTIONS TOWARD THE USE OF
GOOGLE CLASSROOM IN ENGLISH E-LEARNING DURING
COVID-19 PANDEMIC**

UNDERGRADUATE THESIS

**BY
RIA YULIA SIANTURI
NIM 175110501111041**



**ENGLISH LANGUAGE EDUCATION PROGRAM
DEPARTMENT OF LANGUAGE EDUCATION
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA**

2021



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Presented to
Universitas Brawijaya
in partial fulfilment of the requirements
for the degree of *Sarjana Pendidikan*

BY

RIA YULIA SIANTURI

NIM 175110501111041

ENGLISH LANGUAGE EDUCATION PROGRAM

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UNIVERSITAS BRAWIJAYA

2021

DECLARATION OF AUTHORSHIP

Herewith I,

Name : Ria Yulia Sianturi

NIM : 175110501111041

Address : Kav. Sei Tering P2 No.8, Melcem, Batam

Declare that:

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Ria Yulia Sianturi
NIM. 175110501111041



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Dengan ini menyatakan bahwa skripsi Sarjana berjudul *Students Perceptions toward the Use of Google Classroom in English E-Learning during Covid-19 Pandemic* atas nama RIA YULIA SIANTURI telah disetujui oleh Dewan Penguji sebagai syarat untuk mendapatkan gelar *Sarjana Pendidikan*.

Tanggal Ujian: 04 Januari 2022

Dian Inayati, S.Pd., M.Ed., Ketua/ Penguji
NIP. 201309 780722 2 001

Yulia Hapsari, S.Pd., M.Pd., Anggota/ Pembimbing
NIP. 800713 12 1 2 0340

Mengetahui,

Wakil Dekan Bidang Akademik



Hamamah, M.Pd., Ph.D.
NIP. 19730103 200501 2 001

APPROVAL SHEET

This is to certify that the undergraduate thesis titled Students Perceptions toward the Use of Google Classroom in English E-Learning during Covid-19 Pandemic by RIA YULIA SIANTURI has been approved by the Board of Examiners as one of the requirements for the degree of *Sarjana Pendidikan*.

Examination Date (dd/mm/yyyy): 04/01/2022



Dian Inayati, S.Pd., M.Ed., Chair/ Examiner
Employee ID Number. 201309 780722 2 001



Yulia Hapsari, S.Pd., M.Pd., Member/ Supervisor
Employee ID Number. 800713 12 1 2 0340

Acknowledged by,

Deputy Dean for Academic Affairs,



Hamamah, M.Pd., Ph.D.
Employee ID Number. 19730103 200501 2 001





ACKNOWLEDGEMENTS

Praise the God Almighty because for His grace and blessing, I am able to complete the undergraduate thesis entitled "Students' Perceptions toward Google Classroom in English E-Learning during Covid-19". The writing of this thesis is intended to fulfill one of the requirements to accomplish undergraduate degree at the Faculty of Cultural Study in Brawijaya University. I realize that this undergraduate thesis could not have been finished without the support, prayers, guidance, and advice from various parties in accomplishing this undergraduate thesis. Firstly, I would like to express my greatest gratitude to my beloved supervisor, Dr. Widya Caterine Perdhani, S.Pd., M.Pd. for all guidance and support so I can finish my undergraduate thesis. I also do not forget to give my gratitude to my previous supervisor, Yulia Hapsari, S.Pd., M.Pd. for all of the advice and patience for me in writing my thesis proposal. Great gratitude is also presented to my examiner, Dian Inayati, S.Pd., M.Ed., for all the suggestions and feedback that given to me to accomplish this undergraduate thesis.

I dedicate this undergraduate thesis to my late parents. I also thank my beloved brother and sister, Afrison Sianturi and Roma Sianturi for their support, endless love, prayers, and motivation. I also would like to give my sincere appreciation to kak Ika, my Ngegas gang (Uli, Dita, Syafni, Dani) who have given support, prayers, and motivation to me. I would like to thank FTI Surabaya, including the trainers and trainees who have given me the opportunity to complete my education and for their support, motivation, and endless prayers for me. Finally, I would like to thank everyone who has given support and motivation from the first time I started college until completing my undergraduate thesis.

Hopefully, this undergraduate thesis could be useful for readers, especially for those who have the same interest in carrying out research on Google Classroom in language learning.

Batam, December 3th 2021


Ria Yulia Sianturi

ABSTRACT

Sianturi, Ria Yulia. 2021. **Students' Perceptions toward the Use of Google Classroom in English E-Learning during Covid-19 Pandemic.** English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Dr. Widya Caterine Perdhani, S.Pd., M.Pd.

Keywords: *Google Classroom, English, perception, Covid-19*

The learning process that was previously done by meeting physically, or called conventional learning, has now become fully online learning during the Covid-19 pandemic. One of the adaptations that teachers need to respond to this condition immediately is through establishing the right online learning platform. Google Classroom is a platform that can support the online learning process seen from the high level of popularity and usage in Indonesia. Therefore, this study aims to explore students' perceptions of the use of Google Classroom in English E-learning during the Covid-19 pandemic.

This study used a mixed-method with explanatory sequential as the design in collecting the data. The data was collected using two techniques: closed-ended questionnaire which adapted from Reza Rossytawati (2018), Iliyasa Hussaini et al. (2020), and Harefa & Sumiyati (2020); and in-depth interview which adapted from Mulyani (2020) interview guidelines. This study involved 117 of the 12th grade students at SMA Panjura Malang as the subject. The questionnaire consisted of 20 close-ended items with 4 point Likert scale to measure students' perceptions. After gathering the questionnaire, the researcher analysed the data with a Microsoft Excel 2010 and the result was interpreted in the form of a report. Then, an in-depth interview with 3 participants from the sample was conducted to get comprehensive data. The in-depth interview consisted of 6 open-ended questions which were reported descriptively.

The results of this study indicated that the 12th grade students have positive perceptions regarding the use of Google Classroom during the Covid-19 pandemic. Therefore, it is recommended for English teachers to present interesting virtual classes by making maximum use of technology. In addition, it is recommended for further researchers to investigate this case. By choosing teachers as the research subject, it might allow the further research to get varied and profound results.

ABSTRAK

Sianturi, R. 2021. **Persepsi Siswa terhadap Penggunaan Google Classroom dalam Pembelajaran Daring pada Mata Pelajaran Bahasa Inggris di Masa Pandemi Covid-19.** Program Studi Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Dr. Widya Caterine Perdhani, S.Pd., M.Pd.

Kata kunci: Google Classroom, bahasa Inggris, persepsi, Covid-19

Proses pembelajaran yang sebelumnya dilakukan secara konvensional, kini telah sepenuhnya dilaksanakan secara dalam jaringan pada masa pandemi Covid-19. Salah satu adaptasi yang diperlukan guru untuk merespon kondisi tersebut dengan cepat adalah melalui menentukan platform pembelajaran online yang tepat. Google Classroom merupakan platform yang dapat mendukung proses pembelajaran online dilihat dari tingkat popularitas dan penggunaan yang tinggi di Indonesia. Oleh karena itu, penelitian ini bertujuan untuk menggali persepsi siswa terhadap penggunaan Google Classroom dalam pembelajaran online pada mata pelajaran Bahasa Inggris selama masa pandemi Covid-19.

Penelitian ini menggunakan metode campuran dengan desain sekuensial eksplanatori dalam pengumpulan datanya. Adapun dua teknik yang digunakan adalah kuesioner tertutup yang diadaptasi dari Reza Rossytawati (2018), Iliyasu Hussaini et al. (2020), dan Harefa & Sumiyati (2020); serta wawancara mendalam dengan mengadaptasi pedoman wawancara dari Mulyani (2020). Penelitian ini melibatkan 117 siswa kelas 12 di SMA Panjura Malang sebagai subjek penelitian. Kuesioner terdiri dari 20 item tertutup dengan 4 poin skala Likert untuk mengukur persepsi siswa. Setelah mengumpulkan kuesioner, peneliti menganalisis data dengan Microsoft Excel 2010 dan hasilnya diinterpretasikan dalam bentuk laporan. Kemudian dilakukan wawancara mendalam dengan 3 orang partisipan dari sampel untuk mendapatkan data yang menyeluruh. Wawancara mendalam terdiri dari 6 pertanyaan terbuka yang diinterpretasikan untuk memperoleh data deskriptif.

Hasil dari penelitian ini menunjukkan bahwa siswa kelas 12 memiliki persepsi positif terhadap penggunaan Google Classroom di masa pandemi Covid-19. Dengan demikian, disarankan bagi guru bahasa Inggris untuk menghadirkan kelas virtual yang menarik dengan memanfaatkan teknologi secara maksimal. Selain itu, dianjurkan bagi peneliti selanjutnya untuk menyelidiki kasus ini. Dengan memilih guru sebagai subjek penelitian, memungkinkan penelitian selanjutnya untuk mendapatkan hasil yang lebih beragam dan mendalam.



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CHAPTER I

INTRODUCTION

In this chapter, the researcher explains about the background of the study, the research questions, the purposes of the study, the significance of the study, the scope of the study, and the definition of key terms.

1.1 Background of the Study

Coronavirus has become the biggest problem worldwide throughout 2020 (Agung et al., 2020). The spread of the Coronavirus has affected the education system in Indonesia marked by the closure of schools in the yellow, red, and black zones. Distant teaching and learning were conducted based on School from Home (SFH) policy. As a result, learning that was previously done by meeting physically, or called conventional learning, has now become fully online-learning (Agung et al., 2020). Picciano (2009) states that in the fully online model, all of the learning interactions and material giving is done online. According to Harnani (2020), online learning or E-Learning is a learning process that allows teachers and students not to be physically present in class, but through the use of electronic devices such as mobile phone and laptop that are connected to an internet network thereby teaching and learning activities can continue without being limited by distance and time. Based on this explanation, it can be concluded that E-learning cannot be separated from the use of technology. According to Sutopo (2012) E-Learning or online learning is a technology in the form of web-based learning which in its application requires access to an intranet or an internet. The use of

proper E-Learning can create a fun learning process. This is in line with the results of Mulyani (2020) research which stated that E-Learning is considered to be effective as it gives flexibility in choosing the time and place to be able to access the source, so the students find learning at home more enjoyable.

E-Learning provides great benefits to education development. E-Learning is considered capable of encouraging students to learn independently so that it makes learn to be lifelong learning (Negara, 2018). Besides, E-Learning can also be a creative space for teachers to present attractive virtual classes by making maximum use of technology. Evaluating learning outcomes becomes easier because all activities are stored safely in one file. Because learning resources can be accessed easily via the internet, teachers can arrange materials and questions based on existing references. Al-Azawei et al. (2016) declares main advantages of E-Learning as summarized from literature (Al-Din & AlRadhi, 2008; Derouin et al., 2005; Sife et al., 2007; Zhang et al., 2004). From these literatures, there were some advantages of E-Learning namely adaptability, self-directed learning and learner-centered environment, accessibility of information, collaboration, efficient interaction, teaching and learning in synchronous or asynchronous modes, reduced costs, improved teaching quality, and ease of managing and tracking student activities. Based on this explanation, E-Learning has a positive impact on teachers and students.

Although the use of e-learning has many benefits, several studies show that this learning has many challenges and obstacles (Rahmawati et al, 2019). These challenges can come from external such as facilities and infrastructure, inadequate

selection of LMSs, costs, social restrictions, management, and policies, as well as internal such as ICT skills, e-learning knowledge, English proficiency, teachers' attitudes, motivation and interest as well as time to develop e-courses (Al-Azawei et al., 2016; Naveed et al., 2017, Elzawi & Wade (2012); and classify them into human problems, technical problems, administrative problems, financial problems and physical problems (Aldowah et al., 2015).

The change of the learning model from conventional to E-Learning forces teachers and students to be responsive and adaptive. Thus, the teaching and learning process can run optimally and the learning objectives can be achieved.

One of the adaptations that the teachers need to respond quickly is the use of E-Learning platforms. E-Learning platforms are the media used by teachers to deliver material and assignments that can be accessed anytime and anywhere to support the teaching and learning process. The Indonesian Ministry of Education and Culture on March 16, 2020 announced several online learning platforms that can be used while SFH, namely Google Indonesia, Kelas Pintar, Ruangguru, Microsoft, Quipper, Zenius, and Sekolahmu (Agung et al, 2020).

The survey by the Indonesian Child Protection Commission or called KPAI (2020) states that during online learning in the Covid-19 pandemic, 65.1% of students in Indonesia used Google Classroom platform. According to Aziz (2020), Google Classroom is a free web service developed by a large company called Google to assist teachers in accommodating learning through various features. Google Classroom is integrated with other G-Suite applications such as Docs, Drive, Forms, Hangouts Meet, Sheets, Calendar, Gmail, and Slides. This

integration allows users to create material, include videos, hold discussions, make exam questions, provide feedback, assess students' work, and evaluate the learning process, all in a paperless way. In 2020, Google Classroom has been downloaded by over 100 million teachers and students around the world for teaching and learning (Google for Education, 2020), making it one of the most popular applications on the Google Playstore. Thus, Google Classroom platform achieves popularity especially in Indonesia because it is widely used and installed.

SMA Panjura Malang is among schools that uses Google Classroom as one of the learning platforms. SMA Panjura Malang was chosen considering that this private high school got an A-accredited with the school excelling at academic achievement predicate based on Radar Malang Awards 2020 and always be in the top 10 of SMA in Malang in the UN science specialization program. In addition, this school was established on July 17, 1987, thus has 34 years of teaching and learning experience. Therefore, this study can be considered as the representative of excellent private schools. As an English intern-teacher at SMA Panjura Malang during Covid-19 Pandemic, the researcher witnessed that the dominant platform used to conduct online classes in the English subject is Google Classroom.

Although Whatsapp was also used to create groups for each class in turn by teachers of various subjects, Google Classroom can be said to be used as an all-in-one learning platform to provide materials and assignments, assessing student progress, and implementing an online discussion. In general, Google Classroom provides one subject for one class to make it easier for teachers to control the class.

Google Classroom makes the learning process more effective. Negara (2018) reveals that the majority of students thought the application of Google Classroom could increase student productivity in learning. Besides, Google Classroom trains students to be independent in learning (Hussaini, 2020). The app saves time, keeps classes organized, and increases communication with students (Fatmahanik, 2021). Through the implementation of Google Classroom, collecting assignments will be easier because it can be done anywhere and anytime (Widodo & Slamet, 2020). Despite the benefits, Google Classroom also has some obstacles. Google Classroom has no auto-update feature, lack of private messaging options, non-personalized user-interface, limited integration options, difficult learner sharing, cheating opportunities, lack of communication with peers, and lack of reliable internet facilities at home (Pappas, 2015; Kumar et al., 2020; Islam, 2019).

In conducting English online learning by using Google Classroom, the researcher faced some obstacles. Submitting the assignment late, inactive doing discussion and communication in the forum section when compared to Whatsapp, copying the answers of tasks from Google, the absence of one to two students in every learning process without giving the cause, and lack of understanding in English were some of them. These problems were first identified by the researcher when she became an intern-teacher at SMA Panjura Malang. However, some obstacles found were different from the findings of previous studies; for instance, inactive discussion and communication in the forum section when compared to Whatsapp. It is different from Heggart & Yoo (2018), Albashtawi & Bataineh



(2020), and Panthania (2020) findings which reported that Google Classroom increased students' questioning, improved students' engagement in the classroom, and enhanced the collaborations between friends. In addition, although submitting assignments was very easy (Widodo & Slamet, 2020), some students often collected the task over time. Therefore, the implementation of Google Classroom needs to be analysed and evaluated to find the perspective of students about the benefits and the constraints of it.

One of the actions that can be taken to discover students' perceptions of using Google Classroom in online learning is through knowing student perspectives. Agung et al (2020) states that the implementation of Google Classroom is best viewed from the students' perception because they have direct experience of it. The educators have to understand how students perceive, access, and react to it. Asrori (2009) states perception is the result of stimulation given by the individual to the surrounding situation and toward the condition that is being experienced. These results are in the form of impressions that are analysed, interpreted, translated, and evaluated to create a meaning. The giving of perception is usually gained from internal and external factors thus the student perspective is a dynamic indicator. Therefore, several factors such as methods, strategies, and media used by teachers when teaching, and students' understanding of the use of Google Classroom also influence students' perceptions of the media (Harefa & Sumiyati, 2020).

Knowledge about the perceptions of each student regarding the use of Google Classroom is expected to contribute to a better practice of employing

online learning using Google Classroom that is still being implemented nowadays.

Additionally, this research can help teachers choose the right online learning platforms to be used as a learning media.

This research is focused on investigating how students' perception on the use of Google Classroom during online learning in the English subject, which was divided into three dimensions: Facilities in E-Learning, Advantages of Google Classroom, and Use of Google Classroom in English E-Learning. The interview was also needed to get in-depth information about the benefits and obstacles faced in conducting online learning. The subjects of this study were the 12th grade students of SMA Panjura Malang who were currently experiencing online learning during Covid-19 pandemic. SMA Panjura Malang is an A-accredited private school which is located on Jalan Kelud no. 9, Malang, East Java. This school has around 374 students and 28 teachers in 2021. The 12th grade students were chosen because they were considered to have the ability to master the use of Google Classroom than the lower grades. In addition, based on the researcher's pre-observation, most were at a good level of ICT mastery; and currently they have more than one year of experiencing Google Classroom during the SFH policy. Besides, in the English class, Google Classroom was the dominant platform used in delivering materials and assignments. Thus, this study is aimed to explore students' perceptions toward the use of Google Classroom in English E-learning during Covid-19 pandemic.

1.2 Research Questions

Based on the background of the study, the questions of the study are:

1. What are the perceptions of the students at SMA Panjura Malang toward the use of Google Classroom in English E-Learning during Covid-19 pandemic?

2. What are the benefits and constraints faced by the students at SMA Panjura Malang toward the use of Google Classroom in English E-Learning during Covid-19 pandemic?

1.3 Purpose of the Study

Based on the research questions, the purposes of the study are:

1. to know the perceptions of the students at SMA Panjura Malang toward the use of Google Classroom in English E-Learning during Covid-19 pandemic.

2. to find out the benefits and constraints faced by the students at SMA Panjura Malang toward the use of Google Classroom in English E-Learning during Covid-19 pandemic.

1.4 Significance of the Study

By conducting this research, it is expected that:

Practically, the teacher can understand the students' perception on the use of Google Classroom in English E-Learning and identify the benefits and constraints faced by students in using Google Classroom. Furthermore, this study hopefully helps teachers to identify the most suitable learning platform in teaching English.

Teachers can also learn whether students can study well using Google Classroom during this pandemic or not.



Furthermore, the students can know the beneficial features owned by Google Classroom thereby helping them to optimize the use of Google Classroom. By knowing the benefits and constraints faced in using Google Classroom, students are expected to reduce the possibility of obstacles to get maximum benefits of it.

Theoretically, this research can be reference or source for the next researchers who want to conduct research that is related to the application of Google Classroom for E-Learning.

1.5 Scope of the Study

This study only focused on investigating the perceptions of the 12th grade students in an A-accredited private school who were currently using Google Classroom in English E-Learning during Covid-19 pandemic.

1.6 Definition of Key Terms

Below are the definitions of the key terms provided in order to explain the meaning of the key terms and avoid misapprehension to the readers.

Perception is the power to recognize an object, person, things, quality, or relationship through observing, understanding, and evaluating after stimulation by the senses (Maramis, 2002).

E-Learning is a learning activity delivered through electronic computer devices that obtain learning materials that suit users' needs (Kamarga, 2000, p.20).

Google Classroom is a free web service from Google that was created to provide virtual classes that can be accessed anytime and anywhere (Ventayen, 2018).

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Covid-19 Pandemic is an ongoing condition that shows the spread of Coronavirus that has widened throughout the world (Healthdirect, 2020). The Covid-19 pandemic first emerged at the end of December 2019 in Wuhan, China and began to afflict Indonesia in early March 2020 (Mulyani, 2020).

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature, which are the explanation of perceptions, E-Learning, and Google Classroom. This chapter also presents related previous studies.

2.1 Perception

Perception is important for humans in responding to the presence of various aspects and phenomena around them. In the short term, perception is how we think about something (Jackson, 2018). According to Walgito (1981), perception is a process that is preceded by the reception of a stimulus with the senses, then will be organized and interpreted thereby a person can realize something. Maramis (2002) stated that perception is the power to recognize an object, person, things, quality, or relationship through observing, understanding, and evaluating after stimulation by the senses.

Student perception is an important indicator that is closely related to the learning process (Harefa & Sumiyati, 2020). Students' perception of an object, whether it is positive or negative, can affect their next behaviour (Mulyana, 2001). Furthermore, student perceptions are closely related to learning outcomes (Najichun & Winarso, 2017), (Marhent, 2015), (Saputra & Syafik, 2016), students who have positive perceptions will generally optimize the independent learning process which can improve their learning outcomes. After knowing their perception, teacher can optimize the learning media and improve his/her teaching

style or method. Therefore, understanding of students' perceptions assist teacher to evaluate learning process.

2.2 Factors Affecting Perception

According to Syukur (2006), a person's perception of an object usually varies because it is influenced by several factors originating from internal and external factors. In internal factors or personal factors, differences in perception occur because of one's past experiences, moods, needs, personality, knowledge, and culture. On the other hand, for external factors, perception is influenced by the size and placement of an object, movement, colour, and the uniqueness of a stimulus. For example, an external stimulus that gives a lot of movement will get more attention than a motionless object.

Muchlas (2008) and Siagian (2012) grouped the factors that influence the perspective into three factors, namely:

1. Individual's factor

A perception of something is not only influenced by stimulus from surrounding, but also can be obtained from the individual concerned. Through past experiences, personality, interests, and attitudes of a person, the interpretation of an object becomes very diverse.

2. Object of perception

Everything around humans can be the object of perception. Walgito (2002) divides the object of perception into two objects, namely person perception or known as social perception and thing perception or known as non-social perception. An object can be seen from many different points of view based on

size, motion, background, sound, and other attributes. The more prominent the characteristics of a stimulus, the more attractive the object is to be noticed. Loud noises on a quiet night, a thin person in the midst of fat people, and the blue colour on the white background can attract people's attention.

3. Situation or environment

A situation can be interpreted as the context in which we see an object or event. Situations include time, location, social condition, and the surrounding can also affect person's perception (Ahmadi, 1993).

2.3 Types of Perception

According to Irwanto (2002), the interaction between an individual and the object of perception produces two types of perceptions, namely negative perception and positive perception. Aprianto (2017) states positive perception is an individual perspective of a particular object in a positive way. Conversely, negative perception is an individual perspective of a particular object negatively, not as expected about a particular object. According to Robbins (2002), positive perception appears from the personal knowledge, experience, and personal satisfaction about the object of interpretation. On the other hand, negative perception arises when the experience of the object perceived is lacking, the individual ignorant, and personal dissatisfaction about the particular object.

2.4 E-Learning

In simple term, E-Learning is defined as the distribution of learning through digital platform. E-Learning is learning using electronic devices to convey



information in the form of text, video, sound, and images to achieve learning objectives. According to the Report of the Commission on Technology and Adult

Learning (2001, cited in Bonk 2002, p.29), defines E-Learning as "instructional content or learning experiences delivered or enabled by electronic technology" E-

Learning allows teachers and students not to be physically present in class, but through the use of electronic devices such as mobile phone and laptop that are

connected to an internet network. According to Dong (Kamarga, 2000, p.20), E-Learning is a learning activity delivered through electronic computer devices that

obtain learning materials that suit their needs. Similarly, Hartley (2001) defines E-Learning as a type of teaching and learning that allows the delivery of teaching

materials to students using the Internet, Intranet or other computer network media. Moreover, online learning not only assists teachers to convey material through all

sources, but also records student activity, monitors student performance, and reports student progress (Smaldino et al., 2011, p.235). Various terms are

commonly used to describe electronic learning, namely online learning, virtual learning, internet-enabled learning, or web-based learning.

Based on the explanation above, it can be concluded that E-Learning is a learning process that utilizes electronic devices in creating a virtual class, delivers material through various sources, monitors student development, assesses student abilities, and facilitates interaction between students and teachers that can be done anytime and anywhere.



2.5 Learning Management Systems (LMSs)

Piotrowski (2010) states that an E-Learning platform is software that provides a technical infrastructure especially for the teachers and learners in which E-Learning process could occur. There are a variety of E-Learning platforms available on the internet, either free or paid. Social media, wikis, blogs, and Learning Management Systems (LMSs) are the popular platforms that can be used as learning platforms (Sibuea, 2018). Social media, wikis and blogs are free platforms that are user-friendly. Although the platforms mentioned provide online discussions and become a place for teachers and students to create creative content, these platforms cannot manage, deliver, and document the curriculum and learning objectives properly. In order for the teaching and learning process to run well, teachers and students can use LMS. LMS is a software package that can assist teachers in managing the class with the ability to administrate the class, distribute materials, track students' progress, evaluate assignments, and allow collaboration between teachers and students (Lawless, 2019). Basically, LMS is a type of platform, because a platform is an operating system used to run software (Rogerkirkness, 2019). Thus, LMS is actually an E-Learning platform, but not all E-Learning platforms are considered as LMSs (Lawless, 2019). According to Watson & Watson (2007), LMS is a platform that can manage, track, document, report, and deliver curriculum. LMS can not only present online discussions, distribute materials and assignments in the form of documents, video or audio, it can even manage students' enrolment, monitor student progress, carry out assessments, and document all student learning outcomes in just one digital

platform (Sibuea, 2018). There are various LMSs that can be used during online learning, such as Edmodo, Udemy, Moodle, Schoology, Blackboard, and Google Classroom.

2.5.1. Main Features of Learning Management Systems (LMSs)

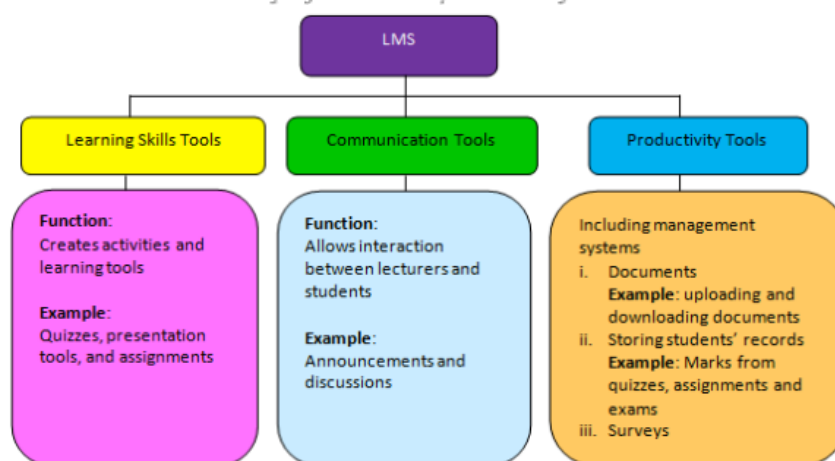


Figure 2.1 LMS Tools
(Source: Kasim & Khalid, 2016)

Kasim & Khalid (2016) classify LMS into three main types, namely learning skills tools, communication tools, and productivity tools, then the researcher concludes those types as main features owned by LMSs. Firstly, for learning skills, there are online presentation, assignment, and quizzes which those tools used to create activities. The quiz tool facilitates the students to response the quiz; and enables the teacher to create and edit questions in a question database, facilitate students' performance, and create a marking scheme. The presentation tool provides features which allow teacher and students upload the presentation to the LMS or link from other websites. The teacher also can create and upload an assignment in the assignment tool thus the students could do and send the assignment online based on the deadline. Secondly, there are communication tools

including discussion room and announcement to allow the interaction between teacher and students. In the announcement, teacher is allowed to update any information such as announcing the next activities or the latest news, and reminding the old assignments. For discussion room, teacher and students do a conversation regarding the topic by posting and replying comments which can be read by the whole participants. The last is productivity tools including surveys, assessment, document management systems, calendars, and others. For the assessment tool, some LMSs provide features that allow students to see their grades for test, quiz, and project in the form of a report. The management tools also provide tracking feature to track students' performance and see how much students access the LMS. For documents, teachers can upload the materials in any formats and students are allowed to download file freely.

2.5.2. The Characteristics of Ideal Learning Management Systems (LMSs)

According to Cisco in Yazdi (2012), E-Learning does not mean shifting the conventional learning model in the classroom, but e-learning here is intended to improve the learning model through the development of educational technology.

However, the researcher found that there are at least some tools, namely forums, teacher-student interactions, collaborative projects, and uploading materials, which must be owned so that online learning can run smoothly. In addition, based on Litmos (n.d., para 6), there are some criteria used for choosing the ideal LMSs, such as:

1. Based on learners' needs.

Proper learning is one that promotes student-centred learning, and understanding what learners hope to achieve at the end of study also needs to be considered by teachers. To answer the needs of students, the most suitable platform is a platform that provides facilities that are not much different from those found in conventional learning, such as custom content creation, Q&As, tasking and uploading assignments, and tracking learners' progress. Even if the LMSs are paid and provide high-end features, if the features provided do not suit the needs of teachers and students, it will only waste time and money. Some applications that have a complicated layout also have potential to make some users confused and frustrated.

2. Mobile-friendly

Wherever and whenever, users can access LMSs through all devices, such as laptops, handphones, or tablets. Users can attend classes or do assignments given at home, at work, even when traveling by bus, train, or plane.

3. Allows Feedback

The teacher can immediately provide feedback to individuals or directly to all students. Through the available tools, the teacher can also ask for feedback from students about what things the teacher needs to improve.

4. Offering integrations with features and systems

It will be very inconvenient if you have to repeatedly access and log in with different applications at one time. An LMS that can integrate with many applications will make it easier for users to access other applications through only one portal without having to leave the portal. One of the LMSs that can integrate



with other applications is Google Classroom. Google Classroom has been integrated with G-Suite for Education and several Google-issued apps. When teacher uploads a video from other apps such as YouTube, students can immediately open it.

5. Ease of content creation and ease of use

An LMS must be able to allow users to create content with various formats, such as PDFs, MP3s, MP4s, XML, and more, thus the material provided can be in the form of PPT, document, video, or audios. An LMS that provides a simple layout will make it easier for users to apply, especially with the addition of an instruction module.

6. Cost

Most LMSs provide paid features, and some are free. The more complete the features and services provided, the more expensive it will be. It depends on the needs of the user. If the LMS meets the needs and goals of your teaching although it is free, there is no harm to try it.

7. Secure and reliable

The security of personal data from teachers and students must be an important concern. An ideal LMS should be able to handle some sensitive information to make users feel safe while using it.

2.6 Google Classroom

Google Classroom appeared in 2014 and began to be widely used in 2017 after Google for Education changed its policy to present this platform not only for institutional use but also for personal use. In consequence, everyone who has a

Google account can create virtual classes through Google Classroom (Heijink, 2017). This application was originally intended to assist teachers in distributing exams and assignments. According to Ventayen (2018), Google Classroom is a free web service from Google that was created to provide virtual classes that can be accessed anytime and anywhere. Pradana & Harimurti (2017) state that Google Classroom is the main device of G-Suite for Education by Google that has a lot of features such as sharing the materials, giving the announcement, collecting and checking the assignments. This application presents features that help teachers and students interact during the online learning process. This application can be used via gadgets and can be downloaded for free. In addition, because it is cross-platform, for mobile and web-based, this application can be opened without download, just log in freely. This application helps students to submit and revise the assignments easily, view their scores, check the material given, and provides a discussion room for students to give questions and answers. The teacher just has to create a class and share the class code to let students join the class. In conclusion, Google Classroom application is defined as an LMS that allows teachers and students to interact at home as conventional learning does, thereby not reducing student learning productivity at home. Google Classroom application is deemed fit for use as a media to provide fun, collaborative, and productive classroom conditions.

2.6.1 Features of Google Classroom

According to Englishlina (2019), Google Classroom has seven main features to meet users' needs. Firstly, Assignment features that enables the teacher

to assign the students and to let them submit the task anytime until the date of submission. Secondly, Question feature that allows the teacher to take paperless assessment. Thirdly, Material feature for uploading the materials in any formats by the teacher. The students can download the material directly to get it. Fourth, Topic feature to arrange the lesson by giving topics. Fifth, Reuse Post feature enables the teacher to reuse selected announcement in the same or different class. By only clicking and sharing, the teacher does not waste time in retyping the post. Sixth, Stream feature for communicating between teacher and students interactively. The last is Comment feature that has two options; private and class comment. Class comment enables the teacher to interact with the whole class. In private comment the teacher can give comments on student tasks individually.

In addition, Google is always updating itself by adding new features based on feedback from its users. For this reason, the researcher has summarized the recent updates for the features found in Google Classroom completely into 8 points, according to the layout of the application as follow:

1. Class

In this main room, students can join the class according to the class code that has been shared, view assignments and materials that are shared, view announcements, and fill in the attendance list that has been made by the teacher.

There is a forum feature to help teachers and students interact, a class assignment feature to view work that has not been and that has been completed, and a member feature to view class members.

2. Calendar

Through Calendar, users can not only see the date, but also set a reminder to each assignment according to the deadline.

3. Assignment List

Each assignment given by the teacher, all stored in Assignment List. There are deadlines for each assignment, a list of completed assignments, and assignments that have not been done by students.

4. Archived Class

At the end of the class, the teacher commonly archives some classes to tidy up the homepage and determine which class is active. Archiving a class will remove the class from the class page, but it can still be accessed by going to the Archived Class feature. Archiving a class can only be done by a class teacher.

5. Class Folders

This feature is integrated with Google Drive so that all files in the form of images and documents that have been sent by students as assignment files can be re-checked here.

6. Setting

In this section, students can change their profile photo and turn on email notifications, class notifications, and device notifications.

7. Help

In this feature, students can read various articles about how to submit assignments, change their profile name, photo or password, how to log in to Classroom, how to check assignments, and much more. All problems related to using Google Classroom can be answered here.

8. Privacy Policy

In this section, Google re-emphasizes that users' personal information and data is stored safely and provides various information regarding these policies.

2.6.2 Advantages and Disadvantages of Google Classroom

The application of Google Classroom in the learning process brings seven main advantages for the students as follow:

1. User-friendly

The class creation process is very easy and fast when compared to other LMS.

The teacher just has to click "create class" and share the class code to let students join (Ridho et al., 2019). Teachers can also add other teachers to join the class without having to create a new class. Google Classroom also has a simple user interface, making it easy to learn (Englishtina, 2019). Minimalist design makes it easy for users to find materials and tasks given.

2. Flexibility

Google Classroom can be accessed via any devices as long as there is an internet connection (Englishtina, 2019; Ridho et al., 2019). Because of mobile-friendly, users can access it anytime and anywhere. Google Classroom is a cross-platform, as mobile and web app, so users can use it without having to download, just log in.

3. Efficient

Students no longer have to prepare papers or download assignments to work on them (Englishtina, 2019). In addition, it saves time to collect assignments because students do not have to come to school. Students can immediately do the online

assignment according to the specified deadline. Not only for students, Google Classroom is also very efficient for teachers in distributing documents in the form of materials and assignments, providing feedback on each assignment, and conducting assessments (Englishtina, 2019). It saves quota if compared with some video conference applications. All you can do in a paperless way.

4. Safe

Even though the learning process is implemented just in one place, all documents are still stored safely in this LMS. All files will also be stored in the user's Google Drive.

5. For everyone

Everyone who has a personal Google account can use Google Classroom for free (Ahsan, 2019; Ernawati, 2018). Schools, organizations, home-schoolers, families, non-profits, administrators, and independent educators are all worthy to utilize the platform as long as they have a Gmail account (Islam, 2018).

6. No ads

Google Classroom does not show advertisements for the users and never uses users' data and content for advertising purposes (Islam, 2018).

In contrast, the challenges of Google Classroom commonly lie in the limited features provided. Some challenges founded such as:

1. Student cannot send and receive private messages with peers

Students cannot send private messages to classmates as in the use of other chat applications and social media (Islam, 2018). Students can only send private comments to teachers via assignment posts and question forums.



2. Cannot do face to face interaction

Google Classroom is not integrated with other video conferencing applications, thus to present face-to-face interactions, other applications are required (Islam, 2018). However, teachers and students can still send video conferencing links on their Google Classroom accounts.

3. No automatic update

To see the latest posts or assignments, users must always refresh the timeline. It cannot do auto refresh (Islam, 2018).

4. User cannot see who is online

When the teacher can see who is online at that moment, it will be easy to track who is still paying attention to the teacher during the learning process and to facilitate the teacher in attendance purpose (Classroom Help, 2020). It will prevent the possibility that students simply open Google Classroom to fill in attendance and then leave to do something else.

5. Display that is less attractive to some students

On the positive side, Google Classroom's simple layout makes it easy for users to understand how to operate it. However, on the negative aspect, it looks less attractive and tends to be boring for some people.

6. When Google Drive is full, files cannot be sent

Individual Google accounts only provide 15 GB of free storage which is used on Google Drive, Google Photos, and Gmail (Google Drive, n.d.). The storage capacity can only be enlarged when the user purchases a plan for a monthly or annual fee. Since all files are stored in Google Drive, users must have enough



space to attach files, videos or images. However, based on Mullaney on Classroom Help (2019), if your school used a G Suite for Education account, there is unlimited Cloud storage in Google Drive.

7. A device with a good internet connection is required

The Google Classroom application can only be accessed if you have a good internet connection (Mualim, 2019). Therefore, both teachers and students must provide sufficient internet quota so that it does not hinder the teaching and learning process.

8. Sometimes lagging in opening the app or submitting the assignment

Many users from the review section in the app store complained that it takes so long when uploading an assignment (Google Classroom's App Review, n.d.).

Some get frustrated because they have difficulty opening the app. This situation might happen because of the system error due to the many users accessing Google Classroom at the same time.

9. Not provide dark mode

Based on users' reviews on the app store, some users need dark mode in their layout because it looks comfortable on the eyes (Google Classroom's App Review, n.d.).

2.6.3 The Use of Google Classroom in Learning English

Learning English cannot be separated from learning four skills, namely listening, reading, writing, and speaking. Through Google Classroom, these four skills can be taught in more creative and innovative ways. Islam (2019) concludes some innovative ways that English teacher can do during online learning to

engage students. In listening, the teacher can present an assignment in the form of video or audio which contains speech, song, announcement, or a documentary film, and then students are asked to answer the questions provided. In reading, students can be asked to read a short story, article, or book, and then review it. The teacher can also present reading questions with multiple choices or fill in the blank entries. In writing, the teacher can ask students to write down their personal experiences or make a short story. To make learning more interesting, the teacher can present a video in the form of a short movie, and then students are asked to review the movie. In the last skill, which is speaking, the teacher can ask students to make vlogs about their daily activities. The teacher can also upload a video of a famous person's speech or video tutorial, and then ask students to make a video based on the examples given.

2.6.4 Google Workspace for Education

Instead of keeping its applications running separately, Google allows users such as organizations, companies, or schools to use its suite of productivity tools so that users can use all the tools in one place (Beritasatu, 2020). Google's set of professional productivity tools is now known as Google Workspace. At first, this service was called "Google Apps for Your Domain". Then, the name was changed to "Google Apps", before finally being renamed to "G Suite" in 2016. However, on October 6, 2020, G Suite officially introduced its new name, Google Workspace. This rebranding is based on Google's awareness of the demands of technological developments where user needs are increasingly diverse and the way the service works is still very traditional. Therefore, this renewal is not only

about changing the brand name but also by providing a new look, abundant features, and a fresh user experience. Through Google Workspace, users can use

all Google productivity tools such as Gmail, Meet, Calendar, Docs, Slides, Sheets, Forms, Drive, and Hangouts because they are all integrated in one service.

Google Workspace not only provides services for companies and organizations, but also provides services specifically for educational institutions such as schools. The name of the service provided is Google Workspace for Education. In the previous brand name, namely G Suite for Education, consumers can only choose between 2 versions, namely the free and paid versions. However, on Google Workspace for Education, users can choose 4 editions with different price tiers (Google Blog, 2021), as follows:

1. Education Fundamentals

It provides access to core and additional Google services for eligible schools and universities freely.

2. Education Standard (available on April 2021)

This edition is an extension of the Education Fundamentals which provides more robust protection through a more complete security and control center such as with advanced management for mobile devices to make online learning even more secure (Google Blog, 2021).

3. Teaching and Learning Upgrade (available on April 2021)

This edition sits above Education Fundamentals and Education Standard because it offers advanced video communication capabilities in Google Meet, tools to enrich the classroom experience in Classroom, and tools to help practice critical

thinking and maintain academic integrity with an authenticity report feature (Google Blog, 2021).

4. Education Plus

Formerly known as G Suite Enterprise for Education, this edition enhances the features available in the Education Fundamentals, Education Standard, and Teaching and Learning Upgrade. This is the top edition providing a complete solution with advanced security, analytics and teaching-learning capabilities, etc. (Google Blog, 2021).

Based on the official website, Google Blog (2021), specifically for Google Workspace for Education Fundamentals itself, domain owners only need to register their school by filling in school data and waiting for the verification process to complete. After the verification process is successful, domain owners and teams can immediately enjoy the services provided on Google Workspace for Education. To get a higher edition, users can immediately buy on the official account of Google Workspace. Through this Google Workspace for Education service, schools can integrate it into classes in Google Classroom. By using a school email that has been registered with this service, teacher can enjoy all the services available to get the best experience during online learning.

2.7 Previous Studies

The study of E-Learning through the use of Google Classroom has been conducted by several researchers until now. As the main reference of this study, there are two previous studies used. Both previous studies are helpful to conduct

the present study. The researcher has compared the differences and the similarities of previous studies with this current study.

The first previous study related to the thesis entitled “A Survey Study of Students Perception in Using Google Classroom in English Language Education Department of Islamic University of Indonesia” by Reza Rossyawati (2018). The aim of this study is to identify the challenges of using Google Classroom as a learning tool for students of English Language Department Islamic University of Indonesia. The study was conducted through quantitative survey method to reach the data and adapted the Al-khatiri (2015) questionnaire as the instrument to collect the data. The questionnaire consists of 19 statements. The population of the study was 208 students of English Language Department in Islamic University of Indonesia, consisting of 3 batches: 2014, 2015 and 2016. Refer to the huge population, the study became 129 students for the sample. The results of the study indicated that the benefits of Google Classroom have the highest average on the statement “Google classroom saves time and effort by doing and submitting an assignment electronically”. On the other hand, the challenges of Google Classroom have the highest average on the statement “students may use Google Classroom as more of a social networking site than e learning”.

The second previous study entitled Students’ Perception toward Google Classroom Application in EFL Classroom by Ridho, et al. (2019). This study reveals the students’ perception on the use of Google Classroom, and also discovers the benefits and challenges of the use of Google Classroom in EFL classroom. The descriptive qualitative method by using questionnaires and



interviews is carried out. 30 students in the eighth semester of English Department in one of the Universities in Majalengka, West Java who have actively integrated Google Classroom in their learning became the participants. There were 15 questions of a questionnaire that was divided into three categories, students' perception on the application of Google Classroom, the advantages of Google Classroom and challenges of the use of Google Classroom. The interview was also conducted to five students to find out some beneficial information according to their experiences during the use of Google Classroom. Findings showed that learning through Google Classroom platform receives positive perceptions from students. Thus, it can be applied for teaching and learning process in English as a foreign language (EFL) classroom and in other subjects.

In comparing to the present study, there are some differences and similarities to the both of previous studies. The explanation of the similarities and differences will be shown by comparing the research method and design of the study, instrument used, the objective of the study and the sample that is being studied. Firstly, the first previous study used quantitative method with survey as the design and the second previous study used descriptive qualitative method meanwhile the present study used mixed method with explanatory sequential as the design in order to know students' perception, benefits, and constraints faced in conducting online learning by using Google Classroom. Secondly, as the research design of the first previous study is survey, a questionnaire becomes the main instrument in gathering the data. In contrast, in collecting the data, the current study and second previous study used questionnaire to know students'

perceptions; and interview to get deeper information about their experiences of using Google Classroom.

All three studies have no significant difference in the objective of study. They focused on students' perceptions toward the use of Google Classroom in language learning. However, the differences of the present study with both previous studies are in the methods, designs, and sample of study. The present study used a mixed-method with explanatory sequential as the design and took high-school students as the sample of study. Meanwhile, the first previous study used quantitative method with survey as the design and the second previous study used descriptive qualitative method in conducting the study. Moreover, both previous studies picked university students as the sample of study.

Researcher chose those previous studies above because both of the previous studies are suitable as the reference and guide in conducting the present study.

Both previous studies have the same variable with the present study which explains about Google Classroom in language learning.





CHAPTER III

RESEARCH METHOD

This chapter describes the procedures on finding the answers to the research problems. It covers research design, data and source of data, research instrument, data collection, data analysis, and validity of the study.

3.1 Research Design

In conducting this study, mixed method was applied with explanatory sequential as the design in collecting the data. Mixed method is a research approach that combines qualitative research with quantitative research (Creswell, 2010:5). Meanwhile, according to Sugiyono (2011: 18) mixed methods is a method by combining two research methods at once, qualitative and quantitative in a research activity, thus more comprehensive, valid, reliable, and objective data will be obtained. A mix method approach is needed to answer the research questions that have been summarized in chapter I, the first research question can be answered through a quantitative approach and the second research question can be answered through a qualitative approach.

This study used an explanatory sequential design. According to Creswell (2011), explanatory sequential design is one of the mixed method models that begin with collecting and analyzing quantitative data, then proceeds with gathering qualitative data to explain and describe the results obtained by

quantitative data. The description of the explanatory sequential research design according to Creswell (2010, p.314) is as follows:



3.2 Data and Source of Data

In simple term, population is the whole group from which you want to draw conclusions (Bhandari, 2021). In line with this, Handayani (2020) states that population is the totality of each element to be studied which has the same characteristics, it can be an individual from a group, event, or something to be researched. The population of this study was the 12th grade students of SMA Panjura Malang, consist of 195 students divided into 2 classes of science major and 4 classes of social major. SMA Panjura Malang is an A-accredited private school which has over 350 students and had received an award from the Radar Malang Awards 2020 as School Excelling at Academic Achievement. The reasons for choosing 12th grade students were because based on the pre-observation, they are at a good level of ICT mastery with more than one year of experience operating Google Classroom during the SFH policy. Moreover, in the English class, Google Classroom was the dominant platform used in delivering materials and assignments. Therefore, the researcher has the access to conduct the study based on the researcher's experience as an intern-teacher.

According to Sugiyono (2008, p. 118), the sample is a part of the whole numbers and characteristics of a population which are expected to represent the

entire population. For gathering survey result in the first stage, the researcher used Slovin's formula to determine the sample size from the population, as follow:

$$n = \frac{N}{1 + Ne^2}$$

where:

n : number of samples

N : total population

e : the acceptable margin of error, from 1%-5%

In choosing the margin of error, the researcher selects 5% as many statisticians suggest 95% as the confidence level, meaning that researcher believes the truth is up to 95% (Creative Research Systems, 2018; Creswell, 2005; Leavy, 2017). Moreover, because the researcher took 30 students from IPS 2 and MIPA 1 as the sample of trying out, thus 30 students were deleted from the population.

Therefore:

$$N : 195 - 30 = 165$$

e : 5% (convert the margin error 5% by dividing it to 100)

$$n = \frac{165}{1 + (165)(0.05)^2} = \frac{165}{1 + (165)(0.0025)} = \frac{165}{1 + 0.4125} \approx 116,8141 = 117$$

Darmadi (2011, p. 46) states that sampling is the process of selecting a number of individuals in such a way as to represent the population in a research.

This study uses a proportional random sampling method, where each student has the same probability to be selected as a sample's member. According to Salkind (2010), proportional random sampling is a sampling method in which the

researcher divides a limited population into subpopulations afterwards takes a

sample of each subpopulation randomly. The formula used in the proportional random sampling technique adapted from Irmawanti (2018) is as follow:

$$n_i = \frac{n}{N} \times N_i$$

where:

n_i : sample in class i

n : number of samples

N : total population

The following is a table of sample proportions for each class:

Table 3.1 Sample Proportion

No.	Kelas	N_{total}	N_i	n_i
1.	XII MIPA 1	29	14	$\frac{117}{165} \times 14 = 9,92 \approx 10$
2.	XII MIPA 2	29	29	$\frac{117}{165} \times 29 = 20,56 \approx 21$
3.	XII IPS 1	34	34	$\frac{117}{165} \times 34 = 24,10 \approx 24$
4.	XII IPS 2	35	20	$\frac{117}{165} \times 20 = 14,18 \approx 14$
5.	XII IPS 3	34	34	$\frac{117}{165} \times 34 = 24,10 \approx 24$
6.	XII IPS 4	34	34	$\frac{117}{165} \times 34 = 24,10 \approx 24$
			$N_i=165$	$n=117$

For collecting the interview result in the second stage, the choice of the subject was carried out using the purposive sampling in non-probability sampling technique, namely the technique of taking research subjects with certain considerations. The considerations refer to the selected subjects were estimated to be able to provide comprehensive data to answer the research questions that were being carried out. The choice of interview subjects was determined based on the results of survey analysis, where there were 3 levels of perception obtained,

namely very positive, positive, and less positive. Therefore, the researcher chose the interview's sample from different levels of perceptions and genders, which are one (female) for very positive perception, one (female) for positive perception, and one (male) for less positive perception to gain the varied and profound data.

3.3 Research Procedures

In the explanatory sequential design, the quantitative data was collected first by collecting and analyzing the survey data. After that, in the second stage the researcher collected and analyzed interview data in order to help explain the quantitative result.

In the first stage, the researcher used steps of conducting survey design by Ary et al. (2010). The research procedures were divided into six basic steps. The first step was planning. The researcher defined the problem and constructed the research questions which focused on students' perceptions of Google Classroom during online learning. After formulating the research questions, the second step was the researcher defined the population. The population was 165 of 12th grade students of SMA Panjura Malang.

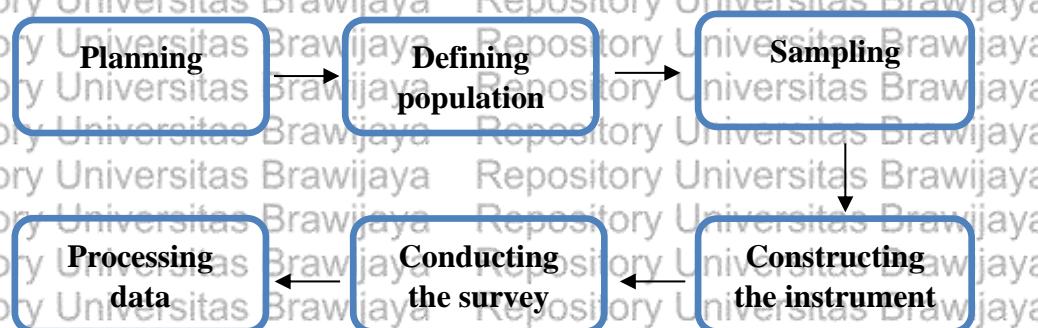


Figure 3.1 Steps of Conducting Survey Design

(Source: Ary, 2010)

Then, the third step was deciding the sample by using random sampling technique. The researcher used Slovin's formula to determine the sample, while the entire population could not be surveyed. Then, the researcher divided the number of samples per class using a proportional random sampling formula thus the entire population has the same chance to be sampled. Fourth, the instrument was constructed by using questionnaire adapted from Rosсыtawati (2018), Hussaini et al. (2020), Harefa & Sumiyati (2020), and some statements designed by the researcher. To check the validity and reliability of the questionnaire, the researcher asked a lecturer as the expert validator. In addition, the researcher also conducted a tryout to 30 respondents who have the same characteristics as the sample of study. Fifth, after doing validity and reliability of the questionnaire, the researcher conducted the cross-sectional survey by asking the students to fill the 20 close-ended statements in the questionnaire and doing an in-depth interview to 3 students. Finally, the researcher got the result by processing the data. In this step, after the data was sorted, the researcher did data analysis, interpreted the result, and drew the conclusion.

In the second stage, the interview procedure was carried out by constructing the interview guidelines, selecting the interviewees, conducting the interview, and processing the qualitative data. First, the researcher constructed the interview guidelines by adapting Mulyani (2020) questions items. Second, 3 interviewees were chosen by using the purposive sampling. The researcher chose the different genders and categories in order to find the varying and comprehensive results.

Third, the interview was carried out by giving 6 open-ended questions to the interviewees spontaneously then recorded the process. In the last step, the researcher processed the data by transcribing the data, interpreting the results, and drawing conclusions.

3.4 Research Instrument

According to Indrawan (2014, p. 112), a research instrument is a tool used to collect the data relevant to research questions. Because of using two stages in collecting the data, each stage used its own instrument. In the first stage, this research used a close-ended questionnaire, while in the second stage it used a set of interview guidelines as a guide for collecting data about the benefits and constraints faced by students in using Google Classroom during Covid-19 pandemic.

For collecting the data in the first stage, the researcher found out the information about students' perceptions toward the use of Google Classroom in English E-learning by using a questionnaire as the research instrument. Sugiyono (2015, p. 142) states that a questionnaire is a data collection technique that is carried out by providing a list of questions or statements to respondents to fill it out. First, the questionnaire was developed by adapting the statements from Rossyawati (2018), Hussaini et al. (2020), Harefa & Sumiyati (2020) as well as by the researcher. The questionnaire consisted of 20 close-ended statements and categorized into three dimensions. Then, it was validated through an expert validation process. Next, the questionnaire was tried out to a small group to check

its reliability and validity through statistical computation. Table 3.2 denotes the blueprint of students' questionnaire.

Table 3.2 Blueprint of Students' Questionnaire

Dimension	No.	Statement	Theory/ Author
Facilities in E-learning	1.	I have sufficiency in buying internet quota.	The researcher
	2.	At home, I have a stable internet connection to take virtual classes normally.	
	3.	My home atmosphere is quite conducive and comfortable to conduct online classes.	
Advantages of Google Classroom	4.	Google Classroom saves time and effort in submitting an assignment electronically.	Rossytawati (2018)
	5.	Google Classroom saves paper usage.	
	6.	I have more time doing assignments while studying online than when studying at school.	The researcher
	7.	Google Classroom helps me to become an independent learner.	Hussaini et al. (2020)
	8.	Google Classroom is easy to learn.	The researcher
	9.	Easy to join the class in Google Classroom with a class code.	
	10.	Easy to submit the assignment in Google Classroom.	
	11.	The user interface design is so simple thus it is easy to understand.	
	12.	Google Classroom enables me to access the learning materials easily.	Hussaini et al. (2020)
	13.	Google Classroom provides quick and easy access to assignment.	
14.	With Google Classroom, learning can take place everywhere and anytime.		
15.	I can express my opinion without feeling reluctant or shy.	Rossytawati (2018)	
16.	I got higher English score when tests are conducted through Google Classroom than in a normal classroom.	Hussaini et al. (2020)	
17.	Google Classroom supports cooperative learning	Rossytawati	

Dimension	No.	Statement	Theory/ Author
Use of Google Classroom in English E-Learning		through working in group.	(2018)
	18.	I am happy to take part in the Google Classroom integrated English learning process during the Covid-19 pandemic.	Brawijaya
	19.	I am happy if I get good English assignment scores through integrated self-study with Google Classroom during the Covid-19 pandemic.	Harefa & Sumiyati (2020)
	20.	I am enthusiastic when teachers ask questions through Google Classroom on the learning process during the Covid-19 pandemic.	(2020)
Adapted from Reza Rosсыtawati (2018), Ilyasu Hussaini, et al. (2020), and Harefa & Sumiyati (2020), as well as by the researcher.			

Table 3.3 Distribution of Statements in Students' Questionnaire

Dimension	Number of Statement	Total Statements
Facilities in E-Learning	1-3	3 statements
Advantages of Google Classroom	4-14	11 statements
Usefulness in English E-Learning	15-20.	6 statements
Total	20 numbers	20 statements

The first dimension was aimed to know students' background information which is about facilities owned to support online learning. Without the supporting facilities like internet connection, quota, and conducive environment, online learning does not work well. The second dimension was aimed to investigate students' perception about the advantages of Google Classroom. The last dimension was about the use of Google Classroom in English E-Learning. The researcher adapted Rosсыtawati (2018), Hussaini et al. (2020), and Harefa & Sumiyati (2020) questionnaires to find out the practicality of Google Classroom to support learning process in English subject during online learning. In arranging the questionnaire items, some statements were designed by the researcher. The

reason for creating the statements was there were some topics the researcher wanted to measure that were not found in the adaptation questionnaires. In addition, the statements in the questionnaire were arranged based on the topic thus it is hoped that these items can represent the entire theoretical framework of the topic.

The questionnaire was designed in the written statements using a four-point Likert scale. According to Ary et al. (2010, p. 209), "the Likert scale appraises attitudes toward a topic by presenting a set of statements about the topic and asking respondents to indicate for each whether they strongly agree, agree, undecided, disagree, or strongly disagree." The assessment criteria shown in the form of a scale consist of Strongly Agree, Agree, Disagree, and Strongly Disagree.

In the validation of the questionnaire, the researcher asked an expert to assess and evaluate the developed blueprint. First of all, the researcher contacted the thesis coordinator via email to ask for expert recommendations. After a while, the coordinator replied by sending a file consist of an expert lecturer recommendation letter, validation application letter, validation assessment instructions, blueprint/theory, and instruments developed to be completed by the researcher. After completing all forms, the researcher contacted the expert validator to ask her willingness to evaluate the instrument that had been developed by the researcher. Furthermore, the expert validator did assessment and evaluation in order to be corrected by the researcher. The results of the instrument evaluation can be seen in Expert Validation (appendix 5).

Moreover, the instrument was tested by using SPSS v.20, but only 20 out of 30 items were valid. In consequence, the invalid items, which also contain all statements of the disadvantages of Google Classroom dimension, were deleted from the questionnaire. In responding to the questionnaire, the students were asked to click the link given and chose the answer based on their perception. Knowing that the respondents may not have the same English competency, the questionnaire was created in Indonesian to ease them in filling it out.

For collecting the data in the second stage, the researcher conducted an in-depth interview with 3 students to gain detailed information about their views toward the benefits and constraints faced in using Google Classroom. The interview guidelines consisted of 6 questions from Mulyani (2020) (see appendix 6). The two instruments supported each other because the results of the questionnaire only provided numerical data that is used to categorize students' perceptions, while the interview was conducted to support the results of the questionnaire as the results of the interview gave information that was not provided in the questionnaire. Therefore, the results of the interview provided comprehensive information about students' perceptions of Google Classroom in learning English during Covid-19 pandemic.

3.5 Data Collection

Data collection is the procedure of collecting, measuring and analyzing data from different sources to provide accurate answers (Calistus, 2018). In this research, the data was collected by distributing the questionnaire and conducting

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an in-depth interview. The questionnaire was in the form of Google Form; consist of 20 close-ended statements that had been validated by an expert. The researcher distributed the questionnaire after gaining access from the school, SMA Panjura Malang; and the English teacher in the 12th class. The questionnaire was distributed based on their break time, not in their study time. The researcher shared the link of questionnaire through Telegram group and then asked the students to fill it out by clicking the statements based on their perception. The researcher gave around 20 minutes to the respondents to fill the questionnaire. This process was stopped after the researcher got the desired data. In line with this, Budiastuti & Bandur (2018, p.46) suggested that if the response is below 50%, we need to add the time of data collection. After that, the data was analyzed systematically to get the result.

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Meanwhile, to get in-depth information about students' perceptions, the researchers conducted interview with 3 participants with different level of perceptions and different genders to get the various data. The participants consisted of one student (female) in 'very positive' level, one (female) for 'positive' level, and one (male) for 'less positive' level of perceptions. Interviews were conducted through contacting the interviewees by phone after the researcher got the finding of quantitative data. The interview was recorded, transcribed, translated, analyzed, and finally interpreted systematically in a narrative way (see appendix 6).

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3.6 Data Analysis

After the required data have been collected, then the researcher conducted data analysis in order to describe the data thus it became an understandable result.

3.6.1 Quantitative Data Analysis

In the first stage, the data was analyzed by using descriptive statistical analysis technique. Firstly, the researcher used Microsoft Excel 2010 to calculate the mean score and standard deviation for each item. The mean score was gained by using the following formula:

$$\bar{x} = \frac{\sum x_i}{n}$$

$\sum x_i$: total of scores in a statement

n : total sample

(Kranzler and Moursund, 1999: p.8)

To get the comprehensive results, the data also converted into percentages in each question item. In drawing a conclusion for each student, the researcher classified the result into following interval:

Table 3.4 Interpretation of Scores

Interval of Students' Responds	Classification Level of Students' Perceptions
66-80	Very Positive
51-65	Positive
36-50	Less Positive
20-35	Negative

3.6.2 Qualitative Data Analysis

Miles & Huberman (1984) suggested that activities in qualitative data analysis is carried out interactively and continues until it is complete, so that the data is saturated. Activities in data analysis are data reduction, data presentation, and drawing conclusions/verification. The data obtained from the field were analyzed through the following steps:

1. Data reduction

Data reduction is a form of analysis that sharpens, categorizes, directs, discards unnecessary, and organizes data in such a way thus final conclusions can be drawn and verified. In this step, the researcher read the transcript of record critically to grasp the interviewee's reasoning. Then, selecting the data that was considered important according to the needs of the researcher and discarding unnecessary data.

2. Data Display

After the data is reduced, the next step is to display the data. In this case, Miles & Huberman (1984, p.95) state that the most frequently used to present data in qualitative research is narrative text. By displaying data, it will be easier to understand what happened, plan further work based on what problems have been understood. The researcher classified the results of interview into the following items: effectiveness of Google Classroom in English learning, students' English skills improvement by using Google Classroom, urge for asking in any difficulty in English learning, students'

attitude in doing the task in English learning, students' motivations and interests in English learning, and obstacles in using Google Classroom in English learning.

3. Conclusion/Verification

The final flow in analyzing the data is drawing conclusions and verification of the data that has been passed in the first and second steps.

At this step, the researcher started to find out the meaning of the data obtained and drew the conclusions.

After data collection and data analysis on quantitative and qualitative methods are completed, the next step is comparing quantitative and qualitative data. Through this data analysis, information will be obtained whether the two data complement, expand, deepen or even contradict each other (Sugiyono, 2013, p.449).

3.7 Validity of the Study

Beusenbergh & Orley (1994) stated that the validity of a test refers to "how well a test measures what it intends to measure". In line with Ghozali (2012), he states that a questionnaire is considered valid if the questions on the questionnaire are able to reveal something that will be measured by the questionnaire. In the first stage, researcher used content validity to determine the validity of the questionnaire. According to Azwar (2015, p. 42), content validity is the validity that is estimated through testing the suitability or relevance of the test content through rational analysis assessed by expert judgment.

In the first stage for quantitative data, the researcher asked an expert to judge the validity of the questionnaire. The instrument was adapted from Rossytawati (2018), Hussaini et al. (2020), Harefa & Sumiyati (2020), as well as by the researcher since the purpose of the study was the same. According to the expert validator of this study, Mrs. Dian Novita Dewi, S.Pd., M.Li, suggested that the researcher has to use Indonesian language well to describe some items clearly, especially the items that were made by the researcher.

After gaining the feedback from the expert validator, the instrument was tried out on 30 respondents to check the validity and reliability of the questionnaire. According to Singarimbun & Effendi (1995) and Browne (1995), 30 participants is a default sample size for trying out the instrument. According to Vaus (2002), the sample taken in trying out purposes must be a sample of the population where the research sample will be taken. To meet the criteria, the sample size of trying out was taken from the population of study. Sample of trying out was from XI MIPA 1 and XI IPS 2 in the academic year of 2020/2021, but in the academic year of 2021/2022, the students of eleventh grade have gone to the next grade. In short, when the trying out was applied, the sample was in the eleventh grade, but when this research had already been conducted, the sample of study was in the twelfth grade. These respondents meet the criteria, namely they have used Google Classroom in English subject for more than one year during Covid-19 pandemic, they were taken from the senior high school, and they have the ability in operating Google Classroom.

In conducting the tryout, the researcher first asked permission from the school and the English teacher to conduct a tryout. After that, the researcher contacted one students of XI IPS 2 to be able to share the tryout link in the form of Google Form to the IPS 2's Whatsapp group. Because only half of students filled out the Google Form, the researcher decided to send the link to one of XI MIPA 1 so the link could be shared to their Whatsapp's class group to get the desired data. After 30 students have filled the Google Form, the researcher conducted validity and reliability test by using SPSS v.20. Unfortunately, merely 20 out of 30 items were valid. The 10 invalid items which consist of all statements of disadvantages of Google Classroom dimension and some from another dimensions had to be discarded from the questionnaire. After that, the researcher re-calculated the results of the validity and reliability test by using SPSS v.20. The calculation of validity is shown in table 3.6 as follows:

Table 3.5 Validity Result of Students' Questionnaire

Items	r_{hitung}	r_{tabel}	Sig. (2-tailed)	Explanation
1	0,5039	0,361	0,005	Valid
2	0,4792	0,361	0,007	Valid
3	0,543	0,361	0,002	Valid
4	0,605	0,361	0,000	Valid
5	0,5598	0,361	0,001	Valid
6	0,589	0,361	0,001	Valid
7	0,5199	0,361	0,003	Valid
8	0,6864	0,361	0,000	Valid
9	0,6136	0,361	0,000	Valid
10	0,7407	0,361	0,000	Valid
11	0,562	0,361	0,001	Valid
12	0,7604	0,361	0,000	Valid
13	0,769	0,361	0,000	Valid
14	0,5456	0,361	0,002	Valid
15	0,4425	0,361	0,014	Valid
16	0,476	0,361	0,008	Valid
17	0,5331	0,361	0,002	Valid

Items	r_{hitung}	r_{tabel}	Sig. (2-tailed)	Explanation
18	0,526	0,361	0,003	Valid
19	0,399	0,361	0,029	Valid
20	0,4202	0,361	0,021	Valid

In the second stage, the researcher used methodological triangulation to validate the interview guidelines. According to Sutopo (2006), triangulation is the most commonly used method for increasing data validity in qualitative study. Triangulation is an attempt to check the correctness of data obtained by researcher from various different perspectives by reducing as much as possible the bias that occurs during data collection and analysis (Rahardjo, 2010). In this regard, there are four types of triangulation techniques, namely (1) data triangulation, (2) investigator triangulation, (3) methodological triangulation, and (4) theoretical triangulation, as Rahardjo (2010, cited in Denkin 1978) has demonstrated. From the types of triangulation techniques above, the researcher validated the data using the third technique, methodological triangulation. Methodological triangulation is a triangulation which is carried out by collecting data by other methods. In collecting data, researchers used interview, survey and pre-observation that were useful so that the data could be observed validly. In addition, researcher used a variety of informants so that the truth of the data could be more convincing. With many points of view, it can allow the data or information obtained to be more accurate.

3.7.1 Reliability of the Study

According to Sugiyono (2008, p.121), a reliable instrument is an instrument which, when used several times to measure the same object, will produce the same answer. In line with Ghozali (2012) that states a reliable questionnaire has the ability to provide consistent results. To test the reliability of the questionnaire used, the researcher used Cronbach's Alpha formula using SPSS v.20 program. The calculation of reliability was provided in table 3.7 as follows:

Table 3.7 Reliability Result of Students' Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.878	20

The Cronbach's Alpha value has been obtained after conducting a reliability test. The result of the reliability test is 0.878. The instrument was considered to be reliable if the r value was more than 0.60 ($r_i > 0.60$), thus this questionnaire was reliable.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and the discussion of the data. The findings show results gained from the data while the discussion describes the further interpretation related to the findings of the study.

4.1 Findings

Based on the problem to be studied, the researcher collected the questionnaires obtained and then analyzed them to answer the questions. The questionnaire consisted of 20 close-ended statements adapted from Rossyatawati (2018), Hussaini et al. (2020), Harefa & Sumiyati (2020), as well as the researcher. It was divided into three categories: Facilities in Online Learning which consists of the statements number 1 to 3, the Advantages of Google Classroom in the statements number 4 to 14, and Use of Google Classroom in English E-Learning in the statements number 15 until 20. The data was obtained from distributing online questionnaires through the class Telegram group to all 12th grade students on 8th September 2021. Since the number of samples had not been reached, the researcher had to send the questionnaires by private chat to almost all students on 8th September 2021 to 16th September 2021. After getting answers from 124 questionnaires, the researcher coding the data and found 7 repeated data thus removed them. Furthermore, the answers were analyzed using Microsoft Excel 2010 to get the mean score, standard deviation, and percentages

for each item. The result obtained can be seen through the table 4.1 until table 4.3 (also can be seen on appendix 4).

4.1.1. Findings of Students' Questionnaire

The main data of this study was gathered by administering questionnaires which consist of 20 statements. The data will be explained in the form of a report for each dimension: Students' Facilities in E-learning, Advantages of Google Classroom, and Use of Google Classroom in English E-Learning. The mean score was obtained using the formula adopted from Kranzler and Moursund (1999: p.8).

Moreover, the data were displayed in the form of table and description below.

4.1.1.1 Description Result of Students' Facilities in E-learning

The first dimension was aimed to know whether the students have the adequate facilities to support the online learning or not. The students were given three statements to be filled based on their perceptions. The first dimension consisted of statement number 1, 2, and 3.

Table 4.1 Facilities in E-learning Items on Students' Questionnaire

Dimension	Item No.	Statement	Mean Score	Std. Dev
Facilities in E-learning	1	I have sufficiency in buying internet data.	3.14	.808
	2	At home, I have a stabile internet connection to take virtual classes normally.	3.20	.801
	3	My home atmosphere is quite conducive and comfortable to conduct online classes.	3.01	.895

As shown in Table 4.1, the highest mean score was for statement number 2 "At home, I have a stabile internet connection to take virtual classes normally" with mean (3.20), SD (.801) and highest percentage of strongly agree (41.88%).

The second higher mean score is from item number 1 “I have sufficiency in buying internet data” with mean (3.14), SD (.808) and percentage of strongly agree (35.90%). However, the lowest mean score from this dimension was for statement number 3 “My home atmosphere is quite conducive and comfortable to conduct online classes” with mean (3.01), SD (.895) and percentage of strongly agree (33.33%).

4.1.1.2 Description Result of the Advantages of Google Classroom

The next dimension was aimed to get the information whether the students get the overall advantages of Google Classroom in online learning or less. The findings of the statistical analysis displayed the mean scores and standard deviations for responses on advantages of Google Classroom were reported in Table 4.2.

Table 4.2 Advantages of Google Classroom Items on Students' Questionnaire

Dimension	Item No.	Statement	Mean Score	Std. Dev
Advantages of Google Classroom	4	Google classroom saves time in submitting an assignment electronically.	3.27	.652
	5	Google classroom saves paper usage.	3.32	.762
	6	I have more time doing assignments while studying online than when studying at school.	2.87	.933
	7	Google Classroom trained me to be autonomous.	3.13	.749
	8	Google Classroom is easy to learn.	3.38	.626
	9	Easy to join the classroom on Google Classroom application.	3.59	.604
	10	Easy to submit the assignment in Google Classroom.	3.57	.592
	11	The user interface design is so simple thus it is easy to understand.	3.54	.565
	12	Google Classroom enables me to access the learning materials easily.	3.41	.618
	13	Google Classroom provides quick and easy access to Assignment.	3.50	.596

14	With Google Classroom, learning can take place everywhere and anytime.	3.57	.514
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Table 4.2 presented the means of advantages of Google Classroom in general, and the highest mean score was for the item number 9 “Easy to join the classroom on Google Classroom application” with mean (3.59), SD (.604) and highest percentage of strongly agree (64.96%). The second higher mean score for the statements were two items “Easy to submit the assignment in Google Classroom” for item number 10 and “With Google Classroom, learning can take place everywhere and anytime” for item number 14, with similar means 3.57, but different SD (.592 / .514), and different percentage of strongly agree (61.54% / 58.12%). The third higher mean score was for statement number 11 “The user interface design is so simple thus it is easy to understand” with mean (3.54), SD (.565) and percentage of strongly agree (56.41%). However, the lowest mean score came from statement number 6 “I have more time doing assignments while studying online than when studying at school” with mean (2.87), SD (.933) and percentage of strongly agree (30.77%).

4.1.1.3 Description Result of Use of Google Classroom in English E-Learning

The last dimension was aimed to find out the students’ perceptions about the implementation of Google Classroom during the English learning. This category consisted of statement number 15, 16, 17, 18, 19 and 20.

Table 4.3 Use of Google Classroom in English E-Learning Items

Dimension	Item No.	Statement	Mean	Std. Dev
Use of Google Classroom in English E-Learning	15	I can express my opinion without feeling reluctant.	3.20	.685
	16	I got higher English score when tests are conducted through Google Classroom than in a normal classroom.	3.08	.659
	17	Google Classroom supports cooperative learning through working in group.	2.97	.771
	18	I am happy to take part in the Google Classroom integrated English learning process during the Covid-19 pandemic.	3.18	.738
	19	I am happy if I get good English assignment scores through integrated self-study with Google Classroom during the Covid-19 pandemic.	3.56	.607
	20	I am enthusiastic when teachers ask questions through Google Classroom on the learning process during the Covid-19 pandemic.	3.19	.615

It can be seen from Table 4.3, the highest mean score was for statement number 19 “I am happy if I get good English assignment scores through integrated self-study with Google Classroom during the Covid-19 pandemic” with mean (3.56), SD (.607) and highest percentage of strongly agree (62.39%). The second higher mean score came from item number 15 “I can express my opinion without feeling reluctant” with mean (3.20), SD (.685) and percentage of strongly agree (35.04%). The third higher mean score was item number 20 “I am enthusiastic when teachers ask questions through Google Classroom on the learning process during the Covid-19 pandemic” with mean (3.19), SD (.615) and percentage of strongly agree (29.91%). The lowest mean score was statement number 17 “Google Classroom supports cooperative learning through working in group” with mean (2.97), SD (.771) and percentage of strongly agree (26.50%).

4.1.2 Findings on Students' Interview

To get deeper information about students' perceptions of Google Classroom in English E-Learning, the researcher conducted an in-depth interview with 3 participants who have very positive, positive, and less positive level of perceptions. The participants were given 6 open-ended questions regarding the benefits and constraints of using Google Classroom in English E-Learning. The results of student interviews were described below.

4.1.2.1 Effectiveness of Google Classroom in English Learning

The first question aimed to find out whether Google Classroom was effectively used or not in English learning during this pandemic. Answering the first question, two students said yes and one student said no. Those who responded yes said that Google Classroom does not use too much memory and the user interface was arranged systematically to ease students to find searched materials and assignments. However, one student said that Google Classroom was not effective to be used in English subject because he needs more explanation from the teacher as the conventional learning did.

4.1.2.2 Students' English Skills Improvement by using Google Classroom

The second question aimed to discover whether their English skills improve or not during online learning by using Google Classroom. Responding to the second question, the first interviewee said slightly improved, the second interviewee said improved and one student said not improved. The first

interviewee who said slightly improved added that her improvement was especially in the vocabularies. The second interviewee stated that Google

Classroom increased her English skills because she can find many references and sources to enrich her knowledge and improve her English skills. In addition, the teacher also gave some videos to help the students understand the materials given.

However, the third student said that his English skills did not improve because he just copied the answers from Google without learning to understand the tasks or materials.

4.1.2.3 Urge for Asking in Any Difficulty in English Learning

The third question was purposed to see students' activeness in asking any questions and difficulties faced to their teacher during the process of English E-Learning. Two students said yes for the activeness to ask the questions, but they prefer using Whatsapp rather than Google Classroom, but one student said no.

Those who answered yes said that they usually use Whatsapp to contact the teacher to ask some questions or difficulties in learning English by using Google Classroom. One of those added that if she does not ask about her difficulties, she will be confused and does not get any explanations about the materials or assignments given. Meanwhile, one of the students who answered no assumed that he could Google for anything he asked for.

4.1.2.4 Students' Attitude in Doing the Task in English Learning

The fourth question was aimed to know whether the students do their assignments diligently or not. All three students answered yes, and one of them said that it was because he could search on Google to get the answers.

4.1.2.5 Students' Motivations and Interests in English Learning

The fifth question aims to find out whether students are motivated and interested in learning English during the Covid-19 pandemic or not. The first student said that she was motivated and enthusiastic to learn English because compared to Whatsapp, learning using Google Classroom was more structured and presentable. If students want to ask questions, they can directly type in the comments column below the posted material. Two other students also agreed that Google Classroom could motivate them to learn English during online learning.

The second student said that the teacher provided many sources such as from YouTube. This is different from conventional learning. For her, in the classroom, only the teacher is the source of learning. It is different with the third student who reasons to feel motivated and enthusiastic in learning English because English does not have calculations, as in mathematics.

4.1.2.6 Obstacles in Using Google Classroom in English Learning

The last question aimed to find out the obstacles faced by students in using Google Classroom during English learning. The first student said that sometimes her quota suddenly runs out or the signal was poor while studying online. The second student found that she cannot practice directly about the material given.

The teacher was needed to help her practice the pronunciation of some English vocabulary directly. She also mentioned that it was difficult to ask the teacher while the learning process runs. However, the third student said that he did not face any obstacles during online learning using Google Classroom because he can search on Google to get the answers of everything that he wants to know.

4.2 Discussion

This sub-chapter presents the discussion related to the research findings. It also provides a comparison and further explanation regarding to the related theories that the researcher used, so it is elaborated as follow:

4.2.1 Students' Questionnaire of Their Perceptions toward the Use of Google Classroom

This section discusses the finding of students' questionnaire concerning the previous researches. Moreover, the results were explained in each dimension and the overall data can be seen on appendix 4. The first dimension is about the facilities owned by students to support the E-learning process which consists of 3 statements. The highest mean score was from statement number 2 "At home, I have a stabile internet connection to take virtual classes normally" with mean (3.20), SD (.801) and highest percentage of strongly agree (41.88%). Asri, Irmawati, & Dewi (2020) state that the internet has become a compulsory supporting media for the students to achieve the learning objectives. In contrast with the present finding, there are many studies (Ridho et al., 2019; Amadea & Dahesihsari, 2015; Muslimin & Harintama, 2020; Nartiningrum & Nugroho, 2020; Mohalik & Sahoo, 2020; Alim et al., 2019; Kado et al., 2020) showed that

the main problem to the students and teacher doing the online learning is lack of connectivity. The study from Amadea & Dahesihsari (2015) disclose that disruption of the internet connection affects the usefulness of the features in e-learning platform, makes the performance of the features less than optimal, and reduces students' learning motivation using online platform. These findings were very different from the present study which found that most students have no problem with the internet connection. It can be concluded that the internet connection in their area was usually quite stable to conduct online learning.

However, the lowest mean score from this dimension was for statement number 3 "My home atmosphere is quite conducive and comfortable to conduct online classes" with mean (3.01), SD (.895) and percentage of strongly agree (33.33%). This is important to know as Cahyani et al. (2020) state that with conducive and supportive learning conditions, students will be more enthusiastic in learning so that the learning objectives that have been set can be achieved effectively and efficiently. On the other hand, a less conducive family social environment causes students to be unable to focus on learning, so there must be cooperation and parental support so that students can continue to study with ease.

In conclusion, the finding showed that the result of students' facilities in E-learning had positive perception with mean (9.34), SD (1.992) and total percentage of (77.83%). From the total percentage, it concluded that facilities in E-Learning dimension had positive (P) level of perception which indicates that most have facilities to support online learning.



The second dimension described students' perceptions of the advantages of using Google Classroom as a learning media. The questionnaire consisted of 11 statements in which the highest mean score was for the item number 9 "Easy to join the classroom on Google Classroom application" with mean (3.59), SD (.604) and highest percentage of strongly agree (64.96%). Creating the class in Google Classroom is very easy because the teacher just shares the class code provided thus students can directly join a particular teacher's class (Islam, 2018).

However, the lowest mean score came from statement number 6 "I have more time doing assignments while studying online than when studying at school" with mean (2.87), SD (.933) and percentage of strongly agree (30.77%). It means close to half of them disagreed that using Google Classroom can bring more time to do assignments. The interview of study done by Kartikasari (2021) conveys that mostly students said that they often turn in assignments late due to their laziness, too much work, lack of time, and so on. This is in accordance with what Krishnapatria (2020) has discovered that there were some tasks given with little understanding, but the deadlines were too tight. Not to mention, some tasks had almost the same submission time as others, thus students may not be able to work with the best time in completing these tasks. Findings from Kado et al. (2020) also revealed that some students showed that the teacher gave many assignments so that it was difficult to complete the assigned work in the allotted time. As a result, they prefer conventional offline teaching and learning over virtual and asynchronous forms of learning. In conclusion, based on the whole findings of the advantages of using Google Classroom dimension, the result showed that Google



Classroom brings the very positive (VP) level of perception with mean (37.15), SD (4.515) and total percentage of (84,43%). Therefore, it can be concluded that

Google Classroom offers efficiency, learning autonomy, ease of use, and easy access.

The last dimension is about the use of Google Classroom in English subject during E-Learning. The highest mean score was for statement number 19

“I am happy if I get good English assignment scores through integrated self-study with Google Classroom during the Covid-19 pandemic” with mean (3.56), SD (.607) and highest percentage of strongly agree (62.39%). The same results were

found in a study conducted by Harefa & Sumiyati (2020) in investigating students' perception about Google Classroom as an LMS during the Covid-19 Pandemic.

47.30% of students feel happy to get grades during the learning process assisted by Google Classroom, 36.49% felt very happy and 16.22% felt normal.

Meanwhile, the lowest mean score came from statement number 17

“Google Classroom supports cooperative learning through working in groups” with mean (2.97), SD (.771) and percentage of strongly agree (26.50%). This

result corroborate with the findings of Islam (2018), he found out that learners

considered Google Classroom is not convenient to interact with classmate

privately. If someone wants to send a private message to another, he/she can only

write to the public comment on any posts which will be seen by all class

members. However, the finding of study conducted by Ridho et al. (2019) states

that the majority of students agreed that Google Classroom is a good collaboration

platform because it supports student-to-student and teacher-to-student

interactions. Moreover, the finding of the third dimension 'benefits of Google Classroom in English E-Learning' showed that the majority of students have positive (P) level of perception with mean (19.18), SD (2.833) and total percentage of (79,92%).

4.2.2 Students' Interview of the Benefits and Constraints faced in using Google Classroom

Based on interview responses on the effectiveness of Google Classroom, the first interviewee assessed the effectiveness of this platform by comparing with others platforms. When compared to video conferencing applications such as Zoom and Google Meet, Google Classroom consumes less quota. Google Classroom was also more organized and systematic in storing many materials and assignments rather than chat applications like WhatsApp and Telegram. Google Classroom provided a safe and systematic storage to support virtual classes. The simple user interface made it easier for students to find materials and assignments that were given by the teacher. However, according to Heggart & Yoo (2018), one of the accessibility problems of Google Classroom was the difficulty to find the older posts as more posts to the stream were created, which requires a lot of scrolling. Scrolling down will be very tiresome work for students and teacher. Meanwhile, from the third interviewee, the researcher concluded that one of the weaknesses of online learning was students' difficulty in understanding the material given due to the limited space for the teacher to give detailed explanation and the limited space for students to ask questions directly to the teacher. Teachers who focus on pursuing curriculum targets will make some students

overwhelmed in following the learning process. For students who have low English proficiency, they often have difficulty understanding the material through video recordings, PowerPoint presentations, or Google Docs without teacher's additional explanation.

According to Slavin in Zakaria & Salleh (2012), the effectiveness of learning can be measured using 4 indicators: 1) Quality of learning, namely how much information is provided thus students can learn it easily and minimize the error rate. Based on the interview responses which were supported by Hardjana (2003) and Alim et al. (2019) findings, the content of the material presented in Google Classroom was already quite complete but this information still needed further explanation from the teacher. 2) The appropriate level of teaching, the extent to which the teacher confirms the level of readiness of students to receive new material. According to Fauzan & Arifin (2019), they found from cognitive theory that what is heard, seen, and recorded by a person will be remembered more than just heard. Therefore, the teacher not only ensured students' readiness, but also asked students to record what the teacher said or shared in the video, presentation, or document. 3) Incentives, how much effort is made by the teacher to motivate students to study the material provided and accomplish the assignments. In this case, according to researcher's experience in corroborate with Supini (2021), the teacher started the class by greeting the students, giving motivations, and connecting the previous lesson with the current lesson. To end the class, the teacher provided a summary of important points, evaluated today's learning, and re-motivated the students; and 4) time, the time needed to

accomplish the learning activities. According to findings of questionnaire in statement number 6 “I have more time doing assignments while studying online than when studying at school” with mean (2.87), SD (.933), and total percentage (71,8%) showed that sometimes students lacked time to do assignments, especially if every subject teachers give assignments that were collected sequentially. This will make students overwhelmed and bored in doing the tasks.

From the indicators mentioned above, Fauzan & Arifin (2019) state that the more active students are in the learning process, the more effective learning will be.

Moreover, in order to use digital platform effectively, there are several considerations that the teachers should pay attention to, namely the availability of the equipment to be used, the size of the class they teach, and the ability to use the platform (Hussaini et al., 2020; Geertsema, 2014). Several studies conducted by Nurhayati et al. (2019), Anshari et al. (2017), Fauzan & Arifin (2019), Aditya (2018), and Kartikasari (2021) disclosed that Google Classroom was an effective platform used in online learning. In conclusion, how effective the use of Google Classroom affects the effectiveness of learning.

For the students’ English skill improvement in the second interview responses, Dewangga et al. (2020) state that Google Classroom has features that help students to practice their English skills and to learn how to communicate English appropriately. Giving materials was usually done asynchronously, namely a form of learning that is not carried out at the same time or speed and is usually delivered in the form of recordings, videos, podcasts, or downloadable PDF sources, not doing face to face learning. As a result, the teacher cannot see student



reactions or answer students' questions immediately. For the solution in the second interview's responses, teachers have to give the chance to students for questions and answers, which can be done during class or after class ends. This will hopefully increase students' interest in learning English which is later expected to improve their English skills.

Moreover, the methods, media, and teacher's ability to convey material in an interesting, fun, and interactive way greatly affect students' understanding of the material presented. The students' level of understanding was also influenced by the ability to grasp the material. Some people may be able to understand material faster just by reading, but there are also those who take longer to really understand. Some even need explanations from other people in order to understand the material being studied. The more students practice to be autonomous learners, the more their English skills improve. The experience of the third interviewee revealed that English skills will not be improved without the willingness to practice and learn it regularly. Copying the answers from the internet will not increase his English skills. Therefore, the role of both parties was needed to achieve learning objectives and to improve students' English skills.

The third interview responses were about students' activeness in asking any questions and difficulties faced during virtual class. Google Classroom provided a discussion forum for teachers and students (Okmawati, 2020; Alim et al., 2019), yet the researcher found some obstacles in using the discussion forum. Google Classroom was no auto-update (Pappas, 2015; Kartikasari, 2021; Islam, 2018) and did not provide private chat for student-to-student (Islam, 2018), so they used



other applications that were more flexible and friendly to communicate. Moreover, they had to refresh it frequently to see the latest chats, making it very tiresome (Kartikasari, 2021). In contrast, applications for chatting such as WhatsApp and Telegram provided the ability to send messages quickly and receive notification directly without having to refresh it repeatedly. Therefore, teacher asked students to use WhatsApp for better communication. In addition, when teacher posted a discussion topic, and several students commented under it, it was difficult to sort it out. Teacher had difficulty in trying to find specific student posts as well. Then, students cannot underline important points, or change the colour and font size to highlight their posts. In conclusion, Google Classroom was not a great fit for online discussion, not be as simple as other learning platforms designed for it (Lynch, 2020).

The use of chat applications such as WhatsApp, Telegram, and Line have been done by students long before online learning took place, thus students did not have any difficulties in using them. Therefore, some students were quite active in asking about their difficulties in using Google Classroom through chat applications, such as difficulty in downloading materials, having poor internet connection when submitting assignments, difficulty in submitting the notes, and difficulty to understand the material given. To increase student participation in the discussion room through chat applications, the teacher gave a value-added score for each student who wants to ask questions and give answers to the quiz given by the teacher. Google Classroom can be very useful for engaging introverted students who may be reluctant to participate in conventional learning (Kado et al.,



2020; Rosсыtawati, 2018). The virtual classes provided a platform for all learners to participate equally in the learning process. Therefore, Google Classroom was effective in making all students engage in the teaching and learning process.

For the fourth interview responses, the ease of submitting assignments through Google Classroom should be able to cut down students' reasoning for not submitting assignments on time. In accordance with Fauzan & Arifin (2019), there was no reason for submitting the assignments late because it is very practical and efficient which can be used anywhere and anytime, does not cost money to print assignments, and does not need to meet the teacher to share their work.

Christopher (2015) and Fauzan & Arifin (2019) mentioned that the Google Classroom's task page has the ability to see upcoming deadlines. The students were more motivated to do their tasks because they just needed to open the app, see what they had to do, complete it and then just click to submit. Findings from Englishlina (2019) showed that Google Classroom enhanced the number of students who successfully complete class demands. Teacher can view who has submitted an assignment easily and gave feedback immediately (Ong et al., 2021).

Nevertheless, sometimes technical problems suddenly occurred, such as bad networks and exhausted internet quotas. Problems that often occurred actually come from internal factors, namely procrastination in doing tasks, laziness, and missing the tasks. Sometimes students can be late in submitting their work due to the heavy and time-consuming tasks with short deadlines which can reduce students' enthusiasm in doing assignments, even making students choose to cheat



from the internet or friends. In this case the teacher will give marks to students who are unpunctual (Okmawati, 2020).

In the fifth interview responses, the first interviewee was enthusiastic in learning English through Google Classroom because of the simple and well-organized user interface design, making it easier for students to find the latest material sent by the teacher. Because it is specifically designed as a learning platform, Google Classroom was different from social media applications such as Instagram and Facebook and chat applications such as WhatsApp and Telegram which provide a lot of posts and notifications that will distract students' focus from reading material or doing assignments. The second interviewee revealed that one of the advantages of Google Classroom that made her enthusiastic in learning English is the availability of many sources, which can be provided in the form of audio, video, text, or images. This is in line with Fleming & Mills (1992) who state that there are various learning styles, namely visual, auditory, read-write, and kinesthetic learning styles, thus various content forms assisted students to fit their learning styles. Being aware of students' learning styles eases them to improve their understanding of the material and increase their performance as Rechal, (2019, cited in UK essay, 2013) demonstrated. In addition, the second interviewee revealed that during conventional learning, teacher was considered as a source of learning, but through online learning, learning sources become very diverse. In line with Kado et al. (2020) who state that technology-enabled learning environment creates individualized learning environment where students actively build their knowledge instead of consuming knowledge from the teacher. In

contrast to conventional class which focus on academic skills and rote learning, E-Learning increases 21st century skills such as communication, collaboration, creative thinking, and critical thinking. Students are expected to be active in discovering learning sources that suit their needs, such as by watching educational videos on YouTube, playing English word guessing games, reading Ebooks, and listening to English podcasts that can improve students' English skills. Unlike the other interviewees, the third interviewee had a unique reason why he was enthusiast for learning English, namely there were no calculations and formulas. This may be related to the type of personality or type of intelligence that he has. However, this became his biggest reason for choosing to stay enthusiastic about taking English class. Study from Okmawati (2020) revealed that after carrying out this platform due to the pandemic, the students were more enthusiastic in implementing online learning. It helped students to be engaged, independent, and motivated because the youth tend to use technology in their daily life.

In the last interview responses, the researcher found that technical problems such as weak signals, running out of quota, and incompatible devices were often the reasons why online learning was less efficient for students. These problems took time to solve, even becoming serious problems for participating virtual classes. The best solutions that can be done were providing some alternatives such as having a personal quota and preparing two devices (laptop and handphone) to minimize unexpected things during the online teaching and learning process. The second interviewee complained about the lack of direct practice from the teacher regarding how to pronounce or spell well of English vocabularies and dialogues.



Giving practice to pronounce English vocabularies related to the content of the study given will be a good suggestion for teachers to enrich students' English vocabularies. In addition, the second interviewee said that she had difficulty asking questions during the virtual class. From the pre-observation, teacher usually gave time for students to ask questions during and after the lesson was over. However, sometimes some students are less open and reluctant in asking questions even though the question room becomes more flexible during online learning. The third interviewee said that as long as there is Google, any problems can be solved easily. Indeed, by using search engines students can find many sources to help them understand the subject matter. However, this was actually a pitfall of online learning which cannot hinder students from cheating or copying answers from other friends and sources, especially during online exams. As a result, students will easily underestimate the lesson, become lazy to think, and become dependent on friends and search engines.

Based on findings and discussions, the researcher concluded that the twelfth grade students of SMA Panjura Malang had positive perceptions regarding the use of Google Classroom in English E-Learning. In addition, Google Classroom was effective to be used in conducting online learning because this platform provides many beneficial features such as assignment, communication, grading, uploading, class archive, and so forth to support virtual classes. According to students' responses in questionnaire and interview, it is known that the most beneficial feature in Google Classroom was assignment feature. This result corroborates



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two sub-chapters, these are conclusion and suggestion. The conclusion of this research was written based on the result of the research, while the suggestion was written based on the conclusion of this research.

5.1 Conclusion

Based on the findings and discussions, the researcher comes to the following conclusion. It can be concluded that students of SMA Panjura Malang had positive perceptions toward the use of Google Classroom during the Covid-19 pandemic. According to the findings of survey, the overall result shows that Google Classroom had positive (P) level of perception with mean score (65.67), SD (7.883) and total percentage of (82.09%). The use of Google Classroom was generally perceived to be positive, although some students found some barriers regarding the home condition, the time availability to do tasks, and the unavailability of private messages from student-to-student to support cooperative learning need to be carefully managed. Moreover, the findings of interview discovered that Google Classroom has proven to be effective in conducting virtual classes because this platform provided beneficial features to support online learning. On the other hand, the assignment feature was claimed to be the most substantial feature of Google Classroom.

5.2 Suggestions

Based on the conclusions stated above, the researcher would like to give some suggestions for English teachers, students, and future researchers. Firstly, for English teachers, this research is expected to assist teachers in understanding students' perceptions of the use of Google Classroom in E-Learning so that teachers can determine the appropriate learning platform for their students.

Because students have a positive perception of using Google Classroom for their online English learning, teachers need to optimize the implementation of Google Classroom because it gives many benefits in facilitating online learning optimally.

Teachers should create attractive virtual classes by making maximum use of technology.

Secondly, for students, hopefully they can increase their enthusiasm for learning English in several ways, such as not delaying work because delaying one task will pile up many tasks, then asking if they have any difficulties while studying. Students have to find out many sources to enrich their knowledge about the material given and to hone their English skills in the hope that it can be applied in their daily conversation.

Thirdly, it is hoped that this study can be used as a reference for further research who want to hold similar study related to Google Classroom, especially in English learning. Another thing about how teacher implement Google Classroom in specific English skills is not studied in this study and can be used as problems in other studies in order to obtain comprehensive and varied information.



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APPENDIX 1- Questionnaire (English Version)

Questionnaire on Students' Perceptions toward the Use of Google Classroom in English E-Learning during Covid-19 Pandemic

Dear student,
You are invited to participate in an online survey on undergraduate research projects under the title "Students' Perceptions toward the Use of Google Classroom in English E-Learning during Covid-19 Pandemic". This research is being conducted by Ria Yulia Sianturi from English Education Program, Universitas Brawijaya. Your feedback is important to me in investigating students' perceptions towards the use of Google Classroom in English E-Learning during Covid-19 Pandemic.

The questionnaire consists of two parts. The first part contains personal data and the second part contains 20 close-ended questions. It should take approximately 10 minutes to complete. Your responses will be anonymous, confidential and for scientific use only.

To appreciate the participants, the researcher provides OVO/GoPay for 3 lucky respondents. *Please include your phone number in the biodata section.

If you have any questions, please contact the researcher at ria_yuliaa@student.ub.ac.id

Thank you for your cooperation.

Clicking on the "AGREE" button indicates that you have read the above information.

AGREE

PART 1: Personal Data

Instruction:

The following questions ask about your personal data. Remember that your responses will be anonymous, confidential and for scientific use only.

Name :

Gender :

Male

Female

Class:

Phone Number: *choose between OVO and GOPAY. Example: 081*****-OVO

PART 2: Students' Perceptions toward the Use of Google Classroom in English E-Learning during Covid-19 Pandemic

Instruction:

This part contains 30 statements about the use of Google Classroom in English E-Learning during Covid-19 Pandemic. Each question has answers, which indicate:

1 = Strongly Disagree 3 = Agree
2 = Disagree 4 = Strongly Agree

Remember there are no true or false answers; just answer as accurately as possible.

CLICKING the number that best reflects your point of view about the statement.

No.	Questions	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1.	I have sufficiency in buying internet data.	1	2	3	4
2.	At home, I have a stabile internet connection to take virtual classes normally.	1	2	3	4
3.	My home atmosphere is quite conducive and comfortable to conduct online elasses.	1	2	3	4
4.	Google classroom saves time in submitting an assignment electronically.	1	2	3	4
5.	Google classroom saves paper usage.	1	2	3	4
6.	I have more time doing assignments while studying online than when studying at school.	1	2	3	4
7.	Google Classroom trained me to be autonomous.	1	2	3	4
8.	Google Classroom is easy to learn.	1	2	3	4
9.	Easy to join the classroom on Google Classroom application.	1	2	3	4
10.	Easy to submit the assignment in Google Classroom.	1	2	3	4
11.	The user interface design is so simple thus it is easy to understand.	1	2	3	4
12.	Google Classroom enables me to	1	2	3	4

	access the learning materials easily.				
13.	Google Classroom provides quick and easy access to Assignment.	1	2	3	4
14.	With Google Classroom, learning can take place everywhere and anytime.	1	2	3	4
15.	I can express my opinion without feeling reluctant.	1	2	3	4
16.	I got higher English score when tests are conducted through Google Classroom than in a normal classroom.	1	2	3	4
17.	Google Classroom supports cooperative learning through working in group.	1	2	3	4
18.	I am happy to take part in the Google Classroom integrated English learning process during the Covid-19 pandemic.	1	2	3	4
19.	I am happy if I get good English assignment scores through integrated self-study with Google Classroom during the Covid-19 pandemic.	1	2	3	4
20.	I am enthusiastic when teachers ask questions through Google Classroom on the learning process during the Covid-19 pandemic.	1	2	3	4



APPENDIX 2: Questionnaire (Indonesian Version)**BAGIAN 1: Data Diri**

Petunjuk Pengisian:

Pada bagian ini, Anda diminta untuk mengisi data diri Anda. Mohon diperhatikan bahwa tanggapan Anda akan bersifat anonim, rahasia, dan hanya dipergunakan untuk kepentingan penelitian.

Nama: *

Jawaban Anda

Jenis Kelamin: *

- Laki-Laki
- Perempuan

Kelas: *

- XII IPS 1
- XII IPS 2
- XII IPS 3
- XII IPS 4
- XII MIPA 1
- XII MIPA 2
- Yang lain: _____

Nomor HP/ WhatsApp:

Jawaban Anda

Kembali

Berikutnya

Kosongkan formulir



Persepsi siswa dalam menggunakan Google Classroom pada Pembelajaran Online Mata Pelajaran Bahasa Inggris selama Pandemi Covid-19

Ananda terkasih,
Anda diundang untuk berpartisipasi dalam survei online pada proyek penelitian yang berjudul "Students' Perceptions toward the Use of Google Classroom in English E-Learning during Covid-19 Pandemic". Penelitian ini diadakan oleh Ria Yulia Sianturi dari Program Pendidikan Bahasa Inggris, Universitas Brawijaya. Tanggapan Anda sangat berharga bagi saya dalam meneliti persepsi siswa terhadap penggunaan Google Classroom dalam Pembelajaran Online mata pelajaran Bahasa Inggris selama pandemi Covid-19.

Pengisian kuesioner ini memerlukan waktu kurang lebih 10 menit. Semua jawaban dan identitas Anda akan dijaga kerahasiaannya. Data-data yang diberikan hanya akan dipergunakan untuk kepentingan penelitian dan tidak akan disebarluaskan.

Atas kesediaannya, peneliti akan memberikan apresiasi berupa OVO/GoPay bagi 3 orang yang beruntung. *Mohon sertakan nomor hp Anda pada bagian data diri.

Jika Anda memiliki pertanyaan mengenai penelitian ini, silahkan menghubungi peneliti, Ria, melalui email ria_yulia@student.ub.ac.id

Terima kasih atas kesediaannya.

 riayulia671@gmail.com (tidak dibagikan) [Ganti akun](#) 

* Wajib

Menekan tombol "SETUJU" menandakan Anda telah membaca informasi diatas. *

SETUJU

Berikutnya

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1. Saya mampu membeli paket data internet. *

	1	2	3	4	
Sangat Tidak Setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Setuju

2. Di rumah, saya memiliki koneksi internet yang stabil selama mengikuti kelas virtual. *

	1	2	3	4	
Sangat Tidak Setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Setuju

3. Suasana rumah saya cukup kondusif dan nyaman untuk melaksanakan kelas online. *

	1	2	3	4	
Sangat Tidak Setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Setuju

4. Google Classroom menghemat waktu saya dalam mengumpulkan tugas secara online. *

	1	2	3	4	
Sangat Tidak Setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Setuju

5. Google Classroom menghemat penggunaan kertas. *

	1	2	3	4	
Sangat Tidak Setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Setuju

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11. Desain tampilan layar pada Google Classroom sangat sederhana sehingga mudah dipahami. *

	1	2	3	4	
Sangat Tidak Setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Setuju

12. Saya dapat mengakses materi pembelajaran melalui Google Classroom dengan mudah. *

	1	2	3	4	
Sangat Tidak Setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Setuju

13. Saya dapat mengakses tugas dengan cepat dan mudah melalui Google Classroom. *

	1	2	3	4	
Sangat Tidak Setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Setuju

14. Dengan Google Classroom, pembelajaran dapat dilakukan di mana saja dan kapan saja. *

	1	2	3	4	
Sangat Tidak Setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Setuju

15. Saya dapat menyampaikan pendapat melalui Google Classroom tanpa merasa segan atau malu *

	1	2	3	4	
Sangat Tidak Setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Setuju

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16. Saya mendapat nilai Bahasa Inggris lebih tinggi saat tes dilakukan melalui Google Classroom dibandingkan saat belajar disekolah. *

	1	2	3	4	
Sangat Tidak Setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Setuju

17. Google Classroom mendukung pembelajaran kooperatif melalui kerja kelompok. *

	1	2	3	4	
Sangat Tidak Setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Setuju

18. Saya senang mengikuti proses pembelajaran Bahasa Inggris terintegrasi Google Classroom selama pandemi Covid-19. *

	1	2	3	4	
Sangat Tidak Setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Setuju

19. Saya senang apabila mendapatkan nilai tugas Bahasa Inggris yang baik melalui belajar mandiri terintegrasi Google Classroom selama pandemi Covid-19. *

	1	2	3	4	
Sangat Tidak Setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Setuju

20. Saya antusias jika guru memberikan pertanyaan melalui Google Classroom pada proses pembelajaran selama pandemi Covid-19. *

	1	2	3	4	
Sangat Tidak Setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Setuju

APPENDIX 3—BLUEPRINT OF STUDENTS' QUESTIONNAIRE

The Blueprint of Students' Perception toward the Use of Google Classroom in English E-Learning during Covid-19 Pandemic

Dimensi	Sub-dimensi	No.	Statement
Facilities in E-learning		1.	I have sufficiency in buying internet quota. (Saya mampu membeli kuota internet).
		2.	At home, I have a stable internet connection to take virtual classes normally. (Di rumah, saya memiliki koneksi internet yang stabil selama mengikuti kelas virtual).
		3.	My home atmosphere is quite conducive and comfortable to conduct online classes. (Suasana rumah saya cukup kondusif dan nyaman untuk melaksanakan kelas online).
Advantages of Google Classroom	Efficient	4.	Google Classroom saves time and effort in submitting an assignment electronically. (Google Classroom menghemat waktu dan tenaga saya dalam mengumpulkan tugas online).
		5.	Google Classroom saves paper usage. (Google Classroom menghemat penggunaan kertas).
	Learning Autonomy	Efficient	6.
7.			Google Classroom helps me to become an independent learner. (Google Classroom membantu saya menjadi pelajar yang mandiri).
Ease of use		8.	Google Classroom is easy to learn. (Google Classroom mudah untuk dipelajari).
		9.	Easy to join the class in Google Classroom with a class code. (Mudah bergabung di kelas Google Classroom melalui kode kelas yang dibagikan).
		10.	Easy to submit the assignment in Google Classroom. (Mudah dalam mengirimkan tugas melalui Google Classroom).
		11.	The user interface design is so simple thus it is easy to understand. (Desain tampilan layar pada Google Classroom

		sangat sederhana sehingga mudah dipahami).
Accessibility	12.	Google Classroom enables me to access the learning materials easily. (Saya dapat mengakses materi pembelajaran melalui Google Classroom dengan mudah).
	13.	Google Classroom provides quick and easy access to assignment. (Saya dapat mengakses tugas dengan cepat dan mudah melalui Google Classroom).
	14.	With Google Classroom, learning can take place everywhere and anytime. (Dengan Google Classroom, pembelajaran dapat dilakukan di mana saja dan kapan saja).
Use of Google Classroom in English E-Learning	15.	I can express my opinion without feeling reluctant or shy. (Saya dapat menyampaikan pendapat melalui Google Classroom tanpa merasa segan atau malu).
	16.	I got higher English score when tests are conducted through Google Classroom than in a normal classroom. (Saya mendapat nilai Bahasa Inggris lebih tinggi saat tes dilakukan melalui Google Classroom dibandingkan saat belajar di sekolah).
	17.	Google Classroom supports cooperative learning through working in group. (Google Classroom mendukung pembelajaran kooperatif melalui kerja kelompok).
	18.	I am happy to take part in the Google Classroom integrated English learning process during the Covid-19 pandemic. (Saya senang mengikuti proses pembelajaran Bahasa Inggris terintegrasi Google Classroom selama pandemi Covid-19).
	19.	I am happy if I get good English assignment scores through integrated self-study with Google Classroom during the Covid-19 pandemic. (Saya senang apabila mendapatkan nilai tugas Bahasa Inggris yang baik melalui belajar mandiri terintegrasi Google Classroom selama pandemi Covid-19).
	20.	I am enthusiastic when teachers ask questions through Google Classroom on the learning process during the Covid-19 pandemic. (Saya antusias jika guru memberikan pertanyaan melalui Google Classroom pada proses pembelajaran

APPENDIX 4 – THE ORIGINAL QUESTIONNAIRES

Noted: Green Olive color indicates the adapted statements.

The Questionnaire of “A Survey Study of Students Perception in Using Google Classroom in English Language Education Department of Islamic University of Indonesia” by Reza Rossyawati (2018)

No.	STATEMENTS	Disagree	Agree	Strongly Agree
1.	Google Classroom meets my needs such as mobility and social communication.			
2.	Google Classroom offers me more opportunities to interact with my teacher and peers outside classroom.			
3.	Students who are shy to participate in class, usually feel more comfortable communicating online via Google Classroom.			
4.	Google Classroom saves effort and time by doing and submitting assignments electronically.			
5.	Google Classroom services give me a running record of when assignments are due and a description of what is expected.			
6.	When absent, I can easily access class materials and assignments through Google Classroom.			
7.	Google Classroom reduces learning cost.			
8.	Google Classroom gives me a chance to share my writing with my teacher and peers.			
9.	Google Classroom allows me to get immediate feedback from my teacher.			
10.	Google Classroom supports cooperative learning through working in groups.			
11.	Google Classroom allows me to participate in online discussions.			
12.	Google Classroom develops my autonomous learning skills.			
13.	Google Classroom can complement classroom teaching			



	and learning			
14.	I lack access to computers or any mobile devices at home.			
15.	Google Classroom requires long time to master its use.			
16.	I need to learn some troubleshooting technology tasks to help myself when using Google Classroom.			
17.	Students may use Google Classroom as more of a social networking site than a learning tool.			
18.	I dislike using Google Classroom because the small-sized screen causes me difficulty in navigation and typing.			
19.	I get frustrated when using Google Classroom because of the slow-speed internet on my mobile.			

The Questionnaire of Effectiveness of Google Classroom as a Digital Tool in Teaching and Learning: Students' Perceptions by Iliyasa Hussaini et al. (2020)

No.	ITEMS	TOPIC
1.	I have adequate training on how to operate Google classroom	The effect of Google classroom in improving students' access and attentiveness towards learning
2.	Google Classroom enhances my critical thinking ability	
3.	Google Classroom improved my attention towards class attendance	
4.	I have easy access to class notes when shared in Google classroom	
5.	Classwork/assignment is easily viewed and can be conducted in Google Classroom	The students' perception on how effective is knowledge and skills gained through Google classroom
6.	Google Classroom makes learning to be collaborative	
7.	As a digital tool, it is innovative and very educational	
8.	It helps me to become an independent learner	
9.	Teachers can add guardians to track their children's performance, thus students are always serious	Students view regarding how GC provides meaningful feedback to both student and teachers
10.	Easy and effective record keeping since all the records are online	
11.	Due dates in Google classroom helps to identify students that submits their work late	
12.	Students can view their score online	
13.	Students can track their progress regularly	Students view on how Google Classroom makes communication easy
14.	Editing and Resubmitting assignment after submitting helps students to make necessary changes	
15.	Information regarding the class is always passed online, therefore, students are always up to date	
16.	I score higher marks when tests are conducted through Google classroom than in a normal classroom	
17.	With Google classroom, learning can take place everywhere and anytime	Student limitation towards using Google classroom
18.	Poor network hinders students from submitting their work on time	
19.	Lack of money to buy data affects my active participation in the class activities and no free functional Wi-Fi in the school	
20.	I don't have Personal Computer or a Smart Phone to use and join the Google classroom	

The Questionnaire of “Persepsi Siswa terhadap Google Classroom sebagai LMS pada masa Pandemi Covid-19” by Nelius Harefa & Sumiyati (2020)

No.	Pernyataan
1.	Saya bersemangat setiap mengikuti proses pembelajaran terintegrasi google classroom selama pandemi Covid-19.
2.	Saya senang mengikuti proses pembelajaran terintegrasi google classroom selama pandemi Covid-19.
3.	Saya senang apabila mendapatkan nilai tugas yang baik melalui belajar mandiri terintegrasi google classroom selama pandemi Covid-19.
4.	Saya merasa terbebani mengerjakan tugas yang diberikan guru melalui google classroom selama pandemi Covid-19.
5.	Saya senang mengerjakan tugas secara mandiri melalui google classroom selama pandemi Covid-19.
6.	Saya tertarik terhadap penggunaan google classroom pada proses pembelajaran selama pandemi Covid-19.
7.	Saya antusias jika guru memberikan pertanyaan melalui google classroom pada proses pembelajaran selama pandemi Covid-19.
8.	Google classroom sangat menarik jika diterapkan pada proses pembelajaran karena menyediakan fitur-fitur yang beragam dan menarik.
9.	Saya kesulitan menggunakan/mengimplementasikan google classroom pada proses pembelajaran selama pandemi Covid-19.
10.	Saya memahami penggunaan fitur-fitur google classroom pada proses pembelajaran selama pandemi Covid-19.

APPENDIX 5. EXPERT VALIDATION

1. Petunjuk Validasi

PETUNJUK VALIDASI

(Questionnaire)

Judul Skripsi : Students' Perceptions toward the Use of Google Classroom in English

E-Learning during Covid-19 Pandemic

Ringkasan Skripsi : Topik dari skripsi ini adalah menyelidiki persepsi siswa terhadap penggunaan Google Classroom. Tujuan dari skripsi ini adalah untuk mengetahui bagaimana persepsi siswa terhadap penggunaan Google Classroom dalam Pembelajaran Jarak Jauh (PJJ) mata pelajaran Bahasa Inggris selama pandemi Covid-19 di SMA Panjura Malang. Oleh karena itu, untuk mengetahui persepsi siswa terhadap media pembelajaran, dibutuhkan sebuah kuisioner.

Tujuan Instrumen : Kuisioner digunakan untuk mengetahui bagaimana persepsi siswa terhadap penggunaan Google Classroom dalam Pembelajaran Jarak Jauh (PJJ) mata pelajaran Bahasa Inggris selama pandemi Covid-19 di SMA Panjura Malang.

Petunjuk :

Untuk memberikan penilaian terhadap kuisioner, ibu cukup memberikan tanda centang (√) pada kolom yang telah disediakan.

- a. Aspek-aspek yang dinilai adalah sebagai berikut:
 - a. Isi sesuai dengan topik pembahasan
 - b. Bahasa mudah dimengerti
 - c. Kalimat tidak bermakna ambigu
- b. Angka-angka yang terdapat pada kolom berarti:
 - 1 = tidak valid
 - 2 = kurang valid
 - 3 = cukup valid
 - 4 = valid
- c. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:
 - A = dapat digunakan tanpa revisi
 - B = dapat digunakan dengan revisi sedikit
 - C = dapat digunakan dengan revisi sedang
 - D = dapat digunakan dengan revisi banyak
 - E = tidak dapat digunakan

Tabel Penilaian:

Item Number	Topic	Scoring Scale				Comment/ Suggestion
		1	2	3	4	
1	1. Facilities in Online Learning			√		Use Indonesian language well
2					√	
3					√	
4					√	
5	2. Advantages of Google Classroom				√	
6					√	
7					√	
8					√	
9					√	
10					√	
11					√	
12					√	
13					√	
14					√	
15					√	
16					√	
17	3. Disadvantages of Google Classroom				√	
18					√	
19					√	
20				√		
21			√		Do not miss one of the features in GC	
22				√		
23				√		
24	4. Usefulness in English E-Learning				√	
25					√	
26					√	
27					√	
28					√	
29					√	
30					√	



Penilaian Instrumen secara umum

Uraian	A	B	C	D	E
Penilaian secara umum terhadap format angket siswa yaitu tentang Persepsi Siswa terhadap Penggunaan Google Classroom pada Pembelajaran Jarak Jauh (PJJ) mata pelajaran Bahasa Inggris selama pandemi Covid-19 (<i>Students' Perceptions toward the Use of Google Classroom in English E-Learning during Covid-19 Pandemic</i>)		√			

Saran-saran:

When you translate into Indonesian Language, use it formally like the word 'gadget'. It supposed to be translated as 'gawai'. Further, do not miss the name of the features in Google classroom since your study is focusing on it.

Malang, 7 Juni 2021



Dian Novita Dewi, S.Pd, M.Li
NIK. 2016128502042000

APPENDIX 6 – VALIDITY RESULT OF STUDENTS' QUESTIONNAIRE

Items	r_{hitung}	r_{tabel}	Sig. (2-tailed)	Explanation
1	0,5039	0,361	0,005	Valid
2	0,4792	0,361	0,007	Valid
3	0,543	0,361	0,002	Valid
4	0,605	0,361	0,000	Valid
5	0,5598	0,361	0,001	Valid
6	0,589	0,361	0,001	Valid
7	0,5199	0,361	0,003	Valid
8	0,6864	0,361	0,000	Valid
9	0,6136	0,361	0,000	Valid
10	0,7407	0,361	0,000	Valid
11	0,562	0,361	0,001	Valid
12	0,7604	0,361	0,000	Valid
13	0,769	0,361	0,000	Valid
14	0,5456	0,361	0,002	Valid
15	0,4425	0,361	0,014	Valid
16	0,476	0,361	0,008	Valid
17	0,5331	0,361	0,002	Valid
18	0,526	0,361	0,003	Valid
19	0,399	0,361	0,029	Valid
20	0,4202	0,361	0,021	Valid

THE RELIABILITY TEST

Reliability Statistics

Cronbach's Alpha	N of Items
.878	20

APPENDIX 7 RAW DATA OF TRYING OUT THE INSTRUMENT

Waktu	Nama/Inisial	No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
5/25/2021 5:07:52	Indira Ladya	S1	4	2	3	1	4	2	1	4	4	4	4	4	4	4	4
5/25/2021 5:09:44	Dimas	S2	5	5	5	3	5	5	5	1	3	5	5	5	5	5	5
5/25/2021 5:19:05	Andre	S3	3	3	1	1	1	4	3	4	4	3	5	3	4	3	3
5/25/2021 5:19:20	Alfiyanal Mahmudah	S4	5	4	4	4	4	4	4	5	5	4	5	4	4	4	4
5/25/2021 5:27:57	Annisa	S5	5	5	4	4	5	5	5	5	4	5	5	5	5	5	5
5/25/2021 5:31:44	Febe	S6	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
5/25/2021 5:34:35	Ainnaya Aulia	S7	4	5	5	5	4	5	5	5	5	4	4	4	4	4	4
5/25/2021 5:34:50	Dinta Rhosita	S8	5	4	5	4	4	4	2	3	4	4	4	4	4	4	4
5/25/2021 5:35:25	Oni	S9	5	3	3	3	2	4	3	4	2	4	4	4	4	4	4
5/25/2021 5:38:02	Kacjia	S10	4	4	5	5	5	5	5	5	4	5	5	5	5	5	5
5/25/2021 5:46:11	Arista	S11	5	4	3	4	5	4	3	5	5	4	5	4	4	4	4
5/25/2021 6:03:31	Rm	S12	5	4	5	3	4	5	2	4	2	2	4	3	4	3	3
5/25/2021 6:10:19	RDFK	S13	5	5	4	2	3	5	1	3	3	4	4	4	4	4	4
5/25/2021 6:51:54	Citraning Pertiwi	S14	1	4	4	4	3	4	4	4	5	4	3	4	4	4	4
5/25/2021 7:02:38	Rohani Gultom	S15	5	3	4	5	3	5	3	5	2	3	4	3	3	4	5
5/25/2021 7:34:48	Lalaa	S16	5	4	4	4	4	4	3	4	3	4	4	4	4	4	4
5/25/2021 7:52:28	Aurel Novalia	S17	5	4	3	4	4	4	5	4	5	4	4	4	4	4	4
5/25/2021 23:58:18	Avita Ocasari	S18	4	4	4	4	4	4	4	4	5	4	4	4	5	5	5
5/26/2021 0:54:01	Bintang	S19	5	4	4	4	5	5	5	5	5	4	5	5	4	4	4
5/26/2021 0:55:56	Uwan Aisyah	S20	4	5	5	4	4	5	4	5	5	5	5	5	5	5	5
5/26/2021 1:08:13	Ruth	S21	4	3	3	2	4	4	4	4	4	4	4	4	4	4	4
5/26/2021 2:07:32	Ardi	S22	5	4	4	4	3	2	4	4	2	3	3	3	3	2	2
5/26/2021 2:29:00	dita febriana putri	S23	5	5	5	4	5	4	3	5	4	5	5	5	4	4	5
5/26/2021 2:50:30	Muhammad Ariel Ku	S24	5	4	4	4	4	3	4	4	3	4	4	4	5	3	4
5/26/2021 3:27:37	Adik Tata	S25	5	5	5	3	2	3	4	3	4	5	5	5	5	5	5
5/26/2021 3:49:02	ALDY	S26	5	5	4	3	4	5	3	3	4	2	3	2	4	4	4
5/26/2021 4:12:16	Vanessa	S27	5	4	4	5	4	4	3	3	3	5	5	4	4	4	4
5/26/2021 4:57:32	Narendra F. Ygatarr	S28	5	5	4	4	4	4	4	3	3	4	4	4	4	4	4
5/26/2021 7:30:46	Visco Nafis	S29	4	4	4	3	3	4	2	3	3	4	4	4	4	4	4
5/27/2021 17:23:33	Bayu Anggara	S30	5	3	4	4	5	5	4	3	4	4	5	4	4	4	4
	rHitung		0.11	0.44	0.41	0.577	0.66	0.54	0.61	0.27	0.5	0.62	0.52	0.66	0.519	0.7165	0.742
	rTabel		0.36	0.36	0.36	0.361	0.36	0.361	0.36	0.36	0.36	0.36	0.36	0.36	0.361	0.361	0.361
	v/y		T	V	V	V	V	V	V	T	V	V	V	V	V	V	V

Ket: V= Valid
T= Tidak Valid

16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Total
4	5	5	2	4	3	4	5	4	2	3	1	4	4	4	103
5	3	1	5	5	5	4	5	5	5	5	5	5	5	5	135
4	3	4	4	3	3	4	5	4	4	3	4	4	4	5	102
4	5	2	2	4	2	5	4	4	4	2	2	3	4	5	116
5	4	4	4	4	2	4	5	5	2	2	4	4	5	5	131
5	3	3	5	3	3	2	4	3	4	4	4	4	4	4	130
5	5	4	3	4	4	2	4	4	3	4	4	4	4	5	126
4	5	5	4	2	4	2	5	3	4	2	4	3	3	4	113
4	5	5	3	3	4	3	4	4	5	3	3	3	4	4	110
5	2	2	5	4	4	5	4	4	2	2	4	4	4	4	125
5	4	3	2	3	5	3	5	4	5	5	3	3	5	5	123
3	4	4	4	3	3	2	4	3	3	2	3	3	4	4	102
4	5	3	3	3	4	3	2	3	3	4	2	3	3	5	105
4	5	5	4	4	5	4	4	4	4	3	2	4	4	4	116
5	5	3	2	5	3	3	5	3	5	3	3	5	5	5	119
4	5	5	5	4	2	5	5	4	3	5	4	4	4	5	123
5	5	2	4	4	2	4	5	5	4	4	4	4	4	5	124
4	4	2	3	4	4	4	5	4	4	4	4	4	4	4	122
4	4	4	5	1	5	1	4	4	5	4	5	5	4	4	127
5	5	4	1	5	2	2	1	5	5	5	4	4	5	5	129
5	4	4	3	2	4	2	4	4	4	4	4	4	4	4	112
4	4	3	3	3	4	3	3	4	2	3	3	3	4	3	97
5	5	3	2	5	3	3	3	3	3	4	4	5	5	4	125
3	5	5	1	5	5	2	5	4	3	2	3	3	5	3	113
5	2	2	2	3	2	4	4	5	3	2	2	4	5	4	113
5	5	4	4	4	4	4	5	4	2	2	2	2	4	4	112
4	5	2	4	4	4	3	5	4	3	3	3	4	5	3	117
2	4	2	5	2	5	2	3	4	3	3	4	5	4	3	111
4	4	3	4	4	2	4	3	4	4	3	3	4	4	4	107
4	5	3	3	4	3	3	3	4	3	4	4	4	4	4	117
0.544	-0	-0	0.098	0.33	-0	0.03	0.19	0.22	0.39	0.454	0.5165	0.464	0.39	0.48	
0.361	0.4	0.4	0.361	0.36	0.36	0.361	0.36	0.36	0.361	0.361	0.361	0.361	0.36	0.36	
V	T	T	T	T	T	T	T	T	V	V	V	V	V	V	

*red indicates discarded items

APPENDIX 8**Students' Perception of Google Classroom in English E-Learning In-Depth Interview Specifications**

No.	Interview-guide Specification	
1	Purpose	The purpose of this in-depth interview guide is to obtain detailed information about students' perceptions of using Google Classroom in English E-Learning.
2	Definition	Student perception is what students think about something they have done or learned.

Blueprint Student Perception of Google Classroom in English E-Learning In-Depth Interview

Variable	No.	Questions
Google Classroom, English Subject, and Online Learning	1.	Apakah pembelajaran bahasa Inggris melalui Google Classroom efektif selama pandemi Covid-19? (Is learning English through Google Classroom effective during the Covid-19 pandemic?)
	2.	Apakah kemampuan bahasa Inggris anda meningkat selama pembelajaran menggunakan Google Classroom? (Did your English skills improve while learning by using Google Classroom?)
	3.	Apakah anda bertanya kepada guru ketika mengalami kesulitan dalam belajar bahasa Inggris menggunakan Google Classroom? (Do you ask the teacher when you have difficulty learning English by using Google Classroom?)
	4.	Apakah anda rajin mengerjakan tugas bahasa Inggris yang diberikan oleh guru melalui Google Classroom

selama pandemi Covid19?

(Do you diligently work on English assignments given by the teacher through Google Classroom during the Covid-19 pandemic?)

5. Apakah anda termotivasi dan semangat untuk belajar bahasa Inggris melalui Google Classroom selama pandemi Covid-19?

(Do you motivated and enthusiastic about learning English through Google Classroom during the Covid-19 pandemic?)

6. Apa saja kendala yang anda hadapi selama belajar online menggunakan Google Classroom ini?

(What are the obstacles you face during online learning using Google Classroom?)

Adapted from Mulyani (2020)



APPENDIX 9

Students' Interview Result Transcription

Student 1 (S1) – (Positive Level - Female)

1. X: *“Apakah pembelajaran bahasa Inggris pakai Google Classroom efektif selama pandemi Covid-19?”*

(Is learning English through Google Classroom effective during the Covid-19 pandemic?)

S1: *“Efektif ya bu, soalnya kalau dari Google Classroom tidak terlalu habis memori jadi misalnya tugas yang kita kirim bisa kita lihat gitu, Bu.”*

(It's effective, miss, because Google Classroom doesn't use up too much memory, so for example, we can see the assignments that we send, miss.)

2. X: *“Apakah kemampuan bahasa Inggris anda meningkat selama pembelajaran pakai Google Classroom?”*

(Did your English skills improve while learning by using Google Classroom?)

S1: *“meningkat sedikit, bu.”* (increased a bit, miss)

X: *“Dalam hal apa kira-kira? Kosakata?”* (In what case? Vocabulary?)

S1: *“ya kosakata, ya terus..., kosakata sih, bu.”* (yess, vocabulary, yes and then..., hm, vocabulary, miss.)

X: *“gurunya ada menyiapkan semacam video atau PPT gitu ya?”*
(Has the teacher prepared some kind of video or PPT like that?)

S1: *“Kalo gurunya sih engga video, tapi dari PPT, bu, kadang.”* (not videos, but from PPT, miss, sometimes.)

3. X: *“Apakah anda bertanya kepada guru ketika mengalami kesulitan dalam belajar bahasa Inggris menggunakan Google Classroom?”*

(Do you ask the teacher when you have difficulty learning English by using Google Classroom?)



S1: "*Kalau bertanya mungkin lewat chat pribadi, bu.*" (If I want to ask maybe via private chat, miss)

X: "*Lewat Whatsapp ya?*" (Using Whatsapp?)

S1: "*Iya, lewat Whatsapp pribadi, gak dari Google Classroomnya, Bu.*" (Yes, through private chat Whatsapp, not using Google Classroom)

4. X: "*Apakah anda rajin mengerjakan tugas bahasa Inggris yang diberikan oleh guru melalui Google Classroom selama pandemi Covid19?*" (Do you diligently work on English assignments given by the teacher through Google Classroom during the Covid-19 pandemic?)

S1: "*Rajin, Bu, terkumpul semua.*" (Yes, I am diligent, miss, all collected.)

5. X: "*Apakah anda termotivasi dan semangat untuk belajar bahasa Inggris pakai Google Classroom selama pandemi ini?*" (Do you motivated and enthusiastic about learning English through Google Classroom during the Covid-19 pandemic?)

S1: "*Ya semangat sih, bu. Termotivasi juga. Daripada yang kalau lewat WA itukan kadang bingung, bu.*" (Yes, I'm excited, miss. Motivated too. Instead of those who go through WA, it's sometimes confusing, miss.)

X: "*karna gak terstruktur gitu ya? Spam spam gitu?*" (Because it's not structured? Spam spam like that?)

S1: "*Iya, soalnya kan kalau dari WA guru baru ngasih materi, anak-anak langsung jawab, jawab, jawab, dibawahnya itu, bu.*" (Yes, the problem is that from WA, when the teacher just gave the material, the children immediately answered, answered, answered, in the below, miss.)

6. X: "*Apa saja kendala yang dihadapi selama pembelajaran Bahasa Inggris selama online ini?*" (What are the obstacles you face during online learning using Google Classroom?)



S1: *“Ya paling kesulitannya itu bu, kalau tiba-tiba kuotanya habis, kan gak bisa ngakses Google Classroom. Itu aja sih, bu, kesulitannya. Kadang sinyalnya nge-lag, gitu bu.”* (Hm, the difficult thing, miss, if suddenly the quota runs out, I can't access Google Classroom. That's all, miss, the trouble. Sometimes the signal lags, miss.)

Student 2 (S2) – (Very Positive Level- Female)

1. X: X: *“Apakah pembelajaran bahasa Inggris pakai Google Classroom efektif selama pandemi Covid-19?”*

(Is learning English through Google Classroom effective during the Covid-19 pandemic?)

S2: *“Ya, efektif, tapi ada juga kendalanya sedikit, tapi lebih banyak efektifnya sih, bu, kayak kemajuannya gitu.”* (Yes, it's effective, but there are also a few obstacles, but it's more effective, miss, like the progress.)

2. X: *“Apakah kemampuan bahasa Inggris anda meningkat selama pembelajaran pakai Google Classroom?”*

(Did your English skills improve while learning by using Google Classroom?)

S2: *“Alhamdulillah, meningkat. Terus bisa cari referensi kan kalau lewat Google Classroom, kita juga banyak referensi gitu, bu.”*

(Alhamdulillah, it increased. Then I can find references if I go through Google Classroom, we also have lots of references, like that, miss.)

X: *“Biasanya gurunya nampilin PPT ya kalau kasih materi?”*
(Usually the teacher shows PPT, right, if she want to give the material?)

S2: *“Selama di Google Classroom, banyak video-video yang dikasih guru sehingga kita ini kalau pembelajaran dapat dipahami, gitu, bu.”*

(While in Google Classroom, there are many videos that are given by the teacher so that when the learning runs, we can understand, miss.)



3. X: “Apakah anda bertanya kepada guru ketika mengalami kesulitan dalam belajar bahasa Inggris menggunakan Google Classroom?”

(Do you ask the teacher when you have difficulty learning English by using Google Classroom?)

S2: “Tanya ke guru bahasa Inggris, kalau misalkan ada kesulitan. Karena kalau gak tanya pasti bingung sendiri, bu. Soalnya kalau belajar daring itu butuh pemahaman juga.” (Ask the English teacher, if, for example, there are difficulties, because if you don't ask, you will be confused yourself, miss. It is because learning online requires understanding too.)

X: “Biasanya pakai WA ya japri, chat gurunya?” (Are you usually using WA to chat with the teacher privately?)

S2: “iya.” (yes)

4. X: “Apakah anda rajin mengerjakan tugas bahasa Inggris yang diberikan oleh guru melalui Google Classroom selama pandemi Covid19?” (Do you diligently work on English assignments given by the teacher through Google Classroom during the Covid-19 pandemic?)

S2: “Setiap ada tugas selalu mengumpulkan.” (If there are any tasks, I always collect them)

X: “hm, termasuk rajin ya mengumpulkan?” (Hm, are you diligent to collect, right?)

S2: “iya bu hehe.” (Yes, miss, hehe)

5. X: “Apakah anda termotivasi dan semangat untuk belajar bahasa Inggris pakai Google Classroom selama pandemi ini?” (Do you motivated and enthusiastic about learning English through Google Classroom during the Covid-19 pandemic?)

S2: “Termotivasi, bu, dari motivasi yang didapat, gitu, bu. Kan kalau misalkan lewat kelas aja gitu bingung, gak ada referensi lain, kita Cuma dengerin guru aja. Tetapi kalau menggunakan Google Classroom, selain dari guru kita juga dapat referensi yang lain.”



(Motivated, miss, from the motivation I get, miss. For example, if I only attend the conventional class, I am confused, there's no other reference, we just listen to the teacher. But if we use Google Classroom, apart from our teachers, we can also get other references.)

X: "*Referensinya berupa video kayak dari YouTube ya?*" (The references are like videos from YouTube, something like that?)

S2: "*Iya.*" (Yes)

6. X: "*Apa saja kendala yang dihadapi selama pembelajaran Bahasa Inggris selama online ini?*" (What are the obstacles you face during online learning using Google Classroom?)

S2: "*Gak bisa mempraktekkan langsung. Kayak bertanya sama gurunya itu tuh sulit, gitu, bu.*" (I cannot immediately put it into practice. It is like asking the teacher is difficult, miss.)

X: "*Itu sajakah atau ada lagi?*" (Is that all or is there more?)

S2: "*Sudah sih, bu.*" (That is all, miss)

Student 3 (S3) – (Less Positive Level- Male)

1. X: "*Apakah pembelajaran bahasa Inggris pakai Google Classroom efektif selama pandemi Covid-19?*"

(Is learning English through Google Classroom effective during the Covid-19 pandemic?)

S3: "*engga sama sekali, bu, karena bahasa Inggris itu butuh dijelaskan, ga bisa kalo soalnya bahasa Inggris itu susah.*" (Not at all, miss, because English needs to be explained, it can't be, hmmm, because English is difficult.)

2. X: "*Apakah kemampuan bahasa Inggris anda meningkat selama pembelajaran pakai Google Classroom?*"

(Did your English skills improve while learning by using Google Classroom?)

S3: "*Engga sama sekali, bu, saya di bantu sama google, bu*" (tertawa) (Not at all, miss, I was helped by Google, miss (laughs))



X: "*Iya gapapa, Karena kosakatanya ya? Masih banyak yang belum tahu, jadi susah ya?*" (It is okay. It is because of the vocabulary, huh?

Many vocabularies that you do not know, so it is hard, is not it?)

S3: "*iya*" (Yes)

3. X: "*Apakah anda bertanya kepada guru ketika mengalami kesulitan dalam belajar bahasa Inggris menggunakan Google Classroom?*"

(Do you ask the teacher when you have difficulty learning English by using Google Classroom?)

S3: "*Tidak, bu, soalnya bisa mencari di Google, bu, kalo begitu. Trus saya sama sekali tidak bisa, bu, saya pengen bisa, bu, tapi mau gimana lagi, bu, udah ada Covid.*" (No, miss, because I can search on Google, miss. I absolutely can't understand English, miss, I want to be able to understand, miss, but what can I do, miss? There is still Covid)

4. X: "*Apakah anda rajin mengerjakan tugas bahasa Inggris yang diberikan oleh guru melalui Google Classroom selama pandemi Covid19?*" (Do you diligently work on English assignments given by the teacher through Google Classroom during the Covid-19 pandemic?)

S3: "*Alhamdulillah, bu, selalu rajin, soalnya dibantu Google, bu.*" (Alhamdulillah, always diligent, miss, because Google helps, miss.)

5. X: "*Apakah anda termotivasi dan semangat untuk belajar bahasa Inggris pakai Google Classroom selama pandemi ini?*" (Do you motivated and enthusiastic about learning English through Google Classroom during the Covid-19 pandemic?)

S3: "*iya, bu, saya suka bahasa Inggris daripada Matematika, bu.*" (Yes, miss, I prefer English over Math, miss.)

X: "*Tapi tadi sepertinya mengatakan bahasa Inggris susah ya? Tapi lebih susah daripada MTK ya?*" (But before, it seems like you said English was difficult, didn't it? But it's more difficult than MTK, like that?)



S3: “(tertawa) iya, bu, daripada ngitung-ngitung, bu.” (laughs) yes, miss, rather than calculating, miss.)

X: “Berarti lebih suka yang semacam mata pelajaran bahasa Indonesia atau sejarah gitu ya?” (Does that mean you prefer something like Indonesian or history subjects, right?)

S3: Iya, bu. (Yes, miss)

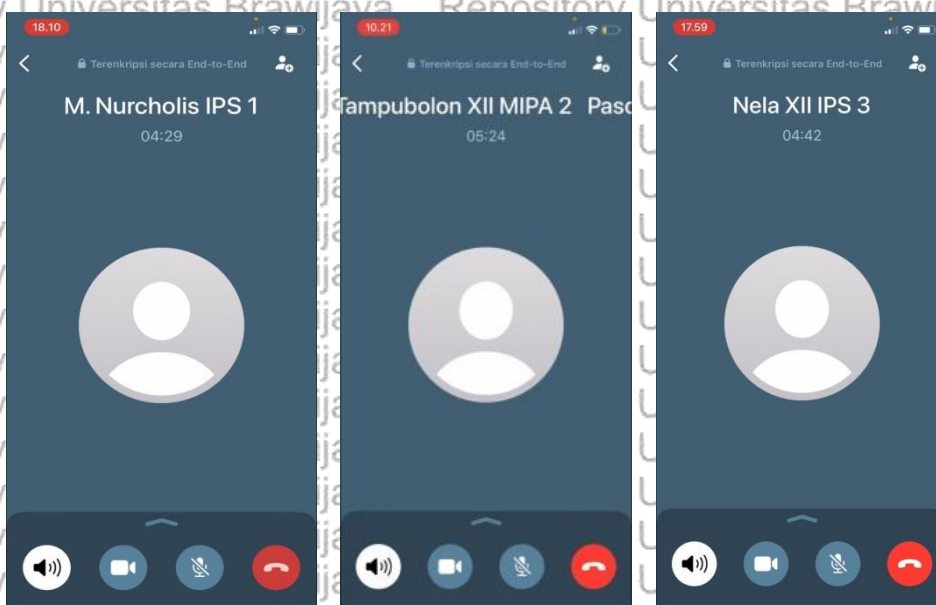
6. X: “Apa saja kendala yang dihadapi selama pembelajaran Bahasa Inggris selama online ini?” (What are the obstacles you face during online learning using Google Classroom?)

S3: “Tidak ada, bu, soalnya kalau sekolah daring itu lebih mudah cari jawaban nya, bu, di Google.” (No, miss, because online learning is easier to find the answers on Google, miss.)

X: “Tapi internetnya lancar-lancar saja ya?” (But the internet is fine, isn't it?)

S3: “Lancar, bu, alhamdulillah.” (It is going well, miss)

Screenshot of Interview



APPENDIX 10 – Result Tables in Finding (Chapter 4)

Table 4.3 Facilities in E-learning Items on Students' Questionnaire

Dimension	Item No.	Statement	Mean Score	Std. Dev
Facilities in E-learning	1	I have sufficiency in buying internet data.	3.14	.808
	2	At home, I have a stabile internet connection to take virtual classes normally.	3.20	.801
	3	My home atmosphere is quite conducive and comfortable to conduct online classes.	3.01	.895

Table 4.4 Advantages of Google Classroom Items on Students' Questionnaire

Dimension	Item No.	Statement	Mean Score	Std. Dev
Advantages of Google Classroom	4	Google classroom saves time in submitting an assignment electronically.	3.27	.652
	5	Google classroom saves paper usage.	3.32	.762
	6	I have more time doing assignments while studying online than when studying at school.	2.87	.933
	7	Google Classroom trained me to be autonomous.	3.13	.749
	8	Google Classroom is easy to learn.	3.38	.626
	9	Easy to join the classroom on Google Classroom application.	3.59	.604
	10	Easy to submit the assignment in Google Classroom.	3.57	.592
	11	The user interface design is so simple thus it is easy to understand.	3.54	.565
	12	Google Classroom enables me to access the learning materials easily.	3.41	.618
	13	Google Classroom provides quick and easy access to Assignment.	3.50	.596
	14	With Google Classroom, learning can take place everywhere and anytime.	3.57	.514

Table 4.5 Students' Perceptions in English E-Learning Items on Students' Questionnaire

Dimension	Item No.	Statement	Mean	Std. Dev
Use of Google	15	I can express my opinion without feeling reluctant.	3.20	.685

Classroom in English E-Learning	16	I got higher English score when tests are conducted through Google Classroom than in a normal classroom.	3.08	.659
	17	Google Classroom supports cooperative learning through working in group.	2.97	.771
	18	I am happy to take part in the Google Classroom integrated English learning process during the Covid-19 pandemic.	3.18	.738
	19	I am happy if I get good English assignment scores through integrated self-study with Google Classroom during the Covid-19 pandemic.	3.56	.607
	20	I am enthusiastic when teachers ask questions through Google Classroom on the learning process during the Covid-19 pandemic.	3.19	.615

Data Analysis for Each Dimension

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Percentage
Facilities	117	4	12	9.34	1.992	77,83%
Advantages	117	26	44	37.15	4.515	84,43%
Use in English	117	12	24	19.18	2.833	79,92%
Total	117	47	80	65.67	7.883	82,09%
Valid N (listwise)	117					

APPENDIX 11 – DATA ANALYSIS

FINDINGS IN QUESTIONNAIRE BASED ON EACH STUDENT

Participants	Total Score	Category
Participant 01	55	Positive
Participant 02	73	Very Positive
Participant 03	61	Positive
Participant 04	70	Very Positive
Participant 05	69	Very Positive
Participant 06	72	Very Positive
Participant 07	75	Very Positive
Participant 08	55	Positive
Participant 09	47	Less Positive
Participant 10	57	Positive
Participant 11	51	Positive
Participant 12	66	Very Positive
Participant 13	61	Positive
Participant 14	62	Positive
Participant 15	71	Very Positive
Participant 16	63	Positive
Participant 17	70	Very Positive
Participant 18	72	Very Positive
Participant 19	69	Very Positive
Participant 20	62	Positive
Participant 21	66	Very Positive
Participant 22	74	Very Positive
Participant 23	58	Positive
Participant 24	72	Very Positive
Participant 25	69	Very Positive
Participant 26	67	Very Positive
Participant 27	70	Very Positive
Participant 28	77	Very Positive
Participant 29	76	Very Positive
Participant 30	62	Positive
Participant 31	61	Positive
Participant 32	73	Very Positive
Participant 33	63	Positive
Participant 34	48	Less Positive
Participant 35	64	Positive
Participant 36	56	Positive
Participant 37	47	Less Positive
Participant 38	74	Very Positive

Participant 39	80	Very Positive
Participant 40	77	Very Positive
Participant 41	68	Very Positive
Participant 42	62	Positive
Participant 43	49	Less Positive
Participant 44	63	Positive
Participant 45	71	Very Positive
Participant 46	57	Positive
Participant 47	74	Very Positive
Participant 48	59	Positive
Participant 49	68	Very Positive
Participant 50	70	Very Positive
Participant 51	55	Positive
Participant 52	71	Very Positive
Participant 53	53	Positive
Participant 54	63	Positive
Participant 55	67	Very Positive
Participant 56	71	Very Positive
Participant 57	71	Very Positive
Participant 58	62	Positive
Participant 59	51	Positive
Participant 60	58	Positive
Participant 61	73	Very Positive
Participant 62	69	Very Positive
Participant 63	78	Very Positive
Participant 64	57	Positive
Participant 65	75	Very Positive
Participant 66	75	Very Positive
Participant 67	59	Positive
Participant 68	50	Less Positive
Participant 69	70	Very Positive
Participant 70	72	Very Positive
Participant 71	50	Less Positive
Participant 72	54	Positive
Participant 73	56	Positive
Participant 74	77	Very Positive
Participant 75	61	Positive
Participant 76	71	Very Positive
Participant 77	63	Positive
Participant 78	74	Very Positive
Participant 79	66	Very Positive
Participant 80	69	Very Positive
Participant 81	73	Very Positive
Participant 82	56	Positive



Participant 83	77	Very Positive
Participant 84	74	Very Positive
Participant 85	79	Very Positive
Participant 86	66	Very Positive
Participant 87	78	Very Positive
Participant 88	66	Very Positive
Participant 89	68	Very Positive
Participant 90	69	Very Positive
Participant 91	64	Positive
Participant 92	68	Very Positive
Participant 93	66	Very Positive
Participant 94	61	Positive
Participant 95	70	Very Positive
Participant 96	56	Positive
Participant 97	73	Very Positive
Participant 98	64	Positive
Participant 99	75	Very Positive
Participant 100	54	Positive
Participant 101	64	Positive
Participant 102	63	Positive
Participant 103	68	Very Positive
Participant 104	72	Very Positive
Participant 105	77	Very Positive
Participant 106	74	Very Positive
Participant 107	68	Very Positive
Participant 108	65	Positive
Participant 109	58	Positive
Participant 110	63	Positive
Participant 111	65	Positive
Participant 112	67	Very Positive
Participant 113	65	Positive
Participant 114	66	Very Positive
Participant 115	62	Positive
Participant 116	61	Positive
Participant 117	71	Very Positive

Note: *Green colour indicates the interviewee.

No.	Category	Interval	Frequencies
1.	Very Positive	66-80	65 students
2.	Positive	51-65	46 students
3.	Less Positive	36-50	6 students
4.	Negative	20-35	0 students
Total			117 students

PERCENTAGE IN EACH ITEM

Facilities in E-learning

Dimensions	Item No.	4		3		2		1		Total %	Level
		F	%	F	%	F	%	F	%		
Facilities in E-learning	1	42	35,90%	54	46,15%	16	13,68%	5	4,27%	78,4%	P
	2	49	41,88%	44	37,61%	23	19,66%	2	1,71%	79,9%	P
	3	39	33,33%	48	41,03%	22	18,80%	8	6,84%	75,2%	P

Advantages of Google Classroom

Dimensions	Item No.	4		3		2		1		Total %	Level
		F	%	F	%	F	%	F	%		
Advantages of Google Classroom	4	44	37,61%	62	52,99%	10	8,55%	1	0,85%	81,8%	P
	5	55	47,01%	50	42,74%	9	7,69%	4	3,42%	82,9%	P
	6	36	30,77%	38	32,48%	35	29,91%	8	6,84%	71,8%	P
	7	39	33,33%	56	47,86%	21	17,95%	2	1,71%	78,2%	P
	8	53	45,30%	55	47,01%	9	7,69%	0	0,00%	84,4%	VP
	9	76	64,96%	37	31,62%	4	3,42%	1	0,85%	89,7%	VP
	10	72	61,54%	42	35,90%	3	2,56%	1	0,85%	89,3%	VP
	11	66	56,41%	49	41,88%	1	0,85%	1	0,85%	88,5%	VP
	12	55	47,01%	56	47,86%	5	4,27%	1	0,85%	85,3%	VP
	13	64	54,70%	47	40,17%	6	5,13%	0	0,00%	87,4%	VP
	14	68	58,12%	48	41,03%	1	0,85%	0	0,00%	89,3%	VP

Use of Google Classroom in English E-Learning

Dimension	Item No.	4		3		2		1		Total %	Level
		F	%	F	%	F	%	F	%		
Benefits in English E-Learning	15	41	35,04%	58	49,57%	18	15,38%	0	0,00%	79,9%	P
	16	28	23,93%	72	61,54%	16	13,68%	2	1,71%	76,9%	P
	17	31	26,50%	54	46,15%	31	26,50%	2	1,71%	74,4%	P
	18	42	35,90%	56	47,86%	18	15,38%	2	1,71%	79,5%	P
	19	73	62,39%	40	34,19%	4	3,42%	1	0,85%	89,1%	VP
	20	35	29,91%	69	58,97%	13	11,11%	0	0,00%	79,7%	P

Description:

% Interval of the Students' Responds	Classification Level of Students' Perceptions
≥ 84%	Very Positive (VP)
65% - 83%	Positive (P)
45% - 64%	Less Positive (LP)
≤ 44%	Negative (N)

APPENDIX 12 – LETTER OF RECOMMENDATION



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA
Jalan Veteran, Malang 65145, Indonesia
Telp. +62341 - 574138, Fax. +62341 - 575822
E-mail : fib_ub@ub.ac.id - http://www.fib_ub.ac.id

Nomor : 3071 /UN10.F12/PN/2021
Lampiran : 1 (satu) lembar
Hal : Permohonan Ijin Penelitian

02 SEP 2021

Yth. Kepala Cabang Dinas Pendidikan Wilayah Kota Malang dan Kota Batu
Jl. Anjasmoro No.40, Oro-oro dowo, kec. Klojen, Kota Malang, Jawa timur

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, maka kami mohon dengan hormat agar mahasiswa kami diperkenankan melaksanakan kegiatan penelitian di SMA Panjura Malang :

Nama : Ria Yulia Sianturi
NIM : 175110501111041
Semester : Sembilan (IX)
Program studi : Pendidikan Bahasa Inggris

Untuk diberikan ijin untuk melaksanakan kegiatan penelitian secara online mulai dari tanggal 6 September - 6 Oktober 2021, dan memperoleh data pendukung berkaitan dengan usulan skripsi berjudul:

STUDENTS' PERCEPTION TOWARD THE USE OF GOOGLE CLASSROOM IN ENGLISH
E-LEARNING DURING COVID-19 PANDEMIC

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan hanya digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.

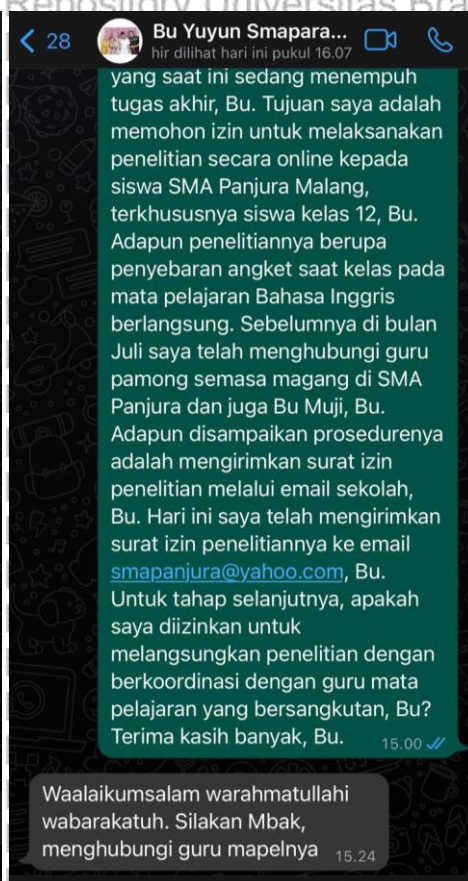
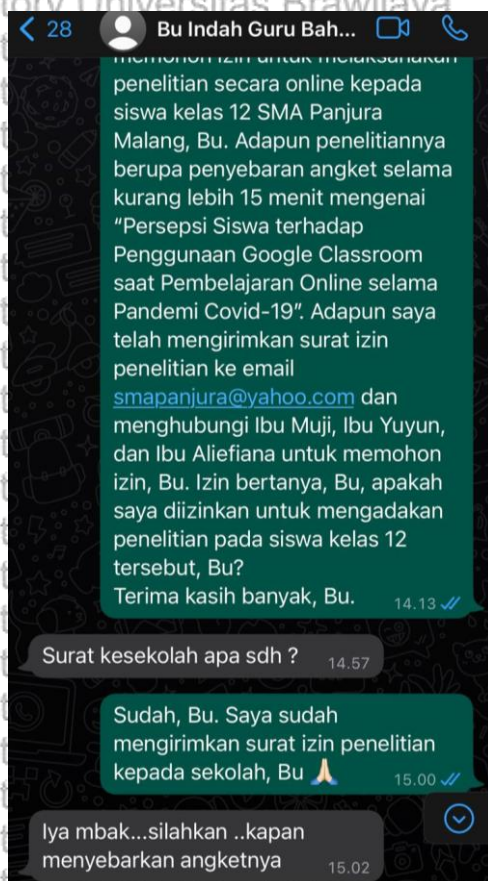


Prof. Dr. Agus Suman, SE., DEA.
NIP. 196006151987011001

Tembusan:

1. SMA Panjura Malang

The Reply Message from the Subject Teacher and Student Department's Teacher



APPENDIX 13 – RAW DATA

Data of Students' Perceptions toward the Use of Google Classroom in English E-Learning during Covid-19

Participant:

S = Student

No.	ITEM NUMBER																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
S1	3	3	2	3	3	1	2	2	3	3	3	3	3	3	3	3	3	3	3	3
S2	4	4	3	4	4	3	4	4	4	4	4	4	4	4	3	3	3	4	4	2
S3	3	4	4	3	3	2	3	3	3	3	4	3	3	3	3	2	3	3	3	3
S4	4	2	3	3	4	2	4	4	4	4	3	4	4	3	4	3	4	4	4	3
S5	4	3	3	4	4	2	4	4	4	4	4	4	4	4	2	3	2	3	4	3
S6	3	4	4	3	3	2	3	3	4	4	4	4	4	4	4	3	4	4	4	4
S7	3	4	3	4	4	4	3	4	4	4	4	4	4	4	4	3	3	4	4	4
S8	2	2	3	3	4	2	2	3	3	4	4	3	3	3	2	3	2	2	2	3
S9	1	2	1	3	4	4	1	3	1	4	1	2	2	4	2	3	3	1	2	3
S10	2	2	3	3	3	2	3	3	3	3	3	3	3	3	4	2	3	3	3	3
S11	2	3	2	3	3	2	2	3	3	3	3	2	2	3	3	3	2	2	3	2
S12	3	2	4	3	3	2	4	3	3	3	3	3	3	4	4	4	4	4	4	3
S13	1	4	3	3	4	2	3	4	4	3	4	4	3	3	3	3	2	2	3	3
S14	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	4	3
S15	2	3	4	4	3	4	4	3	4	4	4	3	4	3	4	3	4	3	4	4
S16	4	4	4	4	2	2	4	3	3	3	3	3	3	3	3	3	3	3	3	3
S17	4	4	4	4	4	3	3	3	3	4	4	4	4	4	3	3	3	3	3	3
S18	3	4	4	3	4	2	3	4	4	4	4	3	4	4	3	4	4	4	4	3
S19	4	3	3	3	3	4	4	4	4	3	4	4	4	3	2	3	4	4	4	2
S20	4	4	4	3	3	3	3	2	4	3	3	3	3	3	3	2	3	3	3	3
S21	3	2	4	3	1	4	4	2	4	3	3	3	4	4	3	4	3	4	4	4
S22	4	4	3	3	4	2	3	4	4	4	4	4	4	4	4	4	4	4	4	3
S23	2	1	1	3	3	2	3	4	4	4	4	3	3	3	3	3	2	3	4	3
S24	3	3	3	3	4	4	4	4	4	4	4	4	3	4	3	4	4	2	4	4
S25	3	4	2	2	4	2	4	4	4	4	4	4	4	4	3	3	3	4	4	3
S26	4	4	4	3	2	3	4	3	4	4	3	3	4	4	2	3	3	3	4	3
S27	4	4	4	3	3	3	4	4	3	3	3	4	4	3	4	3	4	3	4	3
S28	4	4	4	4	3	4	4	4	4	4	3	4	4	4	4	3	4	4	4	4



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S29	4	4	3	4	4	4	4	4	4	4	4	4	4	3	3	3	4	4	4
S30	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	4	3
S31	3	3	4	3	3	3	4	3	2	3	3	3	3	3	3	3	3	3	
S32	1	3	3	4	4	4	3	4	4	4	4	4	4	4	3	4	4	4	
S33	3	2	4	3	3	2	2	3	3	4	4	4	4	4	2	2	3	4	
S34	2	2	1	3	1	1	2	3	3	3	3	3	3	3	2	3	3	2	
S35	3	3	3	3	3	3	3	3	3	3	3	3	4	3	4	3	4	4	
S36	3	3	2	3	3	2	3	3	3	3	3	3	3	3	2	2	3	3	
S37	3	3	2	1	3	2	2	3	3	1	3	2	3	3	2	3	1	3	
S38	4	4	3	3	2	3	3	4	4	4	4	4	4	4	4	4	4	4	
S39	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
S40	4	4	4	4	3	4	4	4	4	4	3	4	4	4	4	3	4	4	
S41	2	3	4	4	3	4	3	4	4	4	4	3	3	3	4	4	3	3	
S42	3	3	2	3	4	3	3	3	3	3	3	3	3	4	3	3	3	4	
S43	3	3	2	3	2	1	2	2	3	3	3	3	2	3	2	3	2	3	
S44	3	3	3	3	3	3	3	3	3	4	3	4	4	4	3	3	3	2	
S45	4	4	4	4	3	3	4	3	4	4	3	3	4	4	4	3	3	3	
S46	4	3	2	2	2	4	1	3	4	2	3	4	4	3	4	3	2	2	
S47	4	4	3	3	3	4	4	4	4	4	4	4	4	4	3	3	4	3	
S48	2	3	2	3	4	4	2	3	3	3	3	3	3	3	3	3	3	3	
S49	3	3	2	4	4	2	2	3	4	4	4	4	4	4	3	4	3	4	
S50	4	4	3	3	4	1	3	3	4	3	3	4	4	4	3	4	4	4	
S51	3	3	3	2	3	2	3	2	2	2	3	2	3	4	2	4	3	2	
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S57	3	4	3	3	4	3	4	4	4	4	3	4	3	3	4	4	3	4	
S58	3	2	2	3	3	3	3	3	3	4	4	4	4	3	3	3	2	3	
S59	4	2	1	2	3	1	2	4	4	4	4	3	2	3	2	2	2	2	
S60	4	4	2	3	2	2	3	3	3	3	3	3	3	3	2	3	3	3	
S61	4	4	4	3	3	3	4	4	4	4	4	4	4	4	3	3	3	4	
S62	4	4	4	4	4	3	3	4	3	3	4	3	4	3	3	3	3	4	
S63	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	3	
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S65	4	4	4	4	4	2	4	4	4	4	3	4	4	4	4	3	3	4	
S66	3	3	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	
S67	3	3	3	2	3	2	3	4	2	3	3	3	3	3	3	3	3	4	
S68	3	2	2	2	3	2	2	3	3	3	3	3	2	3	3	2	2	2	

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