STUDENTS' PERCEPTION ON THE USE OF GOOGLE CLASSROOM IN ENGLISH LEARNING AT SMPN-1 SARONGGI-SUMENEP

THESIS

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J E M B E R

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THESIS

Submitted to State Islamic University of KH Achmad Siddiq Jember
in partial fulfillment of the requirements for bachelor's degree
of *Sarjana Pendidikan* (S.Pd)
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Has been examined and approved as requirement to obtain
a bachelor's degree of *Sarjana Pendidikan* (S.Pd)
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MOTTO

إِذْهَبْ بِّكِتَبِى هَذَا فَأَلْقِهْ إِلَيْهِمْ ثُمَّ تَوَلَّ عَنْهُمْ فَانْظُرْ مَاذَا يَرْجِعُونَ (٢٨)

"Go with this my letter and throw it down unto them; then turn away and see what (answer) they return," (Q.S. an-Naml /27: 28)[1]

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[1] Andi Unpam, Qur'an and English Translation, (Qur'an for android, 17 December 2014)

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DEDICATION

I proudly dedicated this thesis for:

1. My beloved parents, my Father Abd. Somad and my Mother Subaidah who have given their support during my study and process in writing this research. I am so thankful for their kindness and patience.
2. My great elder sister Elisa, and my younger brother Moh. Sugiyon and Haris, who have became my motivation and inspiration to finish this study as soon as possible.
3. My best inspirations and motivators who are always there as I am in bad condition: Taufikurrahman, Siti Umaiyah Al Masuroh, and Hoirul Ummah, all of them have an important role in my entire life as I am able to be as like today.
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By all those, I have been growth as who I am today. Thanks without any limit for all of them. May Allah give all of you more than what I have got to.

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The researcher realized that this undergraduate thesis would not finish without help and guidance from other people. Therefore, in this occasion I as researcher would like to express my special gratitude to the following people:

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I wish Allah SWT give blessing to all of you. I realize that this thesis is far from being perfect. Therefore, criticisms and suggestion will be appreciated. The researcher hopes this thesis will be useful for reader and other researcher who need it.

Jember, 09th December 2021

Suhainiyah

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ABSTRACT

Suhainiyah, *2021: Students' Perception On The Use Of Google Classroom In English Learning At Smpn-1 Saronggi-Sumenep*

Keywords: *Students' Perception, Google classroom application.*

Online learning is a moderately new phenomenon where currently teachers and students are grappling with the idea of its implementation and adaptation. Online learning has contributed to the learning process can be done not only in the classroom but any places and every time, especially within the Covid-19 issue. One of the platforms that usually used in the online learning process is Google classroom. Google classroom is one of the tools implemented in online learning within various features that will support online learning process. This study examined two points, include students' perception and the implementation of Google classroom. In the students' perceptions were investigated in terms of two aspects: the perceived usefulness and the perceived ease of use of this technology. While in the implementation were investigated in terms of learning process in the teaching and learning activities such as planning, implementation and evaluation.

There were two research questions in this research, those were: 1) How are students' perception on the use of Google classroom in English learning at SMPN-1 Saronggi-Sumenep? and 2) How is the implementation of Google classroom in English learning at SMPN-1 Saronggi-Sumenep?. The objectives of this research to identify the students' perception on the use of Google classroom and to know how the implementation of Google classroom in this school.

This research applied a qualitative descriptive as research method. It was conducted in SMPN-1 Saronggi-Sumenep. The data were gathered by interview, observation and document review. While, technique and data source triangulation were used to validate data.

The results of this study indicated that the students perceived Google classroom is a useful and also easy to use technology. It was found out that the students are satisfied with advantages of the use of this new technology in their learning environment. While for implementation of the use Google classroom in online learning during the Covid-19 pandemic are: 1. In the planning, the teacher prepares a lesson plan and also prepare learning media and materials that will be delivered, 2. While in the learning implementation in using Google classroom, namely the teacher's way in delivering material, learning media, learning methods, and learning strategies, 3. For the last is learning evaluation, it was indicated by cognitive assessments, affective assessments, and psychomotor assessments.

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CHAPTER I

INTRODUCTION

This chapter covers six important points; the first point is background of research, the second point is the focus of research, the third point is objective of research, the fourth point is significance of the research, the fifth point is definition of key term, and the last one is systematic discussion.

A. Research Background

Nowadays, the world is shocked by the epidemic of a disease caused by a virus is called corona or COVID-19 (corona virus disease-19). Covid-19 is a new type of disease that began to spread on December 31, the year 2019 in Wuhan, China. Previously, it wasn't detected to affect human beings.[1] On January 30, the year 2020 WHO has determined this Virus as public health emergency that is troubling the world in all sectors, such as the economic sector, Politic sector, culture sector, and also in the education sector. Since the outbreak of pandemics caused by the coronavirus in this country, the government did many ways to prevent and cut off the spread of the virus. The government issued some policies, such as isolation, social distancing, physical distancing, until the implementation of large-scale social affairs (PSBB). This situation needs people to stay at home, work from home, and also study from home.

[1] Abdullah A. Balkhair , "COVID-19 Pandemic: A new Chapter in the history of infection Diseas" OMAN Medical Journal, vol. 35, No. 2, (April 2020) : 55 http://www.omjournal.org/PDF/ED-OMJ-D-20-0004%20(05C).pdf. Accessed on 4thOktober 2020

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On March 24, the year 2020 the minister of education and culture of the Republic of Indonesia, Nadiem Makarim, issued circular number 4 of 2020 that explains the learning process, which should be implemented at home through online learning. It means that the government suggests an institution's education to innovate the learning process. One form of the innovation is online learning.[2] According to Inah, online learning is learning that is carried out distance learning by using the internet, which aims to meet educational standards by utilizing information technology using a computer or gadget.[3] The government considers that online learning will be more effective than offline learning because in online class the learning process is done without attending to the class and the interaction between teachers and students take place intensively. The students can get the material on their own handphones, and the teachers can share the material without attending the class. They can do the teaching and learning process from their house. in Q.S al Naml:28-30 stated:

ٱذۡهَب بِّكِتَٰبِي هَٰذَا فَأَلۡقِهۡ إِلَيۡهِمۡ ثُمَّ تَوَلَّ عَنۡهُمۡ فَٱنظُرۡ مَاذَا يَرۡجِعُونَ ﴿٢٨﴾ قَالَتۡ يَٰٓأَيُّهَا ٱلۡمَلَؤُاْ إِنِّيٓ أُلۡقِيَ إِلَيَّ كِتَٰبٞ كَرِيمٌ ﴿٢٩﴾ إِنَّهُۥ مِن سُلَيۡمَٰنَ وَإِنَّهُۥ بِسۡمِ ٱللَّهِ ٱلرَّحۡمَٰنِ ٱلرَّحِيمِ ﴿٣٠﴾

Meaning: *"(28) Go with this my letter, and throw it down unto them, then turn away and see what (answer) they return. (29) He said (Balqis): o chieftains! Lo! There hath been thrown unto me a noble letter. (30)*

[2]Pendidikan, M. (n.d).Surat Edaran Nomor 4 Tahun 2020 Tentang Pelaksanaan Pendidikan Dalam Masa Darurat Covid-19.2020

[3]Inah E.N ."Peran Komunikasi Dalam Interaksi Guru Dan Siswa" (Desember 2015) Jurnal Al-Ta'dib, Vol. 8, No. 2, http://www.neliti.com/id/publications/235720/peran-komunikasi-dalam-interaksi-guru-dan-siswa.jurnal-al-ta'dib.(2015) accessed on 20th September 2020 hal 150

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lo! It is from Sulaiman, and lo! It is: in the name of Allah, the Beneficent, the Merciful".[4]

The verses above explained, communication is one of the important things in the learning process. As told in this verse about prophet Sulaiman who sent a letter to the queen Balqis by using Hud-Hud bird. We can assumed that it is example of the implementation technology at the time, because the use of these birds can make the communication process more effective and efficient without meeting each other. So in education field, we should be able to use media that can facilitate communication during the learning process and use the learning tools that can make learners fun and comfortable, so the learning process can achieve the goals optimally.

According to Apricio, Bacao, and Oliveira, they divided the scope of online learning into two main points, those are "learning and technology".Learning is simply a cognitive process to get knowledge. While technology is a tool to support the process of achieving it.[5] Both of them can be implemented well by using proper techniques, So that, Ryan smart and Cappel explained that the techniques of the use technology are varied, such as the implementation of independent studied, synchronous, and asynchronous interactive sessions (the learners interact at a different time).[6] Teachers can use the technique based on the student's condition or their environment. Example if the learners come from rural areas which they get problems with

[4] M Ramlli, "Media Dan Teknologi Pembelajaran", (Banjarmasin: Antasaripers, 2012) cet-1.hal 144

[5]Aparicio, M., Bacao, F., &Olivera,T. "An E-Learning Theoretical Framework". (June 2015), Journal Of Educational Technology System.Vol 19,No 1.,

[6] Smart, KL.,& Cappel,JJ, "Students' Perception Of Online Learning : A Comparative Study" (January 2006) Journal Of Information Technology Education, Vol 5, No. 1, hal 201-219

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their internet connection, so the teachers can implement asynchronous techniques to make online learning effective and efficient. On the contrary, if it is possible the teachers can use the synchronous technique. On the other hand, the teacher should be able to manage the class to be more active and not to be boring by using the best media to increase students' interest in learning. Media is one of important components in the learning process. By using media of learning can help the teacher to explain the material easily and it can improve students' abilities and students' interests.

There are many kinds of online learning platform which are used by a teacher in the teaching and learning process, such as Google Classroom, Video conference, Telephone or Live chat, Zoom, Google Meet or WhatsApp group. One of the popular platforms that usually used in the learning process in this time is Google classroom. Google Classroom is a free web-based platform that was developed by Google to facilitate the learning process, the aims are to simplify the creation, distribution, and assessment of paperless assignments.[7] By using this platform, students and teachers can make the learning process easier, they can access the material wherever and whenever they are because using this platform the teachers can provide material through facilitating in sharing video, recordings about the material, Powerpoint, learning modules, learning activity sheets, and learning resources which can be obtained from the internet.

[7]Rohman Moch Fatkoer, *Google Classroom: Jadikan Kelas Digital Di Genggaman Anda* (Bojonegoro : Pustaka intermedia, 2017), 2-3

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Based on the pre-research that has been done by the researcher, the use of online learning platforms such as Google Classroom has been implemented in SMPN-1 Saronggi, this school is the oldest ones in the sub-district located in the rural area of Madura especially in Sumenep. Based on the interview and observation that done by researcher, this school has implemented the online learning since early 2019 or before the emergence of the COVID-19 case. While at the other schools, no one has implemented the online learning process. So this school is the first school that applied it in that area. At the time, teachers only use Google classroom as a platform to submit assignments but the emergence of the COVID-19 case requires all activities to be carried out from home, including the education sector. They use this platform not only for submitting the assignment but also as media in the teaching and learning process.

Even though the school has been implementing Google Classroom for a long time ago, students still get some obstacles in using the platform, especially in the internet quota, signal networking, and availability of personal gadgets. As the pre-research done by the researcher, some students still borrow their parent's mobile phones. Sometimes the students are scolded by their parents because they always play on their mobile phones and always ask for money to buy internet quota. It commons because their parents' assumptions are still conservative, their parents thought that the use of the internet has more negative impacts than positive impacts on their children's life.

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There is a previous study that related to this research. The research is conducted by Laxmi Mustika Cakrawati[8] "Students' Perceptions on the Use of Online Learning Platforms in EFL Classroom", she found that majority of students considered the use of online learning in the learning process is effective and efficient in terms of time. Although slow-speed internet is one of the main problems in using the online learning platform.

Dede Muhammad Ridho, Iin Dinda, and Nurika Adzkia[9] state that research about "Students' Perception toward Google Classroom Application in EFL Classroom", they found that learning through Google Classroom application obtains positive perceptions from students because most students agree that Google Classroom is a simple and meaningful learning platform which enable students to study anywhere and anytime without attending to their class.

In this study, the researcher will investigate students' perceptions on the use of the Google Classroom in learning English and its contribution as a teaching and learning media. The researcher is interested to carry out research entitled "**Students' Perceptions on the Use of Google Classroom in English learning at SMPN-1 Saronggi-Sumenep".**

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[8]Cakrawati ,Laxmi Mustika.. " Students' Perceptions On The Use Of Online Learning Platforms In EFL Classroom". ELT- Teach Journal, Vol 1, No. 1. Tahun 2017.

[9] M. Ridho, Dede et al. "Students' Perception Toward Google Classroom Application In EFL Clasroom", Majalengka University. Vol. 13(16), 2019

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B. Research Focuses

Based on the background above, the researcher wants to reveal students' views of an online class in learning English by using Google classroom so that the researcher formulated the following problems are:

1. How are students' perception on the use of Google Classroom in English learning at SMPN-1 Saronggi-Sumenep?
2. How is the implementation of Google Classroom in English learning at SMPN-1 Saronggi-Sumenep?

C. Research Objectives

This study aims to identify :

1. The students' perception on the use of Google Classroom in English learning at SMPN-1 Saronggi-Sumenep.
2. The implementation of the use Google Classroom in English learning at SMPN-1 Saronggi-Sumenep.

D. Research Significances

The result of the research is expected to give some contribution to:

1. Theoretically

   This study is expected to give a contribution to the development of the body of knowledge. especially in online learning.

2. Practically.

   a. For teacher

      The English teacher can improve the teaching process by using Google classroom and expecting it to be useful for English teachers as

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one of an alternative learning media and to realize active, creative, and fun learning process.

b. For students

This study is expected to maximize student learning outcomes, especially in the subjects of English and moreover it can add new experiences for students.

c. For other researcher

For other researchers hopefully, this research will give an inspiration for other researchers to find new ideas who are interested in conducting similar research with different perspectives and paradigms about online learning.

E. Definition of Key Terms

Reader's perspective is different. Therefore, researchers trying to list important terms in this study are *students's perception,* and *Google Classroom in English Learning.* To have some interpretation of these key terms, here the researcher provided the meaning below.

1. Students' perception

Perception is usually used to describe experience of an object or event that is experienced, so students' perception is a direct response from students about a particular object through sensing. Perception has a subjective nature, because it depends on the abilities and condition of each individual, so that is interpreted differently by one individual to another.

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2. Google Classroom in English Learning

Google Classroom is application that is often used in institutions at this time. Google Classroom application is designed to facilitate the learning process, so teachers' and students' interaction will be easier and more effective even they are at home. They can use the facilities provided in this application such as a folder to share material, giving announcements or assignments, submitting the assignment, and also check the assignment without using paper by the features that provided in this Application, it can help teacher and students in learning process in all subjects especially in English subject. It is expected can improve students ability toward learning English such as in listening abilities, speaking, reading, and also in writing abilities.

F. Systematic Discussion

The systematic discussion contains a description of the flow of the thesis proposal discussion starting from the introductory chapter to the research methodology chapter. The format of systematic writing was a descriptive narrative. Systematic discussion in this research as follows:

Chapter I contains the introduction of the thesis proposal, such as the background of the research, the focus of the research, the objective of the research, the significance of the research, and the definition of key terms.

Chapter II contains a review of related literature, such as previous research and theory of research related to the research conducted by the researcher.

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Chapter III contains a research method that uses in this research, such as research approach and type of research, the object of the research source of data, data collection, data analysis, the validity of data, and procedure of research.

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CHAPTER II

REVIEW OF RELATED LITERATURE

The second chapter covers two important points; those are previous research and theoretical framework

A. Previous Research

There are some previous studies that relevant to this research. It can be as references that help this study. The research has chosen three recent researchers.

Firstly, from Academic Article, that is written by Andri Wijaya (2016) entitled "Analysis of Factors Affecting the Use of Google Classroom to Support Lectures"[10] this research is done to find out students' view of perceived Ease of Use and perceived usefulness on the use Google Classroom. The researcher used the Quantitative method by using Descriptive Design. The questionnaire is already used in this research as a technique of data collection which is obtained as many as 90 questionnaires distributed by using purposive sampling to the students who act in the odd academic year 2014-2015. This study was developed by adopting the model of TAM that includes two individual beliefs, they are the perception of perceived usefulness and perceived ease of use. Results from this study showed that students' perception of perceived usefulness and perceived ease of use positively affect the use of Google

[10]Wijaya, Andri. "Analysis Of Factors Affecting The Use Of Google Classroom To Support Lectures" The Fifth International Conference On Information Technology And Engineering Application (ICIBA2016).Binadarma University, 2016.

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classroom. and both of these perceptions also jointly affect the use of Google classroom.

Secondly is from Academic Article that was written by Muhammad Astrianto Setiadi (2020) entitled "students' perception on the use of Google Classroom In language learning"[11] The aim of this research is to find out students' perception on the use of Google Classroom in language learning especially the easiness on the use of Google Classroom and performance of Google classroom in language learning. The researcher used Descriptive Qualitative method, It is a part of qualitative approach. The researcher took some Data from the questionnaire as the instrument to describe the students' perception on the use of Google classroom. The results of the study showed that students' perception on the use Google classroom hasa positive response, most ofthe students were agree that Google Classroom was easy to use and have a good performance because it facilitates the students' to save and get the task, submit the assignment, or information and announcement. Moreover, students always are happy and interested in following the class.

Thirdly, the Academic Article from J. PriyantoWidodo (2020) entitled "students' perception towards Google Classroom as E-learning Tool (A case study of Master of English Education of the second semester

[11]Setiadi, Muhammad Astrianto. *"Students Perception On The Use Of Google Classroom In Language Learning"* Department Of English, Muhammadiyah University Of Makassar. 2020

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at STKIP PGRI Sidoarjo)"[12] the researcher used descriptive quantitative method. In conducting the data, the researcher used a questionnaire. The result of this study showed Google classroom as a tool of E-Learning is a very useful application that can be applied during Covid-19 to the college students because the students agree that using Google Classroom help them in assisting in the e-learning.

Fourthly, the Academic article from Dede Muhammad Ridho (2019) entitled "students' Perception Toward Google Classroom Application in EFL Classroom"[13] the researcher used descriptive qualitative method. In conducting the data, the rsearcher used questionnaires and interviews. The result of this study showed learning process through Google classroom application obtains the positive perceptions from students. Therefore it can be used for teaching and learning in English as a foreign language (EFL) classroom and in other subject.

Lastly, the Academic article from Handayani Eky Safitry (2020) entitled "the implementation of Google classroom to Teach English at SMPN 2 Ngronggot in Pandemic Era Covid-19"[14]. This study focused on four aspects, that is included by teacher preparation, implementation of teaching, evaluation and students response. The researcher used

[12]Widodo, J. Priyanto, and JokoSlamet " Stdents' Perception Towards Google Classroom As E-Learning Tool (A Case Study Of Master Of English Education Of The Second Semester At STKIP PGRI Sidoarjo)." Magister Scientiae 2.48 (2020): 99-109

[13] Dede Muhammad Ridho, "Students' Perception Toward Google Classroom Application In EFL Classroom" Department Of English, Majalengka University. 2019

[14] Eky Safitry "The Implementation Of Google Classroom To Teach English At SMPN 2 Ngronggot In Pandemic Era Covid-19" Pustaka IAI Pangeran Diponegoro. (2020)

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descriptive qualitative research method. The interview, observation, and document review were already used in this research as a technique of data collection. The result of this study is implementation by using Google classroom at SMPN 2 Ngronggot were not good. In the teacher preparation still good because the teacher bring lesson plan and the lesson suitable wiith the lesson plan. While in the implementation the teacher used Indonesian to explain material and the students have obstacles so the response is still less and the teacher taught be patiently in order to made students understanding the lesson which explained in Google classroom. For evaluation still less and students not too interested using Google classroom as learning. The teacher evaluated by giving the task.

Table 2.1
The Differences And Similarities Between Previous Research And This Research.

No	Author and titled	Differences	Similarities
1	2	3	4
1	Andri Wijaya entitled "Analysis of Factors Affecting the Use of Google Classroom to Support Lectures" (2016).	a. The approach of the research used the Descriptive quantitative method, while this current research is qualitative b. The research focused on college students from industrial Engineering, Computer Science, and Information	a. Both of the research is concerned about the students' perception of using Google Classroom

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No	Author and titled	Differences	Similarities
1	2	3	4
		systems. while this current research focuses on the students at junior high school c. The research only used a questionnaire as a method to collect the data, while in this current research uses questionnaire and interview d. The research focus on perception only, while this research explain about implementation also	
2	Muhammad Astrianto Setiadi entitled "students' perception on the use of Google Classroom In language learning" (2020)	a. The research only used a questionnaire as a method to collect the data, while in this current research uses questionnaire and interview b. The subject of this research focuses on college students inthe 5th semester, while this current c. The research focus on perception only, while this research explain about	a. Both of the research uses descriptive qualitative b. Both of the research concerned about students' perception in using Google classroom

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No	Author and titled	Differences	Similarities
1	2	3	4
		implementation also d. research focuses on the students at junior high school	
3	J. Priyanto Widodo entitled "students' perception towards Google Classroom as E-learning Tool (A case study of Master Of English Education of the second semester at STKIP PGRI Sidoarjo)" (2020)	a. the approach of the research was descriptive quantitative, while this current research is descriptive qualitative b. the research only used questionnaire as a method to collect the data, while this current research use questionnaire and interview also. c. the research focuses on college students, while this current research focuses on the students in junior high school. d. The research focus on perception only, while this research explain about implementation also	Both of the research concerned about students' perception in using Google Classroom
4	Dede Muhammad Ridho (2019) entitled "students' Perception Toward Google	a. The research used questionnaire,	a. Both of the research used descriptive

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No	Author and titled	Differences	Similarities
1	2	3	4
	Classroom Application in EFL Classroom"	and interview as techniques of data collection. While this current reseach used observation, interview and also document review to collect the data. b. The research only focus on students' perception, while this current research focus on students' perception and the process of implementation Google classroom in English learning c. The research focus on college students, while this current research focuse on the students in junior high school	qualitative method b. Both of the research explained the students' perception on the use of Google classroom
5	Handayani Eky Safitry (2020) entitled "the implementation of Google classroom to Teach English at SMPN 2 Ngronggot in Pandemic Era Covid-19"	a. The research only focus on how the implementation of Google classroom, while this current research focus on students' perception also.	b. Both of the research used qualitative research c. Both of the research subjects are junior high school d. Both of the research use the same technique

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No	Author and titled	Differences	Similarities
1	2	3	4
			of collecting data, such as observation, interview, and document review.

Based on the explanation above, this research will explain some aspects about the perceptions on using Google classroom. They are included by students' perception about the usefulness of using Google classroom, easiness of using Google classroom, and also will explain about how the implementation Google Classroom in English learning. while the previous research only focus on two aspects on the perception of the use Google classroom that only included by the usefulness and the ease of use Google classroom, and other previous research only focus on implementation without explained the students' perception of the use Google classroom. So the researcher wants to complete it in this study.

B. Theoretical Framework

1. The Concept of English Learning

a. Definition of English Learning

Language is a system of vocal sounds and combination of such sounds to which meaning is attribute, used to the expression or communication of thought and feeling.[15] While Hornby states that language is human and non-intensive method of

[15] Michel Agnes, *Webster's New World College Dictionary 4th Edition*, (Canada, Wiley Publishing, 2002), p. 805

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communicating ideas, feelings and desires by means of a system of sounds and sound symbols.[16] It can be concluded that language is a tool of communication that is used by many people to express their feelings, ideas, desires in order to the people can understand what they mean.

According to Harmer, English as a foreign language is generally taken to apply the students who are studying general English at the school and institution in their own country as transitory visitor in a target language country.[17] It means that students learn English and only have chance to practice it every time in their daily activities school or university.

Talking about English as a foreign language, in our country, the government has decided that English should be taught to the students from junior high school up to university. It is expected that the students should have the ability or knowledge of English which can be used to communicate. English must be taught in order to the students are able to compete in this global era. Many of requirements, like getting jobs and continuing study, need English skill.

In teaching English as foreign language, the teachers should be able to manage the classroom well. The teacher should be creative and manage the classroom with interesting technique as

[16] A.S Hornby, *Oxford Advanced Learners Dictionary*, (Oxford: Oxford University Press, 1987), p. 437
[17] Jeremy Harmer, *How to Teach Writing*, (Pearson Education Limited. London, 2004), p. 39

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Brown states, teaching is showing or helping student to learn how to do something, giving instructions in the study of something, providing with language, and causing to know or understand.[18] It means that teacher have to make the students feel comfort and interest in studying subject especially English by using a creative technique so the students will focus on learning process.

The conclusion of explanation above, it is clear that by learning English students are expected to be able to apply their English skill for international communication. In teaching English, teacher should prepare the concept of teaching as well as possible and he or she is demanded to create the fun learning, because some students blame that English is most difficult subject. Fun learning will increase students' motivation to learn English as much as possible.

b. The Principles of English Learning

1) Support and understand your students' learning style

Students come from different cultures and educational backgrounds, and have different personalities and learning methods. Each student is different from each other. When teaching English as a second language, it's important that teachers know their students. In particular, they need to know things like students' current skill level, how they learn, their

[18] H. Douglas Brown, *Teaching Principle of Language and Teaching*, (San Francisco, Practice Hall Regents, 1994), p.7

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strengths and weaknesses, and what challenges them. All of this is important for preparing materials, lesson plans, activities and projects that will cater to a wide range of learning methods.

2) Immerse students in an English speaking environment

The best way to help students pick up English is by creating an English speaking environment. This can make a big difference in helping your students improve their listening and speaking skills. Immersing your students in an English speaking environment helps expose the to different English expressions, words, sentences, accents and ideas that will help them quickly become familiar with how English is used in the real world.

3) Make sure they know the rules

The strengthening your student's English language skills starts by practicing. However, it's also important that they know the rules as well. A lot of students who try learning on their own only focus on improving their vocabulary and pronunciation. Both of these are important however, the words themselves are only one part of being understood. Beside that, good grammar and sentence structure are just as important, which is why you should focus on giving your students a strong understanding of grammar and other principles.

4) Monitor and assess student language development

Language growth and improvement in students should be

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assessed and monitored consistently to track the progress and figure out where they might be struggling. That can mean sitting down with them and asking what they find difficult, how confident they feel, testing their skills, giving constructive feedback to improve their proficiency.[19]

2. The Concept Of Perception

a. Definition Of Perception

Perception is a term that has been very much familiar to hear in daily conversation. perception comes from English "Perception" which is taken from Latin "perception", which means accept or take. As for construct psychology, perception is a term that difficult to formulate intact. Therefore, the experts have a different definition of "perception"

According to Walgito perception is a process that is preceded by a process of sensing, namely the process of receiving a stimulus by an individual through the sense.[20]so that perception is a sensing process. As for the ultimate goal of the perception process is to give a meaning trough the object being perceived therefore Every people are able to see, hear, and knowing with their sense organs. from another viewpoint, perception can be defined in terms of the processes giving rise to our immediate experience of the world. He also stated that perception is a part of psychology, because both of

[19] Brown, H, D. *Principles Of Language Teaching And Learning* (new Jersey: Prentice Hall, 1980), p, 7

[20]Walgito, Bimo. *"Pengantar Psikologi Umum,"* (Yogyakarta: CV Andi, 2010), 99-102

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them have a relation. Psychology is defined as the science that seeks to understand human behavior, the reason for and the way they do things, and also to understand how these creatures think and feel. While perception also explained about human behavior. It as an experience of objects, events or relationships that obtained by inferring information and interpreting messages. The interpretation carried out always involves personal factors, such as needs, past experiences and individual characteristics that provide response in their behavior.

According to Jarvis stated that perception is the process to put and analyzing information from the object that people saw.[21] It is similar to Rakhmat's opinion, he explained that people's experience about the object, event, or relation from concluding information and interpreting is called perception.[22]Irwanto also explains that perception is the process of accepting the stimuli of the object quality, the relationship between symptoms as well events until the stimuli are recognized and understandable because perception is not only about sense, but also perception as "the interpretation of experience" [23]

Based on the definition above, it can be concluded that perception concerns in human relations with their environment, how they can understand and interpret stimulus from the

[21] Jarvis, "Teori-Teori Psikologi", (Bandung: Nusa Media, 2015), 108
[22]Jalaluddin Rakhmat, *Psikologi Komunikasi*, (Bandung: Remajarosdakarya, 2011), Hlm 50.
[23]Irwanto, *Psikology Umum*, (Jakarta: Gramedia Pustaka Utama, 1994), 71

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environment by using the knowledge that they have. Perception is a complex process of observation to receive and interpret the information in the environment using the five senses. So when someone has a perception about an object with using his senses, means he knows, understands, and aware about that object. Therefore the evidence of people's perception is about interpretation, reaction or responses, beliefs, and expectation of using the internet to be applied in English learning.

b. The Type of Perception

According to Irwanto, after individuals interact with perceived objects the perception results can be divided into two, are:

1) . Positive perception, perceptions that describe all knowledge and response that are continued with their utilization efforts.
2) Negative perception, which describes all knowledge and responses that are not in harmony with the perceived object.

It can be concluded that perception both positive or negative will affect a person in carrying out an action. The emergence of both of them all depends on how the individual describes all his knowledge of a perceived object.

c. Students' Perception

1). Definition of students' perception

According to the Big Indonesian Dictionary (KBBI), Perception is described as a response (acceptance) to

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something. It means that perception is a concept used to describe a person's or object's reaction to something that has happened. In a broad sense, perception is a person's view of something that influences how and what they behave. For example, the perception that occurs on the student about media which is used in the teaching and learning process.

According to Walgito stated students' perception is a process that involves not only the stimulus that hits it, but also the students as a unit with related experiences, motives, and attitudes in exhausting the stimulus. Individuals within the outside world make observations all the time in order to perceive the stimuli they get, and the senses are used as a connection between them and the outside world. The process of observation can occur, so it needs an object that is observed by the sense organs that are good enough, and paying attention is the first step as preparation in making an observation.[24]

As a result, it can be assumed that students' perception is a process of acceptance and interpretation of what is teacher or student thinks in his brain through the sense organs, the brain's response to an object, which is interpreted according to the individual's ability to infer related to online learning especially Google classroom. The result of the brain's response

[24]Walgito, B. *"Pengantar Psikologi Umum*. (Jakarta: Andi) 2004. P 54

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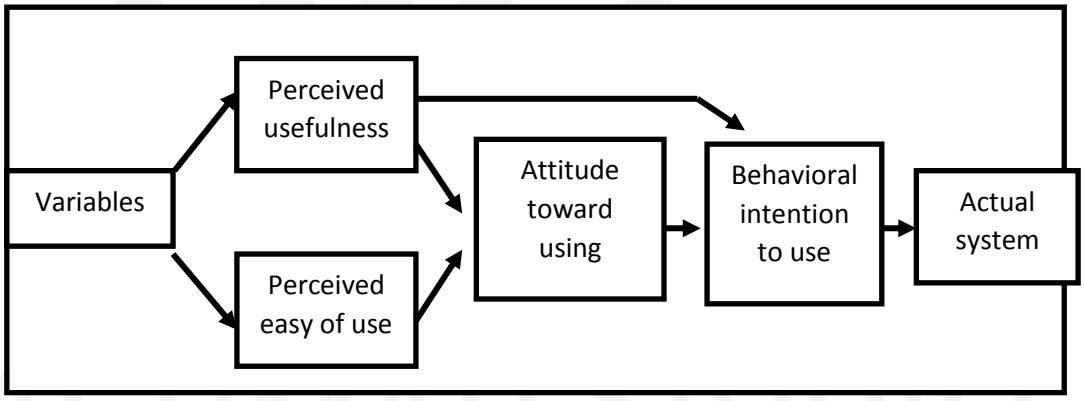
can determine is that will be positive or negative perception. In measuring students' perception on the use of technology, the researcher uses Technology Acceptance Model (TAM) this technology was adapted from the Theory of Reasoned Action Model (TRA). This model was developed by Fred D. Davis on the year 1986.

2) .Definition of Technology Acceptance Model (TAM)

TAM is a theory that describes user behavior technology in accepting and using new technology. According to Davis TAM is a theory which designed to explain how the user understands and uses information technology. It is used to see the level of respondent's adoption in accepting information technology.



Picture 2.1 Technology Acceptance Model (TAM, Davis).

TAM has two main variables which are used to predict user acceptance, namely perceived usefulness, perceive easy of use, attitude towards using, behavioral intention to use, and actual system use. All the components have a relation to each

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other. It means that perceived usefulness and perceived ease of use will affect teacher or student attitudes and also their intention. This model has been used and tested by Surachman, he stated that the factors benefit and easiness is being able to predict user acceptance toward what will they predict. So that why in this study the researcher useds perceived usefulness and perceived ease of use. There are five (5) main constructs of TAM, they are:

a). Perceived Usefulness

Jogiyanto defines perceived usefulness as the extent to which someone believes that using technology will improve his job performance. The benefit of using information technology can be known from the trust of IT users in deciding IT acceptance, with one belief that the use of IT gives a positive contribution to the users. The indicators of perceived usefulness are: 1) *work more quickly,* 2) *useful,* 3) *increase productivity*, 4) *enhance effectiveness, and* 5) *improve job performance*. The construct of usefulness is the most significant and important in influencing attitude, behavioral intention, and behavior in the use of information technology compared to other constructs.

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b). Perceived Ease of Use

Perceived ease of use is defined as the extent to which someone believes that using technology will be free of effort. It can be concluded that ease of use reduces effort (time & their power) for someone in studying technology. IT users believe that it is more flexible easy to understand and easy to operate (compatible) as a characteristic of ease of use. The indicators of construct ease of use are 1) *ease to learn*, 2) *controllable,* 3) *clear and understandable*, 4) *flexible,* 5) *easy to become skillful, and* 6) *easy to use.* The previous study has shown that construct ease of use can give an effect on attitude, behavioral intention, and actual usage.

c). Attitude towards Behavior

Attitude toward a behavior is defined by Davis et al in Jogiyanto as positive or negative feelings if someone must perform the specified behavior. Several studies showed the attitude has a positive effect on behavioral intention. But some research indicates that attitude does not have a significant effect on interest behavior so that most studies do not include the attitude construct in the model.

d). Behavioral Intention to Use

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Behavioral intention is a desire (interest) for someone to do a certain behavior. Someone will do a behavior if have the desire or interest to do so. It can be concluded that behavioral intention is the best predictor of the use of technology by system users.

e). Actual System

Behavior (actual use) is an action which taken by someone. In terms of using information technology, this behavior is relatedtothe actual use of technology. Davis uses numbers time to interact with technology and the frequency of its use as a measuring tool.

Based on the explanation above, it can be concluded that both variables will effect on students' behavior and student's intention in the learning process. Vanketesh said that "the high use of an information system indicates the benefit and easy of an information system, students will enthusiastic and having spirit in using the technology if he thought that it is appropriate and very useful to use in the learning process, but if they thought using that technology is too difficult or have a bit benefit, they will be lazy in using it on learning activities. It means that perceived usefulness and ease of use will affect students' motivation in participating in the learning process.

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3. Google Classroom

a. Definition of Google Classroom

Google classroom is a good platform for supporting online learning activities. It is similar toiftakharopinion, He said that Google classroom is the best platform to enhance the teaching and learning process.[25] According to Ventayen, Estira& Guzman said that Google classroom is one of the free services by Google in facilitating education plans. It appeared in 2014.[26] In this era, Google classroom became a favorite platform for the learning process, because it can help students and teachers to do online learning and making communication, keep classes organized and also save their time easily. Moreover, Google classroom is available to everyone Google applications without adding a new application. Teachers or students only asked to include Gmail and PIN as a tool to log in to the class. So it is very easy to access. While Beal said that Google classroom is a platform that facilitatesteacher's and students collaboration.[27] By using

[25]Iftakhar, S. "Google Classroom : What Works And How?". Journal Of Education And Social Science, Vol, 2.No. 3, (2016. 12-18

[26]Ventayen, R. J.M., Estira, K.L. A., De Guzman, M. J. *Usability Evaluation Of Google classroom : Basis For The Adaptation Of Gsuite E-Learning Platform*. (Asia Pacific Journal Of Education, Arts And Sciences, 2018), Vol 5, No. 1.

[27]Beal, V. "Google Classroom". 2017. Accesed on February 24, 2021, from Webopedia; http://www.webopedia.com/TERM/G/Google-classroom.html

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this platform teachers can create and distribute the material, assignment, or quiz for students in the online classroom.

Based on the explanation above, it can be concluded that Google classroom is one of the platform which available in Google application to help teachers and students in the online learning process. By using Google classroom teachers can give the material easily and students can access it wherever and whenever they are.

b. Features of Google Classroom

Google classroom provided a lot of features that we can do when the class is operated. For the First, create an announcement, means that teachers can share an announcement about the update of the course or the material for the students. Secondly, create an assignment, means that the teacher can give students project within due time to submit, so in this feature, teachers can manage the time of when students should submit the project. The students also can download the materials that have been given by the teacher as a reference to do the task. Third, create a question, means that teachers can give a problem to be discussed with their students or otherwise. The last, re-use post, means that after the teacher is given an

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announcement, assignment, or materials he can use that post again if he needs it in his learning process.[28]

c. Steps to Create Google Classroom

a) Open www.classroom.Google.com then click sign in to start opening the class in Google Classroom or can be done by opening a Gmail email then select the upper right tab.

b) Click continue to begin creating the class using Google classroom.

c) Next to start creating a digital class with a + sign on the tab, then write the class name and click create to start a new class.

d) Invite students who join the class by way of me revealing the class code.[29]

d. Advantages of Google Classroom

a). Effective communication and sharing. By using Google classroom, the teaching and learning process can run well because teachers and students can communicate with each other by discussing in the virtual class. In addition one of the greatest features of Google classroom is Google Docs, we can create an announcement or

[28] S. Iftakhar, "Google Classroom: What Works and How?" Journal Of Education And Social Sciences, Vol. 3, Accessed On 01 April 2021

[29] Izenstark, Amanda, And Katie L., Leahy. *Google Classroom For Librarians: Features And Opportunities.* (Library :Hi Tech News, 2015) 1-3

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assignment using Google docs. teachers can save the important documents or the materials in Google Docs also and share themwith the students. So the students can access it immediately through their Google drive.

b). Easy to use and accessible. By using Google classroom teachers and students can access it without adding a new application to their devices. Because it can access from chrome or Google apps, all computers, mobile phones, and tablets.

c). Speeds up the assignment process. By using Google classroom can help the teachers to check easily who has submitted their assignments and who is still working on them, as well as students immediately.

d). Effective feedback. This means that teachers and students can give feedback directly by giving and making comments or online discussion forums.

e). No need for paper. In utilizing technology and the internet as media in the learning process, we do not need paper as a tool to write down or print the materials that we need. We can type the materials and savethem in the document's features.

f). Is for everyone. In Google classroom, teachers can also join the class as students do. It means that the teacher can

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handle the class like conventional learning. On the other hand. Everyone can create Google classroom for themself and their colleagues and use it for a faculty meeting, information sharing, or professional development.

g). Clean and user-friendly interface, Google classroom welcomes teachers and students to an atmosphere where every design detail is clear, intuitive, and user friendly, adhering to Google's clean layout standards.

h). Great commenting system, for a variety of online courses, students may comment on specific locations inside images, additionally, both the instructor and the student will create URLs for interesting comments and use them in online discussion forums.

e. Disadvantages of Google classroom

a). Difficult account management, multiple domains are not allowed to log in Google classroom. Furthermore, you must be signed in to Google Apps for education to enter it. You cannot use your personal Gmail account. As a consequence, if you already have a personal Google ID, juggling multiple Google accounts can be inconvenient. For example, if you have a Google document or a picture in your Gmail account that you want to share in the

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Google Classroom, you will need to save it individually on your computer's hard drive, log out and then log in again with your Google Classroom account. It's a real pain.

b). Limited integration options, Google classroom does not yet integrate with Google Calendar or any other calendar, which may trigger issues with content organization and task deadlines.

c). Too "Googlish", at the first time, Google users may be confused by the presence of multiple buttons with icons that are only familiar to Google users. Furthermore, despite the improved integration between Google and Youtube, which greatly facilitate video sharing, support for other common tool is not built-in, and you will find it inconvenient that you would need to manually add them. For example, convert a simple word document to a Google Doc to work with. Overall, you will only feel at ease in the Google classroom environment if the tools that you are using are familiar with Google's services.

d). No automated updates, since the activity feed does not update automatically, students must refresh regularly in order to avoid missing important announcements.

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e). Difficult learners sharing, students cannot share their work with their peers until they become “owners” of a document, and even then, they will have to allow sharing options, which will create a chaos if they try to share a document with their entire class of 50 or more.

f). Editing problems, when you make an assignment and send it to students, they become the document’s “owners” and have the option to edit it. It means they have the ability to erase any part of the assignment they choose, which may trigger problems even if done unintentionally.

g). No automated quizzes and tests, one of the main reasons that Google classroom cannot completely replace your learning management system are that it does not provide automated quizzes and assessments for your students. Google classroom is more suited to a blended learning environment than a fully online system.

h). Impersonal, when it comes to a blended learning atmosphere, Google Classroom does not have Google hangouts, which creates a problem online interaction between teacher and students is only possible through Google documents. Effective education necessitates engagement and the development of relationships with

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students, and online discussion is the mosteffective way to do so in a virtual setting. Unfortunately, there is no way to have a live chat in Google classroom.[30]

f. The Function Of Google Classroom As Learning Media

According to Munadi, in his book stated the function of Google classroom as learning media are:[31]

a) Learning resource, it means that Google classroom as media to distribute, transmitter, and liaison between students and teachers in the learning process.

b) Semantic function, namely the ability of the media in adding to the vocabulary (verbal symbols whose meaning or intent is truly understood by students.

c) Psychology function, in psychology function include some function such as; Attention function, Affective function, Cognitive function, Imaginative function, and motivation function.

d) Socio-cultural function, the function of Google classroom as media is seen from the socio-cultural perspective, namely overcoming the socio-cultural barriers of learning communication participants. It's not an easy thing to understand the students who have quite

[30] Muhammad AstriantiSetiadi, "students perception on the use of Google classroom in language learning" journal of university Muhammadiyah Makassar accessed on 26 february 2021, https://www.researchgate.net/publication/343575424 .

[31] Munadi, Y. ""Media Pembelajaran; Google Classroom Sebuah Pendekatan Baru" (Jakarta: Gaung Persada Press. 2008) p 31

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a lot. They each have different characteristics, especially when it is associated with customs, beliefs, environment, experiences and so on. This problem can be overcome by learning media, because learning have the ability in providing the same stimulus, equating the experience, and give rise to the same perception.

4. Learning Implementation of Google Classroom

According to Sudjana learning implementation is a process that is arranged in such a way based on the certain steps so that the implementation achieves the desired results expected.[32] Learning implementation is an activity that has educational value which is include the interactions that occur between teachers and students. It is being valuable educative interactions because the implementation of learning carried out is directed to achieve certain goals that have been formulated before learning process begins. In the learning implementation there are basic problem which are components of learning implementation and the stages of learning implementation.

[32] Sudjana. *Dasar-Dasar Proses Belajar Mengajar*. (Bandung: Sinar Baru Algensido, 2010) p 45

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a. The components of learning implementation

1). Goal

The purpose in the teaching and learning process are the first components that must be set in the teaching process which function as indicators of teaching success. This goal is basically the formulation of behavior and abilities that must be achieved and possessed students after they are finishing the learning activities in the teaching process

2). Material

Learning material is the substance that will be delivered in teaching and learning process. Without learning materials, the teaching and learning process will not run. Therefore, the teacher who will teach must be have and master the subject matter that will be delivered to students. The subject matter is a learning resource for participants educate. The material referred to as a learning reseource is something that carries a message for learning purposes. Suharsimi explained that learning material is the core element in the teaching and learning activity, because the learning material is sought to be mastered by students. So, a teacher or curriculum developer should be think about the extent to which the

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materials listed on the topic are related to the students' need at a certain age or certain environment.[33]

3). Method

According to M. Sobri Sutikno stated that learning methods are ways to present the material carried out by teachers so that the learning process occurs in students in an effort to achieve goals. The goal to be achieved in the learning process is the level of the learning success.[34] It means that it is a method used by teachers in delivering teaching materials to their students. The learning method must be adjusted to the students need and the subject being taught.

4). Learning media

Learning media is something that serves as a tool to facilitate the learning implementation to be more efficient and effective in achieving learning objectives. The media can be in the form of people, book, pictures, videos, tape recorder, or mass media, and everything that can be used by the teacher as an intermediary to present learning materials which must be suitable to the material to be taught.

[33] Sukmawati. "Implementasi pemanfaatan Google classroom dalam proses pembelajaran online di Era industry 4.0 jurnal creative online." Vol. 8 no:1 40 (2020)
[34] Effiyati Prihatini, "Pengaruh Metode Pembelajaran Dan Minat Belajar Terhadap Hasil Belajar Siswa", Jurnal Formatif Vol 7 No 2:173

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5). Evaluation

Evaluation is the last component in the learning system. Evaluation not only serves to see the success of students in learning, but also serves as teacher feedback on the performance they have done in the learning process. Through evaluation, it can be identified deficiencies in the use of various components in learning so that by using evaluation in learning, the teacher will know the extent to which students can understand the material presented.[35]

b. The Stages Of Learning Implementation

The aspects regarding the implementation stages include learning planning, learning implementation, and learning evaluation. They will be explained as follow:

1). Learning planning

Based on the KBBI define planning is a process, a method, and a plan. While learning is an act that aims to make human being to carry out a learning process.[36] In addition, according to Mulyasa, explained that learning planning is a plan that describes a management and learning procedures in order to achieve the basic

[35] Op.cit., p. 349-350
[36] Adang Rukhiyat, *Paradigma Baru Hubungan Guru dengan Murid* (Jakarta: Uhamka Press, 2003) .13

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competencies that will be applied in the content standards and described in the syllabus.[37]

From the various definitions that have been explained, it can be concluded that learning planning is a plan carried out by educators from the subjects concerned in helping, guide, and direct students to have a lot of learning experiences based on the stages of material preparation, so that education runs effectively and efficiently in accordance with the needs, condition, and goals of the students as well as local communities. In learning planning, the things that need to be prepared by teacher are learning tools such as lesson plan (RPP), Materials to be delivered, and so on.

2). Learning implementation

Learning implementation is a learning communication process carried out by students with their environment, so that it has an impact on changing personality to be better. The existence of stages of learning implementation is the application of lesson plan (RPP) which has been prepared by teacher before the learning activities take place. At the stage of learning implementation is categorized as follows:

[37] Mulyasa. *Kurikulum Tingkat Satuan Pendidikan Sebuah Panduan Praktis* (Bandung: PT. Remaja Rosdakarya,2010) p, 211

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a. Pre activities

Is a process that must be carried out by teacher at the time of implementing the teaching and learning process. The aim of this stage is to provide a series of motivations and direct the attention of students to be actively involved in teaching and learning process. One of example is checking the students' attandent list.[38]

b. Main activities

Main activities is a learning process that has a goal to achieve basic competencies and carried out interactive, fun, challenging, and inspiring. Other that, the main objective intended for the implementation of core activities are to motivate students to participate actively, and to provide sufficient space for students to encourage creativeity and independence of students according to their talents and their interests. Generally, in this stage can be devided into some parts as follows:

- Explain to students about the learning objectives must be achieved

[38] Muhammad Fathurrahman and Sulistyorini, *Belajar dan Pembelajaran*, (Yogyakarta: Teras, 2012). P 114

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- Giving notes related to the main subject matter to be explained
- Explaining the subject matter that has been recorded
- Provide illustrations related to each subject matter explained
- Always use additional media to simplify and explain the discussion of material to the students
- Always conclude the results of the discussion of each materials.[39]

c. Closing activities

This activity is a one of the obligations that teacher must do in the end of learning activity. This activity is more often filled in the form of a summary of conclusion, and contains assessment, reflection, feedback, and follow-up in a learning process. In this activity, several important points that must be considered by teacher include:

- Giving some questions or feedback to students related to material that has been studied together

[39] Ibid, p 115

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- Giving further assignments to students in order to expand insight from students regarding the material that has been studied
- Provide an overview of the material that will be studied in next meeting40.

3). Evaluation

Evaluation of English learning is a form of assessment that can be carried out by teachers to determine the level of student learning progress in English subjects. The evaluation of learning English is the same as the evaluation of learning in general. Evaluation has the same meaning as assessment. The assessment that must be carried out by teachers in the revised 2013 curriculum is authentic assessment. Authentic assessment is an assessment of student learning outcomes in the realm of attitudes, skills and knowledge. The types of authentic assessment consist of four assessment, including the following:

a). Performance assessment

Performance assessment is carried out by observing when students carry out activities or create a work that is in accordance with learning objectives,

[40] Ibid, p 115

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or observe the results/ products from performance assessment that was given, or both. The skills shown by students are aspects that will be assessed. The aspects that will be assessed are:

1. Cognitive aspect

   Cognitive domain is a domain that includes mental (brain) activities. According to Bloom, all efforts related to brain activity are included in the cognitive domain. The cognitive domain is related to the ability to think which is including the ability to memorize, understand, apply, analyze, synthesize, and evaluate skills.

2. Affective aspect

   The affective domain is a domain related to attitudes and values. The affective domain includes behavioral traits such as feelings, interests, attitudes, emotions, and values. Some experts say that a person's attitude can be predicted to change if a person already has a high level of cognitive aspects. The characteristics of affective learning outcomes will appear in students in various behaviors. Such as their attention to English subject, their discipline in

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following subjects at school, their motivation to know more about the English lessons they received, their appreciation or respect for teacher and so on. The affective domain is further detailed into five levels, namely: 1 receiving, 2 responding, 3 valuing, 4 organization, 5 characterization by a value or value complex.

3. Psychomotor aspect

The psychomotor domain is a domain related to skills or the ability to act after a person receives a certain learning experience. The psychomotor domain is a domain related to physical activity, such as running, jumping, painting, dancing, drawing, practicing, and so on. The psychomotor learning outcomes were stated by Simpson (1956) who stated that these psychomotor learning outcomes were seen in the form of individual skills and abilities to act.

b). Project assessment

Project assessment is an activity of assessing tasks that must be completed by students based on the time which has been determained. Project assessment

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focuses on planning, workmanship, and project products.

c). Portofolio assessment

Portofolio assessment is an ongoing assessment based on an information's collection that shows development of students' abilities in a certain period. The focus of portofolio assessment is a series of student works individually or in groups in a certain learning period.

d). Written assessment

The written test consist of selecting or supplying answers and descriptions. Choosing the answer consists of multiple choice, true false, yes-no, matchmaking and cause and effect. Supplying answers consists of filling or completing, short answers and descriptions. In a written test, it can be in the form of description or an essay, this requires students to be able to remember, understand, coordinate, determine, and anlyze on the material they have studied.[41]

c. The Use of Google classroom for English Learning

Learning any language is about learning the four

[41] Rohmad, *Pengembangan Instrumen Evaluasi Dan Penelitian*, (Yogyakarta: Kalimedia,2017), p. 316-330.

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basic skills. They are Listening, Reading, Writing, and Speaking. English learning is not an exception to it. So, for learning these four skills of English, Google classroom can be used as a medium in a very innovative way. Moh. Islam mentioned possible tasks and activities and those can be incorporated in the Google classroom for learning these four skills.[42] These are :

1) Listening

For listening practice students can be given various listening practice audio along with practice sheet available on the internet. To make listening a bit interesting and to engage them enthusiastically they can be given English songs or interesting video clips. Considering the learners' level of English proficiency, teachers have to make questions from the lyrics of the song and students can be asked to answer those questions by listening to the songs or video clips. A quiz can also be arranged in the Google classroom**.**

2) Reading

There are enormous passages for practicing reading. Students can be provided those reading text along with multiple choice or fill in the gaps questions. These will

[42] M. S. Islam, "Bangladeshi university students' Perception on using google classroom for teaching english," International Journal of Psycho-Educational Sciences, vol. 8, no. 2, pp. 57-65, 2019

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help them to improve reading skill. Apart from that, short story can be assigned to them. After reading it, they have to submit a story review.

3) Writing

For practicing English writing skill, students can be asked to write something on any topic based on their own experience and they are asked to upload those in the assignment section of Google classroom where only the teacher can see and read their write up. After submitting their write up, the teacher can also give feedbacks to the learners. Another way of engaging them for writing through Google classroom is to give them various interesting English videos in the Google classroom and they can be instructed to write their own review on those videos. Students often like these interesting videos and enthusiastically they engage in the writing activity.

4) Speaking

First of all, Learners can be given some suggestions on some techniques for becoming a better speaker. Video clips of famous orators or public speakers can also be uploaded for their convenience. Now, they will be asked to make their own video where each will be assigned to talk on any familiar but specific topic. They can also be

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asked to make English short documentaries/films on interesting and contemporary issues. They can make the documentary/film in groups so that their conversational skill will also be improved.

So these are some of the tasks associated with the four skills of English which can be incorporated through Google classroom for ensuring a better English learning environment to students.

The assessment guidelines that are usually used by teacher in the evaluation of learning for English skills are as follows[43]

Table 2.2: The Assessment Components Of English Skills

No	Skills	Assessment
1	Listening	• Comprehension • Grammatical Range
2	Reading	• Word selection • Word in context
3	Speaking	• Pronunciation • Accuracy • Fluency
4	Writing	• Language use • Treatment of content • Punctuation • spelling

[43] J.B. Heaton. *Technique Penilainan Dalam Pembelajaran Bahasa* www.researchgate.net accessed on 01th January 2022

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CHAPTER III

RESEARCH METHODOLOGY

A. Research Approach and Type of The Research

In this study, the researcher used qualitative research. Lexy J Moleong said that "Qualitative research is a research that intends to understand the phenomenon of what is experienced by the object of research, such as behavior, perceptions, motivations, actions, etc. in the form of words, in a particular natural setting that employs a range of natural methods".[44] This study used a qualitative approach because the researcher investigated, understood, and researched how is students' perceptions on the use Google classroom in English learning.

This type of research was Descriptive design. Descriptive research design determines and describes the way think are.[45] It used to explain a variable, either one or more variables (independent) without comparing them, or variables that have related to one another. The researcher chose a Descriptive design because it intended to get a more detailed and in-depth understanding of the problem and elaborative nature. The researcher was sure that it can help her to dig deeper information about students' perceptions on the use Google classroom platform.

[44]Lexy, J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2011),6.
[45] Gay and Airasian, *Educational Research Competences For Analysis And Application* (New Jarsey: Prentice Hall Company, 2000), 103.

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B. Research Location.

This research conducted at SMPN-1Sarongghi. It is located in Jl. Raya Saronggi-Sumenep. The researcher chose this school for several reasons. First, the headmaster and the English teacher of SMPN-1 Saronggi already allowed to conduct this research. Second, this school has implemented an online class by using Google Classroom since 2019. The last, this school is the only school that applied online learning before the case occurs Corona Virus. Thus, the researcher wants to find out how is student's perceptions through implementing online classes in learning English by using Google Classroom.

C. Research Subject

The subjects of this research are an English teacher namely Miss Widianti and students of the eighth grade at SMPN-1 Saronggi Sumenep, which consists of three classes are VIII-A there are 25 students, 23 students for VIII-B, and 20 students for VIII-C class. In this study, the researcher used the purposive sampling technique. According to Sugiyono, "Purposive sampling method is a technique of sampling data sources by determining the selected informants with specific considerations and goals.[46] This particular consideration, for example, the person who was considered to know the most about what the researcher expects, or maybe he is the ruler so that it was easier for the researcher to explore the object or social situation under study. The reason why the researcher used

[46]Sugiyono, *Metode Penelitian Pendekatan Kuantitative Kualitative dan R& D* (Bandung : Alfabeta, 2017), 85

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purposive sampling, because there were many classes in eighth grade, which divided into 3 classes A, B and C class.

In this study, the researcher only chose VIII A-Class which consists of 25 students. She chose the class because the quality of the students is higher than other classes which included the students' scores and students' activeness in participating online learning. Meanwhile, for the teacher was chosen by the researcher because the English teacher is the main subject of the study. The number of English teachers in SMPN-1 Saronggi were 3 teachers who has taught in difference classes included VII, VIII, and IX Class. In this study the researcher only chose 1 teacher who has Taught in VIII A class. This information was gotten by interviewing with one of teachers in this school.

D. The Technique Of Data Collection

In this study, the researcher used some techniques to obtain the data there are observation, interviews, and document review.

1. Observation

Observation is a technique which people use in their natural settings in order to understand social life from the perspective of the participant.[47] in this research, the researcher used participant observation with the researcher participates in the teaching-learning process that occurs in Google classroom as learning media that used during online learning while becoming observer. Here, the observation

[47] Patricia Leavy, *Research Design* (New york: the Guilford press,2017), 134

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was conducted to get the data about the school profiles and the students' behavior in the learning activities through Google classroom. For example how students participate in online learning by using Google classroom.

2. Interview

Interview is the process of getting explanation by asking some questions face to face between researcher and respondent using interview guide[48] in this research, the researcher used semi-structured interview that is a type of interview in which the interviewer asks only a few predetermined questions while the rest of the questions are not planned in advance. In semi-structured interviews, some questions are predetermined and asked all candidates, while others arise spontaneously in a free-flowing conversation.[49] The purpose of some questions was to find out more information about students' perception on the use of Google classroom in English learning and how the implementation of Google classroom especially in English learning. The data that can be obtained by using interviews are:

a) The English teacher at VIII A class of SMPN-1 Saronggi-Sumenep
b) Three students from VIII A class of SMPN-1 Saronggi-Sumenep

The indicators that researcher asked in the interviews were about how their perceived usefulness and ease of use Google

[48] Moh. Nazir, Metode Penelitian, (Vol.2)(Jakarta: Ghalia Indonesia, 1999), 129
[49] Sugiyono, Metode Penelitian Pendekatan Kuantitatif, Kualitatif, R&D (Bandung: Alfabeta, 2016), 233

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classroom such as the advantages or the benefits of Google classroom. Furthermore, the students also were asked about how the process of learning activities through Google classroom, such as the process of delivering materials, the learning media, learning method, and learning strategy that used in their class, etc. Besides, the researcher also asked the English teacher about the stages of the implementation Google classroom in English learning activities. The process of interview was applied via WhatsApp Video call. While the question for interview to the selected students and the English teacher was presented in the Appendix.

3. Documents Review

The next method is document review. Document review which is a method of collecting data by looking for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes, agenda meetings and so on.[50] The data that the researcher obtained with documentation techniques are: the data of school profile, teachers' lesson plan, and the screenshoot of learning activity in the Google classroom. For example, students' task, students' attendance list, the teacher strategy in delivery material, the method, the media that teacher used, and etc.

[50]Surhasimi Arikanto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), pp 206

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E. The Technique Of Data Analysis

In this study, the procedures of analyzing the research object or data used theory based on Miles Huberman and Saldana. There are some steps that are used to analyze the data, those are:

1. Data Condensation

   Data condensation refers to the process of selecting, focusing, simplifying, abstracting, or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials.[51] The purpose of data condensation is to simplify the data obtained during data collection in the field. in this stage, the researcher selected the data about students' perceptions toward the use of Google Classroom apps, which had been collected by observation, interview, document and then transcribed the data. The irrelevant data that were not appropriate the research questions will be discharged. after collecting and reducing the data, the researcher presented those data in the form of descriptive.

2. Data Display

   The next major flow of analysis activity is data Display. Data Display is an organized, compressed assembly of information that allows conclusion drawing and action.[52] This technique helps us to understand what is happening and to do something either analyze further or take action based on that understanding.

[51] Miles, M.B, Huberman, A.M, dan Saldana, J. "*Qualitative Data Analysis, A Methods Sourcebook"*, edition 3. (USA: Sage Publications. TerjemhanTjetjep Rohidi, UI-Press. 2014). pp
[52] Miles and Huberman, 8

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In this research, the researcher displayed the data and then analyzed it. After that, the researcher analyzed the data which was taken in field research. The researcher presented the data about the students' perception of Google classroom and how the implementation it in this school. The researcher described the data into narrative form in order to be meaningful. Some tables would be used to make data be more easily understood.

3. Drawing and verifying conclusion

The conclusion drawing is started after the data were collected by making a temporary conclusion.[53] On the other hand, it can be said that the conclusion is analyzed continuously and verified the validity of the data by triangulated from the observation, interview, and document review in order to get the perfect research conclusion. In this step, the researcher makes a conclusion about this case after analyze all of the data and comparing the result or contrast the data with relevant theory.

F. Validity of Data

In this study, the researcher used triangulation to test the validity of the data. Triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research.[54] There are some types of triangulation, some of them are; technique triangulation, source triangulation, theoretical triangulation, and investigator triangulation.

[53]Sugiyono, 252
[54] Louis Cohen, et al, *Research Methods In Education* (New York: Routledge, 2007),141

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While in this research, the researcher used two types of triangulations these are:

1. Source triangulation

   Triangulation of sources to test the credibility of data is done by checking the data that has been obtained through several sources.[55] In this study, the source triangulation was the eighth graders from A-class and the English teacher of SMPN-1 Saronggi-Sumenep. This triangulation used to answer the research question about how are students' perception on the use of Google classroom and the how process of implementation Google classroom as learning platform used in SMPN-1 Saronggi-Sumenep

2. Technique triangulation

   Triangulation with technique is used to test the credibility of data by checking the data to the same source with different techniques.[56] Therefore the technique triangulation in this research were conducted by observation, interview, and document review from the same data source simultaneously. This triangulation used to answer the research question about how are the students' perception on the use of Google classroom and how is the process of implementation Google classroom as learning platform used in SMPN-1 Saronggi.

[55]Sugiyono, 241
[56]Sugiyono, 242

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G. Research Procedure

The steps of the research outline which dealt with the planning of research done by the researcher, it's started with the introductory study, the design of the study, the actual research, and the writing of the report.[57] The steps of this research are :

1. Pre field research stage

   This is the first stage where it is determined what must be done before a researcher comes to the field of research object. There are six pre-field stages, those are:

   a. Exploration study is a visit to research location before implementation. With the aim of knowing the research location conditions to be studied.

   b. Licensing, means this research requires the following permissions and procedures, namely a request for a cover letter from state Islamic University of KH. Achmad Siddiq Jember as a permit application submitted to school.

   c. Preparation of research instruments, it includes; a) compiling a list of questions for interviews, which consists of several indicators such as perceived usefulness, perceived ease of use, learning planning, learning implementation, and learning evaluation of using Google classroom as media that used in English learning. b) making observation sheets, which includes the location, research

[57] Louis Cohen, et al, 144

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subject, and the process of learning activity. and c) recording required documents that suitable with this this research.

2. Field research stage

The second procedure after getting the research licensed was the researcher enters the informant of research object to collect the data with observation, interview, and document review to get any information about the use of Google classroom as media in their learning process, especially in English subject. In the observation process the researcher observed about the condition and situation of this school and the students' behavior in the learning activities through Google classroom, for instance about students activeness in participating in online learning by using Google classroom. For interview process, the researcher asked students about their perception of using Google classroom with the indicators of perceived usefulness and ease of use. Beside that the researcher also asked them about the process of learning activities especially the implementation of Google classroom in English learning. In this way the researcher also asked teacher to get data about the stages of the implementation Google classroom in English learning. While for documentation technique, the researcher took the data about school profiles, teacher's lesson plan, and the screenshot about all of learning activities in the Google classroom.

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3. Data analysis stage

This is the next stage after collecting the data. This stage was analyzing the data that included of data condensation, data display, drawing and verify it. In the process of data condensation, the researcher condensed the data that she got from observation, interview, and document review process by selecting the data about students' perception of Google classroom in English learning and also the data of the implementation Google classroom in English learning. Then the researcher discharged the data that were not appropriate with the research questions. Furthermore, in the data display process, the researcher analyzed and compiles the data to be relevant, then the data was concluded to answer the research questions. In this case, the researcher described the data into narrative form in order to be meaningful. In the last stages is about drawing and verifying conclusion. In this stage the researcher make conclusion about the data that she got related with research question. She analyzed continuously and verified the validity of the data by triangulated from observation, interview, and document review.

4. Reporting Stage

The stage of preparing this report is the last stage of the process and procedures of qualitative research. In this stage, the researcher make a written report using data result obtained from observation, interview, and document review that already analyzed before by the researcher.

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CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter explains the research findings and discussion related to the answer to the problems statement as mentioned in chapter I. This finding is divided into three parts. The first is about the profile of SMPN-1 Saronggi. The second part is a description of the student's perception of the use of Google classroom in English Learning at SMPN-1 Saronggi. The third part is about the implementation of Google classroom in English learning at SMPN-1 Saronggi.

A. School Profile

1. The Profile of SMPN-1 Saronggi

   SMPN-1 Saronggi is the oldest school of junior high schools in Sumenep district that is located on Lenteng street no 43. This school was built in 1980 on a land area of 13.470 M^2 which contains 19 classrooms building, 9 classrooms, a science laboratory building, a computer laboratory building, a library, a prayer room, a teacher office room, a canteen, and 4 toilets. This school has been accredited "B" and also applied the 2013 curriculum. [58]

2. Vision

   "The Realization of Intelligent, Skilled, and Character Humans"

3. Mission

   To realize the vision, SMP Negeri 1 Saronggi determines the strategic steps stated in the following mission:

[58] Documentation of SMPN-1 Saronggi, "Sejarah Smpn-1 Saronggi", t.t,

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a) Building a religious school culture with a spirit of togetherness.
b) Forming school members can manage time effectively and efficiently.
c) Forming skilled human beings who are ready to compete in the global era
d) Implementing quality learning and training effectively and efficiently in the development of science and technology.
e) Improving academic achievement based on Graduate Competency Standards.
f) Improving extra-curricular achievement.
g) Realizing superior human beings, personality and critical to face life's challenges.
h) Developing an honest attitude, discipline, responsibility, care for the environment, and love for the homeland.

4. School Goals

From the vision and mission that formed, SMPN 1 Saronggi has the following objectives:

a) Equipping school members can communicate actively in English.
b) Equipping students with Information and Communication Technology (ICT) based skills.
c) Equipping students with science and technology so that graduates can continue to higher education levels.
d) Establishing a culture of punctuality in every activity.

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e) Forming school citizens who are personality and critical so that they can make decisions in looking at the future.

f) Forming school residents to become people who are pious and have noble character.

g) Instilling an unyielding attitude in competing, adapting to the environment, and developing an attitude of sportsmanship.

h) Instilling awareness in all school members intensively to always behave honestly, be disciplined, responsible, environmentally friendly, and love the homeland.

i) Optimizing implementation of Active, Innovative, Creative, Effective, and Fun Learning.[59]

5. Organization Structures

Educational institutions need a structure that regulates the division of tasks and functions for institutions that are concerned. The form of every organization in education is different from one another, it adapts to the nature and the goals of something to be achieved in the organization.

The following is a description of the organization in SMPN-1 Saronggi[60]

[59] Observation; date 8 September 2021, SMPN-1 Saronggi, time 08 : 15
[60] Documentation: date 8 September 2021, SMPN-1 Saronggi, time 08:58

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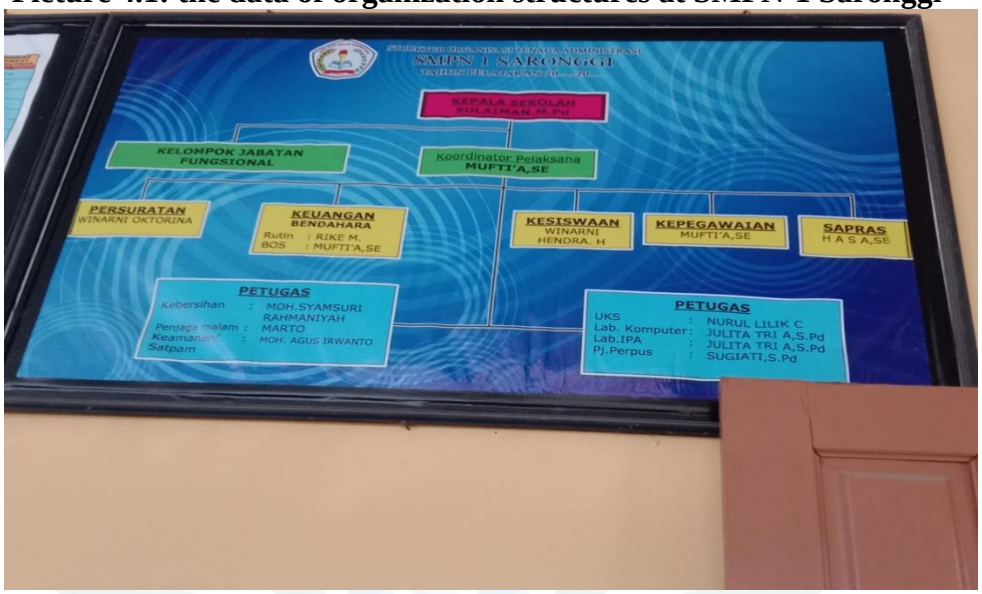
Picture 4.1: the data of organization structures at SMPN-1 Saronggi



6. The State Of Teachers At SMPN-1 Saronggi

Human resources are the most important factor in realizing and implementing the education and teaching process, in this case, students, teachers, and administrative staff, where all three systematically carry out school functions in realizing the goals and ideals of education in schools.

The total number of teachers who teach at SMPN-1 Saronggi is 24 teachers, consisting of 21 PNS teachers and 3 non-PNS teachers. The recruitment of teaching staff adjusted to their potential and capacity. The following is a table of teacher data and the subjects :[61]

Table 4.2: the data of states of teachers in SMPN-1 Saronggi

No	Name	NIP	Subject	Position
1.	Nur Alam S, S.Pd.	196701291989031010	-	Head Master
2.	Sulaiman. M.Pd	197007131997031004	Bahasa Arab	Head Master
3.	Sugiati.S.Pd	197007131997031004	TBQ	Teacher

[61] Documentation: date 8 September 2021, SMPN-1 Saronggi, time 09:00

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4.	Moh. Ambar Prabowo	196602171991031008	Penjaskes	Teacher
5.	Sri Sukarini. S.Pd	196705101992022003	Bahasa Indonesia	Teacher
6.	Mochamad Sodiq. S.Pd	198602031994011001	IPA	Teacher
7.	Julita Tri Arijanto. S.Pd	197007081997031505	IPA	Teacher
8.	Wiwit Aji Susanti. S.Pd	197003151990022004	Bahasa Inggris	Teacher
9.	Siti Chotimah. S.Pd	197112041998032006	MTK	Teacher
10.	Drs. Achmad Triyono	196711231996011001	IPA	Teacher
11.	Syamsuri. S.Pd.I	196206211966031018	PAI	Teacher
12.	Dwi Wahyu Hidayati, S.Pd	197109291998032011	Prakarya	Teacher
13.	Nurul Lilik Cholifah, S.Pd	196510042006042002	PPKn	Teacher
14.	Riftiyoawan, S.Pd	196504042006041007	Aqidah+ SKI	Teacher
15.	Suhantoro, S.Pd	197304162007011011	Qurdis dan Fiqih	Teacher
16.	Rukiyaningsih, S.Ag	197705162007012015	PAI	Teacher
17.	Susanti, S.Pd	197708012007012013	Bahasa Indonesia	Teacher
18.	Suswati, S.SI	197912122007012008	MTK	Teacher
19.	Mufti' A, SE	197412202007012014	Bahasa Indonesia	Koord, Adm
20.	Edi Kusmiyanto, S.Pd	198309242009011007	Seni budaya	Teacher
21.	Lita Syahrul Handayani, S.Kom	198405112011012007	-	Teacher
22.	Rabiatul Adawiyah, S.Pd	198504062009012008	Bahasa Madura	Teacher
23.	Hasa	196412282007011005	Bahasa Arab	Administrator
24.	Wahyu Damayanti, S.Pd	197802252006042022	Bahasa inggris	Teacher
25.	Rike Megawati	198405232010012003	-	Adm. Bend Rutin

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B. Research Findings

This section was obtained from the beginning to the end of the comprised the result of the observation, interview, and document review. This research was conducted at SMPN-1 Saronggi Sumenep in the academic year 2020/2021 from August until September 2021. the researcher interviewed by using Whatsapp video call with several informants who were directly selected based on criteria needed by the researcher. It was conducted to find out the students' perception of the use of Google Classroom in English learning of Eighth graders at SMPN-1 Saronggi and to know how the implementation of Google classroom in English learning of Eighth graders at SMPN-1 Saronggi. After that the researcher collected several documents includes an interview transcript, screenshot of the online English learning process, teacher's Lesson plan, and the other supporting documents that can be used for completeness of the data. For a clear explanation can be seen below;

1. Students' Perception Of The Use Of Google Classroom In English Learning

a). Students' Perception Of Usefulness

Students' perceptions about the usefulness of the Google classroom used in this study were investigated by 5 factors reported in the Perceived Usefulness construct of the Technology Acceptance Model (TAM).

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1) The first indicator is "Work More Quickly". The researcher asked students' opinions about the use of Google classroom can help them to complete learning activities faster. *"Do you think the use of Google classroom helps you to do learning activities quickly especially in English subject? Why?"*

It was responded by student 1 as follows:

"That's right miss because we study from home, so we don't waste our time going to school and I can accessed the English material that will studied quickly because my teacher has sent before the lesson started"[62]

It was also strengthened by explanation from the student 2 as follows:

"Yes miss, because I can study from home directly. Besides that in this platform, the English material to be studied the day have been sent by a teacher before, when the class started I can directly access or download the material which teacher has included the explanation and then study it well so that learning time is used as much as possible"[63]

The student 3 added:.

"Emmmmm….in my opinion, it depends on the conditions. If the internet signal is smooth, the learning process will automatically run smoothly too, but if there are disturbances related to the signal or even internets quota so the learning process will automatically be constrained"[64]

The statement above was strengthened by the observation that the researcher did. In the learning process, the researcher found that the learning activities run faster than offline learning, it can be seen when learning begins. The teacher usually

[62] Students 1, interview, Saronggi august 28th 2021
[63] Students 2, interview, Saronggi august 28th 2021
[64] Students 3, interview, Saronggi august 28th 2021

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immediately asks students to discuss the English material that she has shared before the lesson begins. Beside that, the researcher found that 20% of 25 students were often absent from their class. They usually tell the teacher the reason why they are absent via group. As the researcher knew, the students who did not join the class were caused by signal connection problems and also internet quota, so sometimes they suddenly leave the class in Google classroom or even they cannot log in to the group. So that the students have to access the material if the problem became stable.[65]

From the interview and observation above, it can be concluded that most of the students agree that using Google classroom as media in online learning can help them to complete learning activities faster because they can directly learn from home without going to their school. According to them, the learning process will be completed faster than offline classes. One of the reasons is the students can directly download the English material that the teacher has given and explain via video or PPT sent in Google classroom wherever they are as long as there are no obstacles such as less internet quota or poor signal connection.

2) The second indicator is "Job Performance". The researcher asked students learning outcomes (learning achievement) whether it has

[65] Observation on September 05th 2021

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increased or even decreased. *"According to your experience, is the Google classroom platform able to increase your learning performance?"* the students' response are:

Student 1 answered that:

"In my opinion, I can say yes miss because I am more required to be active during the learning process so that I can understand the material optimally. For example, I am more active to practice my English skill such as in speaking, writing, listening, moreover in reading skill. I am more enthusiast to do it while online learning occur. [66]

It is supported by student 2. She explained as follows:

"For me, it has increased my performance, because during the learning process I more enthusiast than offline learning. I feel that it is new experienced in my learning activities. It means that by using Google classroom I motivated to learn better so I can understand the lesson well. In online learning, I am more excited to study especially in practicing my English skill"[67]

The student 3 added:

"I think it's quite miss because based on my experience, I am a shy person, sometimes I can't ask a question when offline class, I still have to think over and over again. But while using Google classroom, I was more dare to ask. I think my courage to be more confident has been increase. The main thing that I cannot do with confidence such as in practicing public speaking, writing skill, listening skill, and also reading skill, I can do them in this online learning. So I like online learning". [68]

It was supported by the observation that did by the researcher. The researcher observed the interaction between teachers and students. At the time the teacher give a quiz through

[66] Students 1, interview, Saronggi august 28th 2021
[67] Students 2, interview, Saronggi august 28th 2021
[68] Students 3, interview, Saronggi august 28th 2021

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Google classroom, in turn to the teacher which immediately received messages from students who commented on the quizzes. Beside that students more excited in practicing their English skill such as when the teacher ask students to do the task (listening skill, reading skill, writing skill, speaking skill), all the students do it well. It means that this platform increased the students' performance.

From the results of the interview and observation above, the researcher concludes that using Google classroom as media in the learning process can increase students' performance. They can more active and more confident in joining the class.

3) The third indicator is "Increased Productivity". The researcher asked students about their productivity. It's about comparing their productivity before and when online learning is implemented is there an increase or is it the same. In this indicator, there are two questions. For the first *"Does the use of Google classroom increase student's productivity in English learning activities?"* the students' responses are;

It was responded by student 1 as follows:

"Emm. It's increased a little because it is wider insight and I can open the internet. For example, I can make short functional texts well because I can see example on internet how to make good text."[69]

It was also explained by student 2 as follows:

[69] Students 1, interview, Saronggi august 28th 2021

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> "I don't know, miss how to measure it, but I think it's normal to just miss, even if I add a little, but as far as I learn during Covid-19, I still do my task. For instance I can make invitation card, etc."[70]

While student 3 also added:

> "Emmm a little, because as I realized that I am lazy people, but by using online learning I can look for the sources or example on the internet when the teacher gives assignment, like how to make a beautiful invitation card, etc."[71]

The statements above were strengthened by the student's worksheet that the researcher took. Although the current state of learning is done online without any face-to-face, it does not hinder students to practice their English skills, as they can still train their speaking skills by making videos, essay writing (invitation card, descriptive text), etc.[72]

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[70] Students 2, interview, Saronggi august 28th 2021
[71] Students 3, interview, Saronggi august 28th 2021
[72] Document review on September 11th 2021

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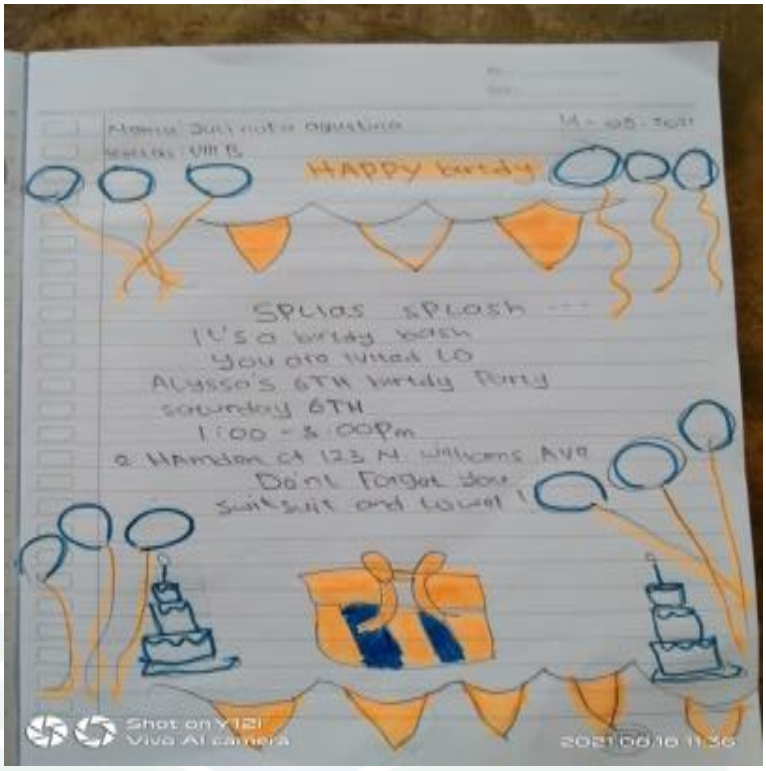

It was supported with observation. The researcher observed that usually, the teacher asked students to make a video, or essay writing which is adapted to the material that has been taught. For instance, the teacher said, "please make short functional text about invitation cards". The researcher found that all students did the task well. Even those who usually look shy and not confident to tell the story while offline learning, they did it in online learning. So it means that most students were more confident in practicing their public speaking in online learning than offline learning. [73]

From the interview, document review, and observation above, the researcher knew that the students' productivity has

[73] Observation in September 05th 2021

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increased even though it is only slightly or not much different from offline learning, but we can see the positive side is that these ways train their confidence, especially in practicing their English skill, because in online learning by using Google classroom, students are required to be more active. This is done to get good student learning outcomes so that they can achieve the KKM.

The second question, the researcher asked students *"Does the use of Google classroom helps students in improving their English learning during covid-19?"*

Based on the interview, the student 1 stated that:

> "Yes, of course, it helps us in improving English learning because we can directly access English materials even during the pandemic via Google miss, and I can more confident to practice my speaking skill by making a video."[74]

It was supported by student 2 as follow:

> " Yes miss, in my opinion, the use of Google classroom helps us in the proses of English learning, because when speaking subject I am usually shy to practice in front of my friends but since using Google classroom I am more confident to practice in front of the camera. That why I like using this platform".[75]

It was strengthened by student 3 as follow:

> "Emmm, I think it is very helpful, because as we know during this pandemic all sectors have obstacles in the process, such as the economic sector, political, and also education sectors, but by using Google classroom it helps us to learn English from home easily, access material wherever

[74] Students 1, interview, Saronggi august 28th 2021
[75] Students 2, interview, Saronggi august 28th 2021

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I am, and improving my skill such as make recorded story".[76]

The responses above were strengthened by the observation that the researcher did. The researcher found that most students are active in joining the learning activities and doing the task (practicing their speaking skill by making video), even though via virtual class. Besides that, the researcher saw that they were more enthusiastic about studying. It is proven by fast students' response when learning in Google classroom begins.[77]

From the interview and observation above, it can be concluded that most students agree and give positive responses toward the use of Google classroom can help students in improving their English learning during the pandemic. They agree that by using Google classroom they can still learn even in an emergency by learning at home. Most students felt that they are still enthusiastic when offline learning. So, although they are learning virtually, it did not affect them in studying.

4) The fourth indicator is "Effectiveness". The researcher asked students about the effectiveness of Google classroom *"Do you think Google classroom is very effective in English learning process?"* most of the students give a positive response.

It was responded by student 1 as follows:

[76] Students 3, interview, Saronggi august 28th 2021
[77] Observation on September 05th 2021

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"Yes, in my opinion very effective during the pandemic and not delaying doing the task at the time. Moreover, the use of Google classroom is very helpful for us. On me, it is effective in collecting my assignments and I feel more responsible to do it"[78]

The student 2 also added:

"Emmm if we talk about effectiveness, it is quite effective I think. It is more simple than go to school. The main point in collecting the task, I can collect it wherever I am without attending to my school.[79]

Related to the statements above, the student 3 also explained:

"I think it's been effective miss, because Google classroom helps us to save time and energy because we don't have to go to school but we can still learn just like in the class"[80]

It is supported by a document review that has been taken by the researcher. It shows that delivering material and collecting the task is run well without any problems. [81]

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[78] Students 1, interview, Saronggi august 28th 2021
[79] Students 2, interview, Saronggi august 28th 2021
[80] Students 3, interview, Saronggi august 28th 2021
[81] Document review on September 11th 2021

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It was strengthened by observation. The researcher observed that in the learning process, the teacher usually sends learning materials or sends the task through Google Classroom. While students collect the assignments via Google classroom, although sometimes they are late, at least their responsibilities are still there.[82]

Based on the interview, document review, and observation above, it can be concluded that students' response to the effectiveness of the Google classroom is positive. Most of them agree that Google classroom is helpful for the students.

[82] Observation on September 05th 2021

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5) The fifth indicator is "Make The Job Easier". The researcher asked students *"Is Google Classroom useful to make it easier for students to access English material in the learning process?"*

The student 1 was answered as follows:

"That's right miss, by using Google classroom I can access material especially English subject easily whenever and wherever I am. Even though by using this platform we can reach other resources on the internet (Google)"[83]

It was supported by student 2 as follows:

"Yes, miss. Google classroom has provided its features such as a discussion feature, etc, so I think that even though they are beginners, I'm sure they will find it easy to access the material".[84]

Based on the statements above, student 3 also added:

"Yes, it is true. I can directly download the English material that the teacher has given and it will be automatically saved on the drive so I can easily re-open the material".[85]

The interview above was supported with the observation that did by the researcher. The researcher found that the features which were provided in the Google classroom are very complete so that students can learn like in offline class and also access English material easily. It means that they can learn in a structured way. [86]

[83] Students 1, interview, Saronggi august 28th 2021
[84] Students 2, interview, Saronggi august 28th 2021
[85] Students 3, interview, Saronggi august 28th 2021
[86] Observation, on September 05th 2021

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b) Perceived Easy of Used

Students' perceptions about the ease of use of the Google classroom used in this study were investigated by 3 factors reported in the Perceived Usefulness construct of the Technology Acceptance Model developed by Davis.

1) The first indicator is "Easy to Use". The researcher asked about easy to use. She is investigating students' perceptions about this indicator, they were asked that *"Was learning to use Google classroom easy for you in English learning?"*. The students stated positive response;

Student 1 stated that:

"I think so. It has a very easy process and it is also easy to apply"[87]

It was strengthened by student 2 as follows:

" Sure miss, I can even say that I learn it easily, you know miss we are from technology time"[88]

The student 3 added:

"Yes of course miss, because I can comprehend it easily,.[89]

It is strengthened by students' attendance list and forum discussion of Google classroom, most of the students definitely present.[90]

[87] Students 1, interview, Saronggi august 28th 2021
[88] Students 2, interview, Saronggi august 28th 2021
[89] Students 3, interview, Saronggi august 28th 2021
[90] Document review on September 11th 2021

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a)

b)

It was supported by the observation that did by the researcher. She observed that more than 80% of 25 students were

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active in the Google classroom. It can be seen in students interacting with their teacher, such as giving a comment, or accessing the English material, and also checking in the attendance list. [91]

From the interview, document review, and observation above, the data show that the use of Google classroom is easy for students. It is proven by student attendance that most of students participate in online learning and in the forum discussion.

2) The second indicator, the researcher asked students about "Easy to become skillful". This indicator is to investigate the students' perceptions with the one question that *"Is it easy for students to become skilled in using Google classroom as their learning media in English learning?"* the students' statements are:

Based on the interview above, student 1 was responded as follows:

"I don't have difficulties with the new system, because I am used to using technology so I feel I am easy to adapt"

It was related with student's 2 statement, she explained that:

"I think so miss, because I learned what to do after a few trials and I did not face any difficulty in becoming competent about saving projects, sending them to my teacher and joining the discussion in online class"

While it is supported by student 3. she was answered that:

" As long as I learn during pandemic, I still enjoy with that and I don't find big difficulties in applying Google

[91] Observation on September 05th 2021

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classroom as media in our learning activities, so I think it is easy for me to become skillful."

It was strengthened by observation. The researcher found that the students felt easy to use all features in Google classrooms such as doing the assignment, collecting the assignment, accessing the English material, forum discussion, etc. Most of the students did it well.[92]

From the data above it can be concluded that some students can be experts in using this platform easily. It means that most students find it easier to become skillful and understand very well in using Google classroom with teacher guidance, especially in this digital era, they are very familiar with the technology.

3) The third indicator, the researcher investigated students' perception about "Clear & Understandable". They were asked, *"Is the use of Google classroom become clearer and understandable especially in delivering English material that teacher gave?".*

Based on the question above, student 1 said that:

"Yes, it was miss, as we know this application is equipped with a variety of features which can support our learning activities, so I felt it can help me easily to use it and understand the English material even though it's an online class, because in this platform sometimes the teacher explains English material using video or even PPT (Microsoft PowerPoint), so I don't think it's much different through online class"[93]

[92] Observation, on September 05th 2021
[93] Students 1, interview, Saronggi august 28th 2021

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It was related with student's 2 statement, she said:

> "That is right miss, because in this platform complete features are provided regarding an assignment, discussion forums, attendance lists, and event announcements. So I am not confused to use this platform.[94]

It was supported by Document review. This application provided various feature and the teacher usually shares material by using PPT.[95]

It is also strengthened by the observation done by the researcher. The researcher found that the students felt easy to understand the English material during online learning because in the teaching and learning process the teacher explains the English

[94] Students 2, interview, Saronggi august 28th 2021
[95] Document review on September 11th 2021

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material clearly and make it simple to make students easier to understand the material.[96]

From the interview, document review, and observation, the researcher concludes that the use of Google classroom in the teaching and learning process is easier for students to understand the use of this platform and in understanding material especially of English subject. It was supported by various features that were already provided on this platform. Moreover, this platform can facilitate the teaching process by sending video, audio, File document, etc. so that is why the students perceived the use of Google classroom as easier understanding material.

2. The Implementation of Google Classroom In English Learning

In this section, the researcher interpreted data from the interview result, observation, and document review to know how the implementation of Google classroom in learning English of eighth-graders at SMPN-1 Saronggi Sumenep. The interview was conducted from 25th August until 10th September 2021. The researcher chose the English teacher and several students from A class in eighth-grader as the informants to find out more information about the implementation of Google classroom in learning English in the classroom.

Based on the interview with informants, the researcher found that there are 3 steps of implementing Google classroom in learning

[96] Observation on September 05th 2021

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English in that school. They are *planning, implementing,* and *evaluating.*

a) Planning In Implementing Google Classroom

Learning planning is the first stage to prepare to teach before the teaching process begins when it is required to carry out the online learning process by the government. Learning planning components include lesson plans, syllabus, as well as teaching materials as teaching support during COVID-19 which gives a limit in all educational activities. The main goal of learning planning is to help teachers and students to carry out maximum learning and make students interested in doing learning process toward online learning.

Based on the observation done by the researcher in SMPN-1 Saronggi regarding the implementation of using Google classroom in online learning during the Covid-19 in VIII A-Class. The results were obtained as follows.

In carrying out online learning using Google classroom, they have to prepare some planning. the first plan that they made is about the lesson plan (RPP) because it is used as a reference or the main foundation to do the learning activity. In making RPP of course the teacher needs a syllabus as their reference. The syllabus on curriculum 2013 is already available, so teachers don't make it anymore. Secondly, the teacher prepared learning media to deliver

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materials through Google classroom. The media that are usually used by the teacher are, modules, learning videos, pictures, and also PowerPoint (PPT). these all will be uploaded to Google classroom. By using these media, it used to make students fun and not to be bored in carrying out online learning during COVID-19. The last plan also discusses what is needed when carrying out this online learning, such as they should have internet quota, having a good signal networking, and then how the strategy or approach will be done by the teacher in implementing the use of Google classroom to achieve the results or values of KKM. Besides that, the teacher also conveyed the important thing of online learning to the students' parents. Of course, it needs their support for learning activities that will be done by their child.

It is in accordance with interviews conducted by researchers with one of the English teachers of A class regarding readiness in facing online learning using Google classroom. She said that:

> "Usually before the implementation, I am required to prepare lesson plan (RPP), syllabus, learning videos, module, e-book, and PPT or other material that is related to the teaching material. Other than that the teacher also uploads materials, gives assignments that can be seen and read by students. Not only about it, the one that becomes important is having a good internet connection to access this platform".[97]

[97] English Teacher at SMPN-1 Saronggi, interview on 25th August 2021 in Sumenep

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Based on the interview and observation above, it can be concluded that in doing online learning activities by using Google classroom have some planning such as the teacher prepared lesson plan (RPP) as the reference in teaching-learning process, learning videos, PPT, and the others. The teacher should know and understand using Google classroom well so that the functions and the benefits of Google classroom can be maximized.

For about implementation of using Google classroom in the learning process during COVID-19, the teacher also explained that:

> "For my opinion about the implementation of Google classroom in online learning is can monitor the process of learning activities. Such as preparing to give the assignment, material and also about the attendance list that we should know".[98]

In addition, the researcher also interviewed students-1 of eighth-graders at SMPN-1 Saronggi, the results were as follows:

> "By using Google classroom application, English materials become interesting for students because we are motivated to join learning process by having fun learning. The students can collect assignments easily and the results can be immediately known after the teacher corrects them. The tasks can also be timed. In Google classroom apps has been provided complete features such as discussion features, the feature of assessments/collecting the task, the feature of the attendant list, the feature of announcements, and also the feature of the calendar. even the most I like, teacher and students can communicate each other by using English directly, then the students can immediately find the translation via Google translate."[99]

[98] English Teacher at SMPN-1 Saronggi, interview on 25th August 2021 in Sumenep
[99] Student-1 of VIII A Class at SMPN-1 Saronggi, interview on 28TH August 2021 in Sumenep

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The explanation above is strengthened by the results of the researcher's interview with the other student, Student-2

> "In my opinion, Google classroom as learning media as a whole is quite effective and very practical in accessing the English material easily which is supported by various features in that platform".[100]

Based on the interviews above, it can be concluded that the use of Google classroom is very effective used in this pandemic era because this application already provided various features which can support online learning activities. Because of that, the teacher should know what is prepared before the learning activities are done, if one of them is not present then the learning process cannot run well according to the plan.

b) The Implementation Of Google Classroom In English Learning.

Learning implementation is a process of ongoing learning based on the planning and teacher activities in the classroom during online learning, which means that in this process there is an interaction between teachers and students in delivering lessons to students to do learning objectives. It is done by adjusting between lesson plans with teacher activities in the classroom. The implementation of learning English is the same as learning in general which is the implementation of RPP. It starts from pre-activity- the main activity- and closes.

[100]Student-2 of VIII A Class at SMPN-1 Saronggi, interview on 1TH September 2021 in Sumenep

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Based on the observation results, the condition of online learning during Covid-19 lies in the readiness of teachers and students. From the results of observations that the researcher has carried out on teacher readiness, it can be seen that teacher was on time in starting the learning process. This shows that teachers have prepared themselves to teach. Teachers have also prepared material to be delivered to the students. However, some were late in participating learning process. It shows that readiness students were still lacking, even though they have been reminded via WhatsApp before starting the learning activities.

The condition of implementation of using Google classroom in the teaching and learning process during COVID-19 is not different from offline learning or face-to-face in the classroom. Based on the observation in the learning activities, the teacher gave a greeting to the student, checked the attendance list, and delivered material by using learning media that have been prepared.

First, the delivery of learning materials. Learning materials are content from lessons delivered by the teacher to his students every learning activity. In the teaching preparation, the teacher prepared the materials that will be delivered tomorrow. Based on the observation results, in the delivery of learning material through Google classroom, the teacher has delivered the material clearly and in detail so that students can understand easily. The learning

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process showed that the teacher was sending Microsoft PowerPoint (PPT), Module, video, or material about English subjects through Google classroom. Google classroom is one of the learning media to carry out learning activities especially in the delivery of material during the current Covid-19 pandemic.

It was supported with the statement of English teacher of eighth grade at SMPN-1 Saronggi is:

> "I delivered the English material only the important points, and it is also equipped with an explanation by using video, PPT, Module, or material that I have summarized before. This is done with the aim that students easily understand and do not bored in learning activities".[101]

In addition, the researcher also interviewed students-2 of eighth grade at SMPN-1 Saronggi. the results were as follows:

> "Yes Miss, in the learning process, the teacher explains the English material in detail and very clearly. for example, she delivered material like how to make a good invitation card through PPT, video, or module, with the clear explanation. So that it is easy for us to understand it".[102]

It is a line with the statement from student-1, She said:

> "Yes, because the teacher explains the English material in detail. Moreover, the teacher usually uploads the material complete with an explanation using PPT or video, so it helps us to understand the material easily".[103]

[101] English Teacher at SMPN-1 Saronggi, interview on 25th August 2021 in Sumenep
[102] Student -2 of VIII A Class at SMPN-1 Saronggi, interview on 1TH September 2021 in Sumenep
[103] Student-1 of VIII A Class at SMPN-1 Saronggi, interview on 28TH August 2021 in Sumenep

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Based on the data above, it can be concluded that the delivery of material by using Google classroom as learning media is available to convey the material clearly.

Second is about Learning Media. We already know that learning media has a very important role in carrying out learning activities because by using it the students will be easier to understand the material if it is supported by the media. Based on the result of observation that has done by the researcher, the media used by the teacher in the English learning through Google classroom especially in SMPN-1 Saronggi are modules, videos, e-book and PowerPoint (PPT).

It was strengthened by English teacher's statement. She said:

> "The media that I usually used in the teaching and learning process through Google classroom are videos, module, e-book, and PPT"[104]

Meanwhile, student-3 (as one of the students of the eighth grade of SMPN-1 Saronggi) also gave the same opinion about it, she said:

> "Yes, she sends materials using PPT, material resuming, videos from YouTube, e-book, or module, then share it through Google classroom"[105].

[104] English Teacher at SMPN-1 Saronggi, interview on 25th August 2021 in Sumenep
[105] Student-3 of VIII A Class at SMPN-1 Saronggi, interview on 2TH September 2021 in Sumenep

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It is also supported by the document from screenshot online English learning process. It showed the PPT that teacher sent in the learning activities[106]

From the data above, it can be concluded that they need learning media in the teaching-learning process through Google classroom during COVID-19. Among the learning media used in SMPN-1 Saronggi are videos, modules, e-book, pictures, and also PPT.

The third is the Learning Method, based on the observation that did by researcher shown that the method used by the English teacher at SMPN-1 Saronggi is Question-answer in which the teacher and students both play an active role in the learning process. This method is carried out with the aim that teachers and

[106] Documentation: date 7 September 2021, SMPN-1 Saronggi, time 14.00

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students interact with each other. Whereas the method used will be adjusted to the material delivered in the learning implementation. It was supported by an interview with the English teacher, she said:

> "Yes, sure. the method that I usually used is Question and answer method."[107]

In addition, the researcher also interviewed student-2, the results were as follows:

> "As I know, after the material was given, my teacher allow us to discuss in the comments forum or give us a chance to ask about material that we don't understand"[108]

Meanwhile, student-3 (as student from A class of Eighth grade) also gave the same opinion about it, she said:

> "In the learning process, if there is the material that I don't understand, I immediately ask the teacher through giving comment forum in Google classroom, miss"[109]

From the responses above, it can be concluded that the learning method used in SMPN-1 Saronggi during Covid-19 is questions-answer. The teacher used this method after she delivered learning materials.

The fourth is about learning strategy. The implementation of the English learning strategy is a process of ongoing learning in the classroom during online learning, which means that in this process there is an interaction between teacher and students in delivering

[107] English Teacher at SMPN-1 Saronggi, interview on 25th August 2021 in Sumenep
[108] Student -2 of VIII A Class at SMPN-1 Saronggi, interview on 1TH September 2021 in Sumenep
[109] Student-3 of VIII A Class at SMPN-1 Saronggi, interview on 2TH September 2021 in Sumenep

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lessons to students to do learning objective. It is supported by the interview transcript from the English teacher. she said.

> "Yes, I think the implementation of using Google classroom in online learning has been going well and smoothly, even though there are a few obstacles from students. I said that, because so far I have seen that most of the students have been responsible both in terms of doing and collecting the assignments and their activeness in participating in learning. Then for the strategy that I usually use, namely the have fun learning strategy by sending songs or audio then students are asked to listen and write down the vocabulary that is difficult to be understood. Besides that in delivering material, I convey briefly and clearly or the points of material, so that the students are easy to understand".[110]

It is in line with the statement from student-2, she said that:

> "Yes sis, in the learning process the teacher sent song and ask us to listen it when we bored. The teacher also conveys the material only the points so that it is easy for us to understand it".[111]

The statement above can be concluded that the strategy done by the teacher is have fun learning by using a song to have listened it, and covey the material only the important points . Besides that, the teacher also explained that the teaching-learning process by using Google classroom has been going well and effective even though there are a few obstacles felt by them.

Online learning is something that has a positive influence, especially in terms of educational innovation but based on interviews conducted by the researcher in VIII. A class of SMPN-1 Saronggi shows that with the implementation of online learning

[110] English Teacher at SMPN-1 Saronggi, interview on 25th August 2021 in Sumenep
[111] Student-2 of VIII A Class at SMPN-1 Saronggi, interview on 1TH September 2021 in Sumenep

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through Google classroom there were still some obstacles. Below are the results of an interview with the English teacher:

> "So far the problems that I have observed from the students are an internet connection and limited internet quota. So, to solve this problem, they usually tethering to their friends or their parents who have quotas. In addition, some students do not have their own smartphone and they have to borrow their parents' cellphones to join learning activities".[112]

The explanation above is strengthened by the results of the researcher's interview with student-2, she said:

> "Sometimes the signal is weak miss, or we do not have an internet quota, so we usually are tethering to our parents or friends, so that the learning process can run well and learning outcomes can be achieved".[113]

The opinions above are different from the results of the interview with student-3 by using voice call, she explained:

> "The problems that I feel when I learn through Google classroom apps in this online learning is there are often learning materials that I don't understand. The solution is asking my parents or my teacher through a WhatsApp group or private chat".[114]

Based on the interviews above, they show that some of the obstacles that are felt by students at SMPN-1 Saronggi are stability of internet networking, limited internet quota, doesn't have a personal cellphone, and also does not understand with material that shared by the teacher.

[112] English Teacher at SMPN-1 Saronggi, interview on 25th August 2021 in Sumenep
[113] Student-2 of VIII A Class at SMPN-1 Saronggi, interview on 1TH September 2021 in Sumenep
[114] Student-3 of VIII A Class at SMPN-1 Saronggi, interview on 2TH September 2021 in Sumenep

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As for maximizing online learning by using Google classroom, teachers and students have already interacted with each other via WhatsApp, so it will minimize miss communication both of them. As we know that in the use of learning media must have advantages and disadvantages as experienced in this school. The advantage is the excess value that exists in something while the disadvantage is something that causes less perfect. They reviewed in terms of material, strategy, and management. This was confirmed by the English teacher, she said

> "The advantage in using Google classroom is we can send the English material with various media such as modules, PPT, Google meets, and audio. Besides it the most I like is the students' assignments can be corrected directly, can give results immediately, and I can review their assignments directly. While for the disadvantages of Google classroom are internet quota, the cellphone memory card is quickly full, and the students can not meet face to face with their friend so they often complain."[115]

According to the results of interviews done by the researcher, the use of Google classroom in the learning process has advantages and disadvantages that students felt. for the advantages are mobile-friendly or easy to use, easy to share the assignments, immediately know the results of their assignment, the material can be explained in detail and clearly by giving picture description or videos that suitable to the subject matter, and they can learn anywhere and anytime that they want. While for disadvantages,

[115] English Teacher at SMPN-1 Saronggi, interview on 25th August 2021 in Sumenep

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they can not meet with her friends and requires more memory-card in getting or sharing assignments. the results were as follows:

Here are the results of an interview with the student of class VIII A, the student-2 said:

> "The advantages are very mobile-friendly for beginners. It means that people who are using Google classroom for the first time will definitely have no difficulty operating it. Google itself is very concerned about the convenience of its users, all files go to our Google drive and it is easy to manage the task given. Meanwhile, the disadvantage is when the Google drive is full, the file of our assignment cannot be sent, sis".[116]

The statements above are also related to the student-3 statements. She said that:

> "In my opinion, the advantages of Google classroom in English subject is easy for us to manage the assignments that teacher gave, then the material presented can be explained using video, so it is not too different from offline class, sis. As for disadvantage, we can't meet with our friends and our teacher".[117]

In addition, the researcher also interviewed student-1. she said that:

> "The advantages are easy to access assignments given by the teacher and the process of doing assignments is easier. And I like this app, I can immediately see our results. In addition, we can learn wherever and whenever we want. While for disadvantage is the cellphone memory card is full quickly, sis".[118]

[116] Student -2 of VIII A Class at SMPN-1 Saronggi, interview on 1TH September 2021 in Sumenep
[117] Student -3 of VIII A Class at SMPN-1 Saronggi, interview on 2TH September 2021 in Sumenep
[118] Student -1 of VIII A Class at SMPN-1 Saronggi, interview on 28TH August 2021 in Sumenep

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c) The Evaluation of Implementing Google Classroom In English Learning

Evaluation is an activity that is carried out to measure the extent to which the results have been achieved by students. Evaluation can be interpreted as an assessment process based on criteria, the goals, and the objectives that have been set.

As observation did by the researcher, in evaluating students' results in the class VIII A SMPN-1 Saronggi, as long as it is applied online learning in English subject is using authentic assessments that which is by various domains. They are cognitive, affective, and psychomotor domains.

Cognitive aspect is a term referring to the mental processes involved in gaining knowledge and comprehension. these cognitive processes include thinking, knowing, remembering, judging, and problem-solving. These are higher-level functions of the brain and encompass language, imagination, perception, and planning. Based on the observation that researcher did show that In cognitive aspect, the teacher saw from the results of teacher's task such as daily task or homework, students' activeness in the classmate, and also post-test. In addition, it can be seen from students' results in the form of practice in the learning process. This was confirmed by the English teacher of SMPN-1 Saronggi, she said:

> "Yes, in terms of cognitive evaluation, I usually take from daily tasks or homework, students activeness in the class,

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> and school final exams. As for UTS, it was taken from the daily task."[119]

It is related to the researcher's interview with student-1 in A-class. She said :

> "Yes miss, since online learning has been implemented, the teacher often gives homeworks, or other assignment such as we have to make a video and practicing our speaking skill, making short functional text, descriptive text, giving us a quiz, etc.".[120]

So based on the interview and observation above the researcher conclude that in cognitive aspect, the assessment that the teacher takes is from the student' homework, students activeness in the class, and school final exams, and also result of UTS.

For Affective aspect, based on observation which did by the researcher, affective assessment is seen from the attitude of responsibility and discipline of students such as the attitude of students in collecting assignments, doing the task that was given by their teacher. The research field was done by the researcher show that there are still students who are late or do not complete the assignments on time.

It is supported by an interview with English teacher's statement, she said:

> "Yes. For students' responsibility, I think they are already responsible, this can be proven from the students' discipline in participating in the online learning process, and also in doing and submitting assignments".[121]

[119] English Teacher at SMPN-1 Saronggi, interview on 25th August 2021 in Sumenep
[120] Student -1 of VIII A Class at SMPN-1 Saronggi, interview on 28TH August 2021 in Sumenep
[121] English Teacher at SMPN-1 Saronggi, interview on 25th August 2021 in Sumenep

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It is a line with students' statement. She said:

> "If you ask about doing assignment, of course we should do miss. We must doing assignment because based on my experience, my teacher ever said that if we don't do it, usually we cannot get scores"

For the data above, it shows the teacher assessing students' affective aspects of attitude of responsibility and discipline of students such as the students' attitude in collecting assignments and students' responsibility in doing the task that was given by their teacher.

For psychomotor aspect, it was seen that learning implementation was observed through practical activities. In this practice, the students are very enthusiastic about joining online learning by using Google classroom. It is also confirmed by the English teacher, she said :

> "In terms of psychomotor evaluation, it is taken from the results of students' practice in accordance with the English material which already given".[122]

It was strengthened by students 3 statement. She said:

> "Yes miss. My teacher often ask us to make creativity, such as making video (telling story) or practice in making short functional text beautifully".

It is also proven by documentation that was taken by the researcher. It shows that students can make invitation card independently[123]

[122] English Teacher at SMPN-1 Saronggi, interview on 25th August 2021 in Sumenep

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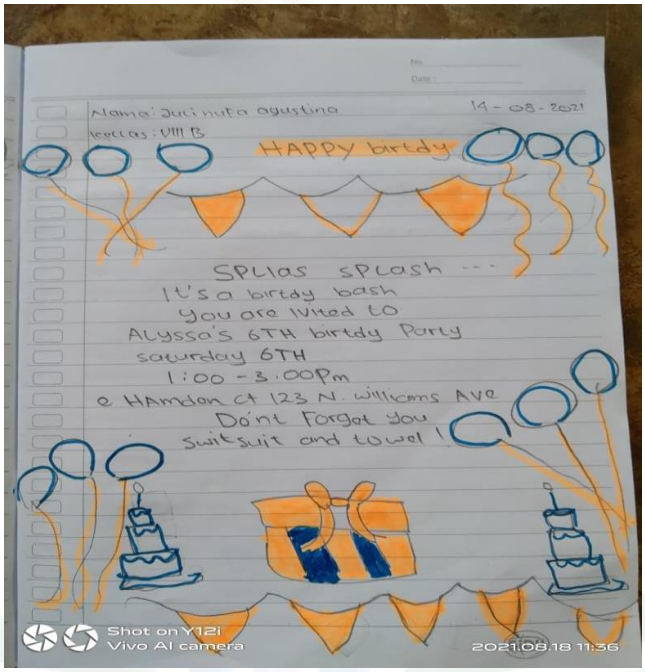

Based on data above, it showed that for psychomotor aspect, the teacher assessing students' from their creativity and enthusiastic in making the task such as practice to make short functional text and etc.

The assessment of learning outcomes that have been carried out to find out students' understanding level and measure students' ability to make them understand about material that was is given in Google classroom has been running well. This can be seen from online learning activities such as students' activities, students' attendance lists, and also from practical tasks in the form of videos that students do when learning is carried out.

[123] Documentation: date 7 September 2021, SMPN-1 Saronggi, time 14.00

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The statement above related with the interview of English teacher, she explained:

> "in general, the results are good and have reached the value of KKM".[124]

Thus, it can be concluded that the learning process is still carried out by using Google classroom though COVID-19 does occur at this time. it does not break the students' enthusiasm to study at home and get good results satisfying. Implementing the use of Google classroom has been seen from the results of daily tests, homework, and students' activeness. This school shows that what has been achieved by each student have reached KKM. The learning objectives have been achieved well. It means that the teaching-learning process through Google classroom is an alternative in circumstances COVID-19.

Table 4.3
The Result Of Research Findings

no	Research focus	Research findings
1	**2**	**3**
1	3. How are students' perceptions of the use of Google Classroom in English learning at SMPN-1 Saronggi-Sumenep?	Students' perceptions of the use of Google classroom are analyzed 2 main indicators are based on David's theory (TAM). They include: 1. Perceived usefulness o GC helps students to access the material faster o GC helps students to be more active and confident o Improving students' English skill (making video) o GC helps students to learn effectively during pandemic

[124] English Teacher at SMPN-1 Saronggi, interview on 25th August 2021 in Sumenep

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		○ GC helps students to finished their job/learning activities easier 2. Perceived ease of used ○ Students can access the materials and assignments faster from Google classroom ○ GC makes process of submitting assignment easier ○ Students can be easy to be skillful in using Google classroom ○ Students can easy to learn because they can access Google classroom anywhere ○ Students easy to understand English material using Google classroom
2	1. How is the implementation of Google Classroom in English learning at SMPN-1 Saronggi-Sumenep?	The implementation of Google classroom in English learning are 3 steps: 1. Learning Planning ○ Lesson plan ○ Learning media (Modules, Videos, Picture, PPT) ○ Internet quota 2. Learning implementation ○ Delivery learning material (sending PPT, E-book, Video, etc) ○ Learning media (Video, Modules, Pictures, PPT) ○ Learning method (question-answer) ○ Learning strategy (using have fun learning) 3. Evaluation ○ Cognitive aspect (from daily task/ homework, students activeness in the classroom, post test) ○ Affective aspect (students' responsibility, students' discipline in collecting assignment) ○ Psychomotor aspect (the

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		results of students' practice, making creativity products, etc)

C. Research Discussions

In this research, the researcher discussed the research finding covering the students' perception toward Google classroom and how the implementation it at SMPN-1 Saronggi. The details of the discussion are explained as follows:

1. Students' Perception Toward The Use Of Google Classroom In Learning English

This study focuses on the perceptions of English learners about the use of Google classroom in English learning at VIII graders of SMPN-1 Saronggi. To collect the data, the researcher distributed questionnaires which two indicators will be the discussion. They are students' perception of usefulness Google classroom and students' perception about ease of use Google classroom. According to TAM (Technology Acceptance Model) developed by Davis (1989), perceived usefulness and perceived ease of use of a system are the major indicators of the acceptance of this system.[125]

a. Perceived Usefulness

Perceived usefulness is defined as "the prospective user's subjective probability that using a specific application system will

[125]Davis, F.D., & Vankatesh, V. (1996). A critical assessment of potential measurement biases in the technology acceptance model: three experiments. International journal of Human-Computer Studies, 45,19-45.

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increase his or her job performance within an organizational context" David's measurement scale has 5 factors for perceived usefulness.

The first statement concerning the speed of Google classroom is it assesses students' work faster or not. Based on the finding above described that students give a positive response within the use of Google classroom to help them to do learning activities quickly. It was caused by students participating in joining the English class and collecting assignments was faster than offline learning. Although there was a little problem that usually faced by some students like the slowness of internet connection, the speed of work for students have increased

The second statement is concerning students' performance. Based on the data previously, the researcher found that the benefit of Google classroom is increasing their performance. It was proven by the results of the interview and observation that researcher did. The students gave immediate feedback toward the English material which still could not understand by them such as the teacher getting messages from students about the material or homework, giving comments, etc. if the teacher had given it in offline class, the teacher would not have got immediate feedback. So it means that This system absolutely increased the performance of the students.

The third statement is concerning students' productivity. Productivity means the amount of positive beneficial outcomes

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students can produce with the different kinds of input from their environments such as tasks, events, exams, assignments, and activities. That's why students' productivity is important in education because being productive is a vital aspect of students' being. It means that students have to be the most efficient if they wish to reach their goals. Based on the results of the interview, document review and observation showed that the use of Google classroom can increase students' productivity. It was proven by students' tasks that they made. For example, they can practice making videos to practice their speaking skill, making essays writing, etc. they did it well with more confidence than offline learning was implemented.

The fourth statement is concerning the effectiveness of Google classroom. The effectiveness of learning activities is very important because this is very influential on the process and learning outcomes. Miarso and Rohmati said that the effectiveness of learning media is one of the quality standards that was had by this media in supporting the learning process.[126] Based on the results of the findings above, the researcher analyzed that using Google classroom as media in the English learning process is already effective and certainly fun for students at SMPN-1 Saronggi. This is shown by the enthusiasm of students in participating in learning to use Google classroom media.

[126] Rohmawati, A. "Efektivitas Pembelajaran". Jurnal Pendidikan; (2015). 9(1), 15-32

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Most students perceived that Google classroom is very practical and efficient because it can be used anywhere and anytime. It means that the students can study at home without wasting their time within going to their school. So the use of Google classroom is very helpful for them.

The fifth statement is concerning students on the benefit of Google classroom in accessing English material. Based on the findings above, the researcher analyzed that the use of Google classroom could help students in accessing material easily which was supported by various features in this platform such as downloading English material, making discussion forums and moreover in collecting the assignment. That's why the students give a positive responses about the statement of Google classroom can help students to make their job easier.

b. Perceived Ease of Use

Perceived ease of use refers to "the degree to which the prospective user expects the target system to be free of effort" David's measurement scale for some factors are:

The first statement is concerning students' perception of "Easy to use" Google classroom as a tool in learning media. The interview, document review, and also observation results show that the use of Google classroom is Easy for students. It means that most of the students give a positive perception about it. They feel that they can

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use this platform as learning media in English easily. Although the big problem in their learning activities is about signal internet, they can solve it.

The second statement is concerning about students' perception of "Easy to become skillful" it refers to the ability to use technology for daily tasks such as sending assignments, doing the tasks, making discussions, searching for sources of English material on the internet, etc. As the results from the research findings above, the researcher analyze that most of students' felt easy to become skillful. It was proven by the students' activities in doing the assignment, collecting the assignment, accessing the English material, forum discussion, etc. As far as online learning activities, no one who complain about online learning process.

The third statement is concerning students' perception of the clearness and understanding of Google classroom. Most of the students feel that this platform is clear and helps them in understanding materials especially the material of English subject by supporting various features. They can understand in accessing the materials, joining the discussion, collecting tasks, etc. the researcher thought that it is the important indicators because she assumes that it is very important for students who are studying. Understanding is knowledge and ability to judge a particular situation or subject. Understanding has a basic meaning that puts the parts of learning

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into proportion. Without it, knowledge and attitudes will be meaningless.

Based on the data students' acceptance of the easiness of Google classroom were obtained on most of them agreed with the easiness of using this app in the learning process. It means that the students give a positive response toward the easiness of using this app. It was indicated with students' statements. Additionally, they felt that the use of this application was easy in accessing the English material, submitting assignments, and joining learning activities wherever they are. So, most of them are interested in learning caused they can be easier to understand the material.

2. The Implementation of Google Classroom In English Learning

According to Nurdin and Usman, learning implementation is an action or implementation of a plan that is carefully and detail in carrying out the learning process. It occurs in practice about an idea, program, or a set of new activities to achieve or expect change.[127] It means that learning implementation is the process of applying Google classroom in learning to implement ideas, new programs, or a set of activities with the expectation of a change in the person being taught.

[127] Nurdin and Usman, *Implementasi Pembelajaran*, (Yogyakarta; Rajawali Pers, 2011),. 34

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The implementation of Google classroom in English learning usually starts in several sequences. They are planning, learning implementation, and learning evaluation.

a. Planning

Planning is a design prepared by the teacher before entering the class. The design compiled by the teacher contains material that is suitable for the curriculum applied in this school. It is done as an effort to provide more understanding to the students so they can understand the materials before doing learning activities in their class.in addition, Philips coombs explained that learning planning is an application step that has a rational nature that comes from analysis with the aim that the learning process carried out by students is more efficient and effective according to conditions, learning goals, as well as the needs of students.[128]

In accordance with the theory above, the English teacher of SMPN-1 Saronggi should make good planning so that English learning runs optimally and is suitable with the lesson plan during the establishment of online learning. The things that must be designed in implementing the use of Google classroom in online learning are as follows:

First, prepare a lesson plan (RPP). Basically, learning is necessary to plan in advance before going to the stage of the

[128] Marwiyah, at all. *Perencanaan Pembelajaran Kontemporer Berbasis Penerapan Kurikulum* 2013, (Yogyakarta: Deepublisk, 2012), p 51-52

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learning process that's why a lesson plan is the main point which the teacher must prepare. The lesson plan is a plan that describes the procedures and organization of learning to achieve a basic competency in the syllabus. So that lesson plans are made as a reference for teachers in carrying out the learning process, especially in online learning through Google classroom at SMPN-1 Saronggi. Furthermore, the teacher's skill must be improved. The teacher must be able to understand in use of Google classroom so that the functions and benefits can be maximized.

Second, prepare for learning media. In carrying out online learning by using this Google classroom, the teacher must prepare a learning media also to convey the material in the Gcr well. The media used by the teacher during the learning activities are making videos, pictures, looking for an e-book or module, and also PowerPoint (PPT) then share to this platform. in addition, they also must have quota internet.

b. Learning Implementation.

Learning implementation is activities that have educational value in the process of teachers and students interacting in the classroom. It is carried out to achieve certain goals that have been formulated before the learning process begins. It means that learning implementation is an interactive

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process between teacher and students in the class so that it has an impact on changing personality for the better. Based on the interview and document review conducted by the researcher in VIII A Grader of SMPN-1 Saronggi there are some components that teachers do while the teaching and learning process occurs.

First is the delivery of the material. In the process of delivering material, the teacher conveys the material clearly and in detail so that students are easier to understand it. Based on the data above in delivering English material the teacher used Google classroom as a platform through online learning. Google classroom is one of the learning media to carry out learning activities in focus to deliver material during the current covid-19 pandemic. For example, the teacher sends material about the invitation card by using Microsoft PowerPoint then the teacher asks students to read and understand it.

Second, learning media, based on the result of the interview above it can be analyzed that in SMPN-1 Saronggi the media usually used by the teacher through Google classroom are module, E-book, images, videos, and also PowerPoint (PPT)

Third, learning methods. the method that is usually used by The English teacher of SMPN-1Saronggi is the question-answer method. It means that after the teacher sends the English material and students already read it, the teacher provides the

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opportunity to discuss or ask what the students did not understand yet thorough discussion forum as one of the features in Google classroom. The method used was adapted to the English material which is delivered on the implementation ongoing learning process.

The last is teaching strategy. As a result of this research, the strategy used by the teacher is to have fun learning. For instance, the teacher sends a song that is suitable for the material and asks students to listen. After that, the teacher asks students to write down which one the words that they do not know. In addition, when the teacher conveys the material, she only conveys the important points that enough clear and detailed.

From the data above, the researcher concludes that online learning can run well if the teacher and students are prepared carefully, structured, and consistently. Communication between teacher and students must be good because the teacher must guide students to provide understanding to students. Moreover, the students must aware of their responsibilities and duties to learn at home independently. Despite still many obstacles faced at SMPN-1 Saronggi but online learning already runs well and efficiently.

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c. Evaluation

Assessment related to learning outcomes in carrying out an implementation which includes the learning process, basic ability test, and final test. It is carried out in order to have an impact on the input of information related to the learning outcomes of students' participants, as well as during the learning process or learning outcomes.[129] In the learning evaluation the teacher focus on the cognitive aspect, affective aspect, and psychomotor aspect.

The cognitive aspect includes a series of tests in the form of summative tests or formative tests that take place throughout the semester in order to know the level of success regarding the learning process. The test is done based on the learning objectives of each material. Formative tests include an oral test, daily tests, as well as individual and group assignments. In cognitive assessment, Mrs. Wiwit as an English teacher of Eighth-grader at SMPN-1 Saronggi in online learning using Google classroom apps observe the results of daily tests or homework, final exams, and students' activeness by looking at the students' response from several stimuli in the form of videos, audios, pictures, and other media that related to learning materials sent by the teacher during online learning progress.

[129] E. Mulyasa, *Pengembangan Dan Implementasi Kurikulum 2013*. (Bandung: Remaja Rosdakarya, 2015), p 103

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The next is the affective aspect. It is related to students' attitudes, students' interests, self-concept, values, and morals. Attitude is about students' response positively or negative towards objects, situations, concepts, or the subject itself. In affective aspects explain how is students' attitude towards their school and how is students' attitude towards the implementation of online learning through Google classroom. Therefore, the teacher must create learning experiences that make students' attitudes become more positive about the teaching material. Based on the data above researcher analyze that in the affective evaluation, Mrs. Wiwit as the English teacher measures students' learning abilities by looking at students' activity in participating in online learning classes and how students are responsible during the online learning process. In SMPN-1 Saronggi the researcher found that most students are already responsible, especially in the discipline in joining the English class and collecting assignments in the Google classroom feature, although some students are late.

The last is the psychomotor aspect. The psychomotor evaluation aims to know and measure the students' appearance, performance, and also students' skills. To achieve it, the teacher usually holds learning experiences in the form of practices.[130]

[130] E. Mulyasa, p. 102

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Based on interview and document review that researcher done In VIII A Class of SMPN-1 Saronggi shows that in online learning by using Google classroom, the teacher gives assignments to students to make a text like descriptive text or practice in making invitation cards then collect it through Google classroom. This assignment is done to make students able to master and remember the material that has been explained by the teacher.

So, the evaluation system is carried out on English subject uses an assessment of three aspects, namely the assessment of cognitive, affective, and psychomotor aspects. These assessments will be useful in knowing students' ability in receiving learning material during the online learning process.

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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two parts. They are conclusions and suggestions. In the conclusion, the researcher concludes the result of this research. In the suggestion, the researcher proposes suggestions to the future researcher.

A. Conclusions

According to the result of the data analysis in the previous chapter, the researcher concluded as follows:

1. Students' perception on the use of Google classroom in English learning at VIII A grader of SMPN-1 Saronggi. Based on the discussion of the findings previously, there are some data as results of this study. According to the results of the observation, interview and document review, the researcher concludes that Google classroom has many benefits for students especially in their English class. It can be applied as a media or platform to do online learning, especially in this pandemic. Google classroom is effective to use. It helps students to be able to learn even if they are far away from the teacher. Most of the students at VIII A class of SMPN-1 Saronggi perceive Google classroom positively in terms of usefulness and ease of use. In the indicator of usefulness, the students agreed that Google classroom can help them to do learning activities more quickly, increase students productivity, can help them in accessing material easily, etc. while in the indicator of ease of use Google classroom, most of the students felt that the use of this application was ease because most of them

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did not found problems in accessing this platform. This application already provided some features which can help them to understand materials or submitting assignments easily.

2. The implementation of Google classroom in English learning at SMPN-1 Saroggi. Based on the data from the previous chapter that has been carried out, it can be concluded that the implementation of the use Google classroom was very helpful in the online learning process during the current Covid-19 pandemic, while by using the Google classroom application the teacher could monitor students learning activities, such as attendance list, material explanations, and delivery the tasks given. In the learning planning that was prepared by the teacher are lesson plans, modules, e-book, material, or the tasks that will be given later. Even the teacher also prepared a learning media in the form of videos, pictures, and PPT.

   Learning implementation of the use Google classroom was used for every teaching and learning process. As for the things that must be prepared by the teacher in implementing the use of Google classroom, namely this online learning has been going well. It was proven from data that researcher got before. The researcher found that in delivery English material, the teacher conveys the material clearly and detail which is supporting by using a certain media such as Video, PPT, pictures, etc. while for learning method, the teacher usually used question-answer method. Moreover in the strategy used by the teacher is have fun learning, so that students do not bore In online learning using Google classroom, it

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can be seen that students already use Google classroom as an online learning media during the Covid-19 pandemic and also from the daily task, the students have reached the KKM.

Next, on the evaluation of the use of Google classroom, the teacher conducted evaluations as usual, namely cognitive, affective, and psychomotor aspects. In cognitive aspect, the teacher observed from students' learning outcomes. Then, for affective aspect, the teacher observed from students' discipline, students' responsibility or students' attitude in joining the online learning process. While for psychomotor aspect, the teacher observed through practical activities.

B. Suggestions

After drawing conclusion, the researcher would like to deliver some suggestions directing to the English teacher and other researcher who are interested in conducting the same research.

1. For English teachers, the researcher suggests that they use this kind of research as a new element in considering what methods, approach, techniques, and the strategy are compatible with the student's needs.
2. For other researchers, the researcher suggests to analyze further and use a better research method. Since the researcher only analyzed the main indicators of students' perception in the use this platforms and how the implementing in this school. The researcher also suggests to analyze the sub indicator for main indicators of students perception toward the use of Google classroom based on David's theory. They may also use this research as reference in doing related research.

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DECLARATION OF AUTHENTICITY

The undersigned below:

Name	: Suhainiyah
NIM	: T20176013
Program	: Tadris Bahasa Inggris
Faculty	: Tarbiyah dan Ilmu Keguruan
Institution	: UIN KHAS Jember

State that thesis entitled " Students' Perception on the Use of Google Classroom in English Learning at SMPN-1 Saronggi-Sumenep" is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact, I am the only person who is responsible for the thesis if there is any objection or claim for other.

Sumenep 09 Desember 2021

Author

Suhainiyah

T20176013

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Dipindai dengan CamScanner

Appendix 1 (Research Matrix)

RESEARCH MATRIX

Tittle	Variable	Indicators	Source of Data	Research Methods	Research question
Students' Perception on the use of Google Classroom in English learning at SMPN-1 Saronggi-Sumenep.	1. Students' perception 2. Google classroom	a. Usefulness b. Ease of Use a. Advantages and disadvantages of online learning b. The media of online learning c. The implementation of online	**1. Observation** a. The eighth grade students of SMPN-1 Saronggi-Sumenep b. The English teacher of SMPN-1 Saronggi-Sumenep **2. Interview** a. The eighth grade students of SMPN-1 Saronggi-Sumenep b. The English teacher of SMPN-1 Saronggi-	**1. Research Approach** Qualitative Approach **2. Type of Research** Descriptive Analysis **3. Technique of Data Collection :** a. Observation b. Interview c. Documents review **4. Data Analysis** a. Data Condensation b. Data Display c. Drawing and verifying concluion	1. How are students' perception on the use of Google classroom in English learning at SMPN-1 Saronggi-Sumenep ? 2. How is the implementation of Google classroom in English learning at SMPN-1 Saronggi-Sumenep?

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		learning	Sumenep **3. Documents Review** a. Teacher's lesson plan b. Interview transcript c. Screenshot of the online English Learning process through Google Classroom	**5. Validity of Data** a. Source Triangulation b. Technique Triangulation	

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Appendix 2 (Lesson Plan)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMPN 1 Saronggi Sumenep

Mata pelajaran : Bahasa Inggris

Kelas/Semester :VIII/ Ganjil

Materi Pokok : *Greeting Card*

Alokasi Waktu : 4 JP (40 Menit)

A. Tujuan Pembelajaran (TM-3)

Setelah mengikuti proses pembelajaran melalui pendekatan saintifik peserta didik diharapkan dapat:

- Menyusun kalimat menjadi teks greeting card dengan tepat.
- Membuat teks greeting card pendek dan sederhana.

B. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- Media: WhatsApp Group, Google classroom, Video
- Alat/Bahan : Laptop, Smartphone
- Sumber Belajar : Buku pegangan siswa, E-book/Module, Youtube, Google

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (5 menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran melalui Google classroom dan memeriksa kehadiran pendidik	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan tema/materi sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi *greeting card*.	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh	
Kegiatan Inti (30 menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk mengamati video tentang cara membuat greeting card melalui Google classroom dengan tanggung jawab.
Critical Thinking & Collaboration	Peserta didik secara berpasangan menjawab pertanyaan terkait informasi yang terdapat dalam greeting cards melalui Google classroom dengan bekerjasama.
Communication	Peserta didik dan guru mendiskusikan jawaban yang bener melalui Google classroom dengan disiplin.
Creativity	Peserta didik membuat greeting cards terkait hari-hari special dan kemudian dikirimkan melalui Google classroom dengan mandiri dan kreatif.
Kegiatan Penutup (5 menit)	
Peserta didik dan guru membuat rangkuman/simpulan pelajaran, tentang point-point	

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penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
Guru menginformasikan rencana pembelajaran untuk pertemuan berikutnya.
Guru menutup pembelajaran dengan mengucapkan salam perpisahan.

D. Penilaian Hasil Pembelajaran

Penilaian sikap : observasi
Penilaian pengetahuan : tes tulis
Penilaian keterampilan : produk

Sumenep, 19 september 2021

Mengetahui Kepala SMPN 1 Saronggi	Guru Mata Pelajaran
Nur Alam Sucipto, S.Pd	**Wiwit Aji Susanti, S.Pd.**
NIP. 196701291989031010	NIP. 19700315199002200

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Appendix 8 (research license)

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136
Website : www.http://ftik.iain-jember.ac.ide-mail : tarbiyah.iainjember@gmail.com

Nomor : B.1581/In.20/3.a/PP.00.9/06/2021 25 Agustus 2021
Sifat : Biasa
Lampiran : -
Hal : **Permohonan Ijin Penelitian**

Yth. Kepala SMPN-1 Saronggi
Saronggi Sumenep

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama	:	Suhainiyah
NIM	:	T20176013
Semester	:	VIII(DELAPAN)
Prodi	:	TADRIS BAHASAINGGRIS

untuk mengadakan Penelitian/Riset mengenai ***Students' Perception on the Use of Google Classroom Application in Learning English at SMPN-1 Saronggi Sumenep-Madura*** selama **30 (tiga puluh)** hari di lingkungan lembaga wewenang Bapak/Ibu Sulaiman,M.Pd.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Kepala Sekolah SMPN-1 SARONGGI
2. Waka kesiswaan SMPN-1SARONGGI
3. Guru Bahasa Inggris kelas VIII SMPN-1 SARONGGI

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

Jember, 25 Agustus 2021
a.n. Dekan
Wakil Dekan Bidang Akademik,

Mashudi

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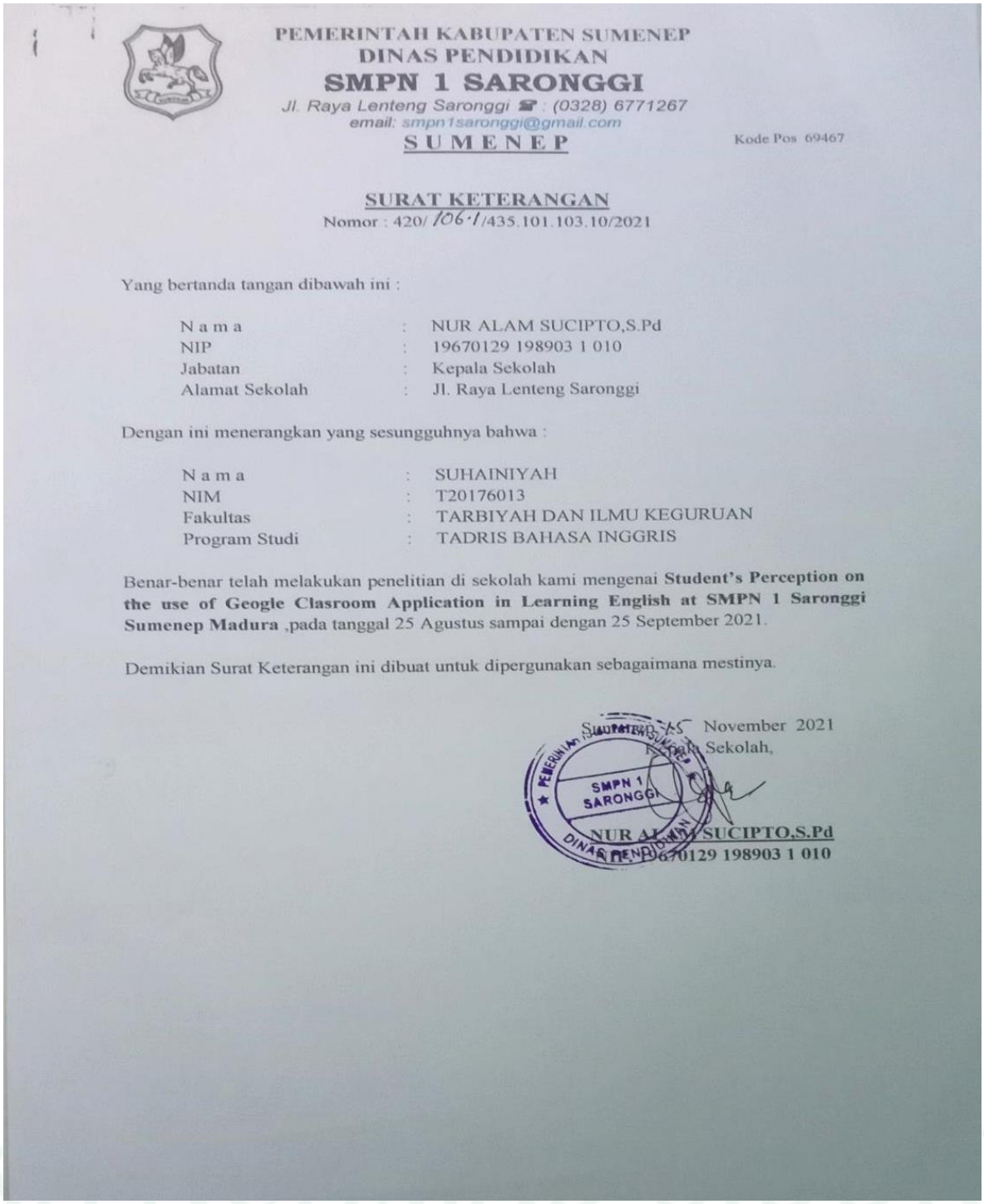
Appendix 9 (research finished letter)



PEMERINTAH KABUPATEN SUMENEP
DINAS PENDIDIKAN
SMPN 1 SARONGGI
Jl. Raya Lenteng Saronggi ☎ : (0328) 6771267
email: smpn1saronggi@gmail.com
SUMENEP Kode Pos 69467

SURAT KETERANGAN
Nomor : 420/ 106.1/435.101.103.10/2021

Yang bertanda tangan dibawah ini :

Nama	:	NUR ALAM SUCIPTO,S.Pd
NIP	:	19670129 198903 1 010
Jabatan	:	Kepala Sekolah
Alamat Sekolah	:	Jl. Raya Lenteng Saronggi

Dengan ini menerangkan yang sesungguhnya bahwa :

Nama	:	SUHAINIYAH
NIM	:	T20176013
Fakultas	:	TARBIYAH DAN ILMU KEGURUAN
Program Studi	:	TADRIS BAHASA INGGRIS

Benar-benar telah melakukan penelitian di sekolah kami mengenai **Student's Perception on the use of Geogle Clasroom Application in Learning English at SMPN 1 Saronggi Sumenep Madura** ,pada tanggal 25 Agustus sampai dengan 25 September 2021.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Sumenep, 15 November 2021
Kepala Sekolah,

SMPN 1 SARONGGI

NUR ALAM SUCIPTO,S.Pd
NIP. 19670129 198903 1 010

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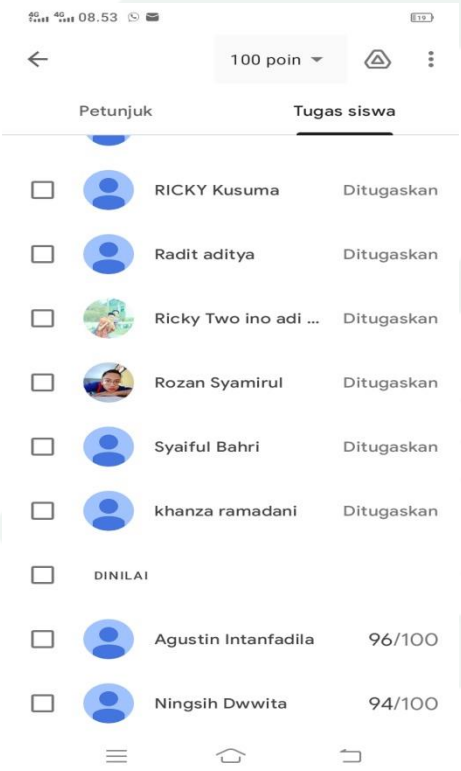
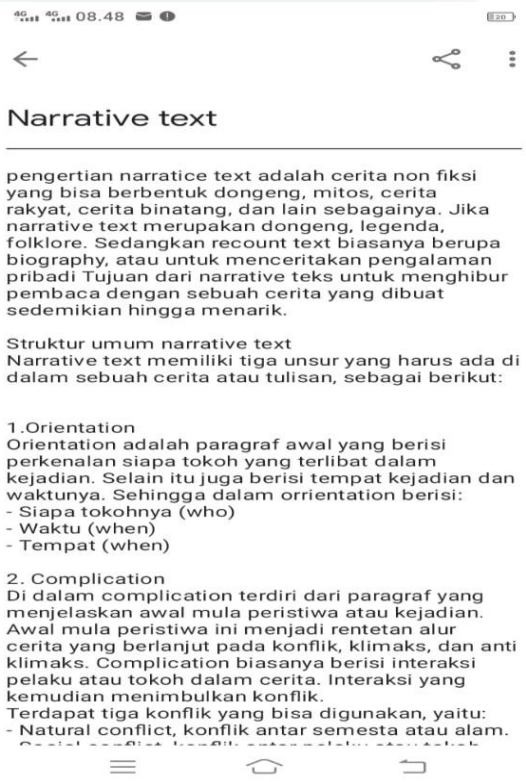
Appendix 5. (Screenshoot Process of online English Learning During Pandemic)





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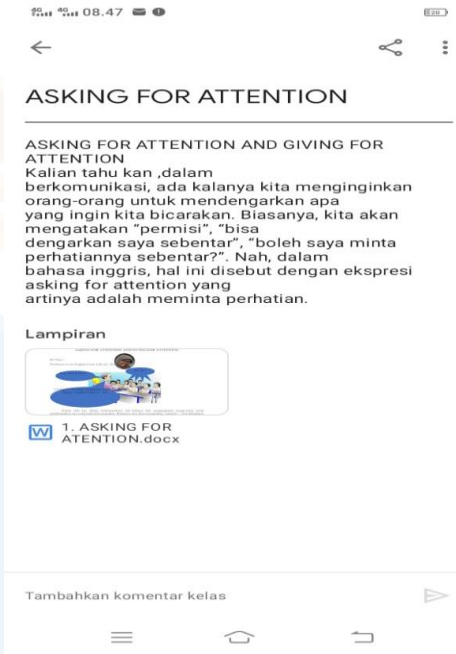

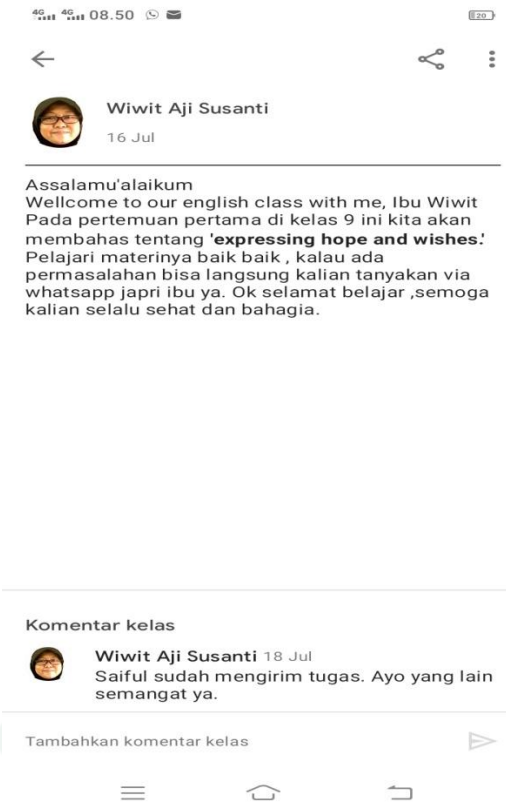

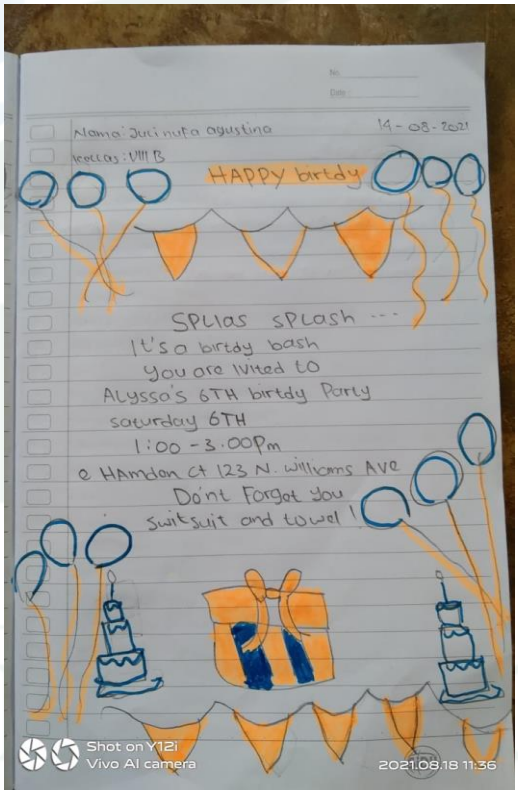

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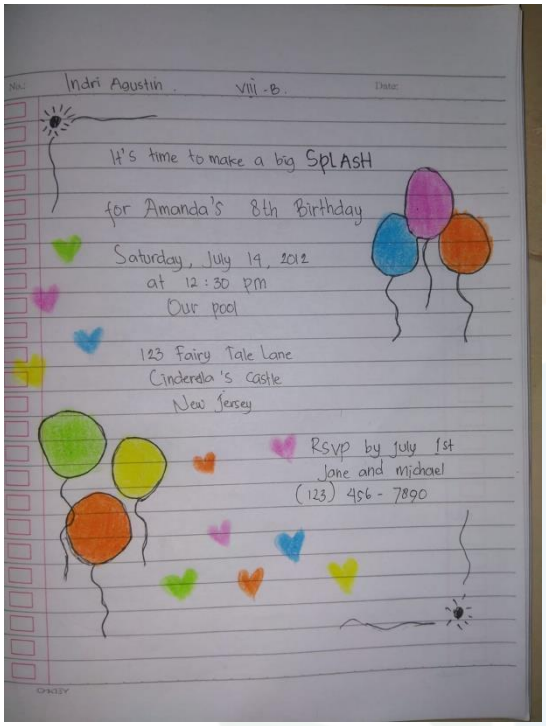

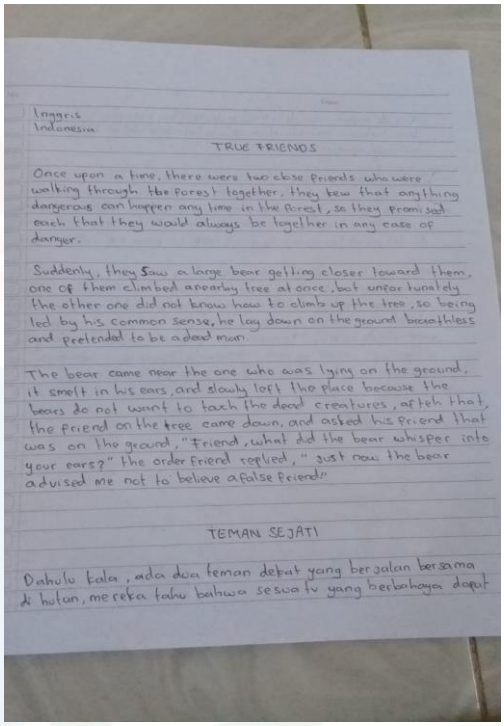
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Indonesia

TRUE FRIENDS

Once upon a time, there were two close friends who were walking through the forest together. they kew that anything dangerous can happen any time in the forest, so they promised each that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them, one of them climbed a nearby tree at once, but unfortunately the other one did not know how to climb up the tree, so being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground, it smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures, after that, the friend on the tree came down, and asked his friend that was on the greound, "Friend, what did the bear whisper into your ears?" the order friend replied, "just now the bear advised me not to believe a false friend."

TEMAN SEJATI

Dahulu kala, ada dua teman dekat yang berjalan bersama di hutan, mereka tahu bahwa sesuatu yang berbahaya dapat

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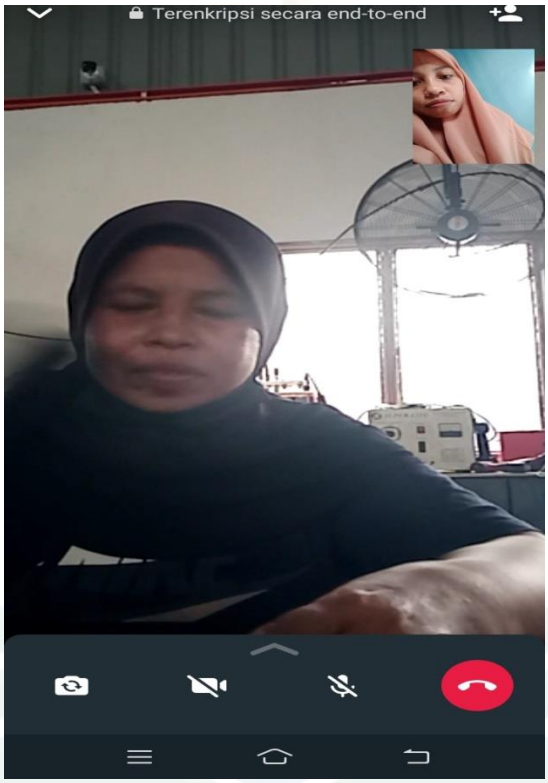
Appendix 6 (Screenshot video call interview with the teacher)



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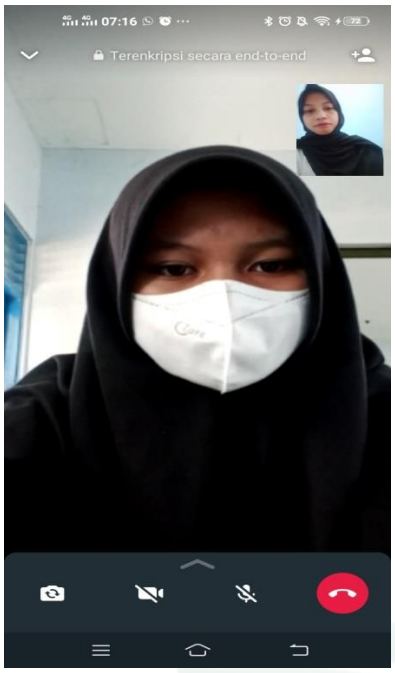
Appendix 7 (Screenshot video call interview with the students).



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Appendix 10 (journal of the research)

JURNAL PENELITIAN

No	Time	Activity	Informant	Signature
1.	20 August, 2021	Observasi lokasi penelitian dan mengantarkan surat permohonan izin penelitian	Wiwit Aji Susanti, S.Pd	
2.	23 August, 2021	Meminta izin melakukan penelitian	Nur Alam Sucipto, S.Pd.	
3	25 August, 2021	Interview dengan Guru Bahasa Inggris	Wiwit Aji Susanti, S.Pd	
4	28 August-02 September, 2021	Interview dengan siswa	1. Serly Purnama Sari 2. Aisyah Aprilia Gayatri 3. Ratna Putri Salsabila	
5.	26 September. 2021	Mengurus surat izin selesai penelitian.	Mufti' A. SE	

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Appendix 11 (Guidance Letter)

IAIN JEMBER

KARTU KONSULTASI
BIMBINGAN SKRIPSI PROGRAM S1
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) JEMBER

Nama : SUHAINIYAH
No. Induk Mahasiswa : T20176013
Fakultas : Tarbiyah dan Ilmu Keguruan
Prodi : Bahasa / Tadris Bahasa Inggris
Judul Skripsi : Students' perception on the Use of Google Classroom in English Learning at SMPN-1 Saronggi - Sumenep.

Pembimbing : As'ari, M.Pd.I.
Tanggal Persetujuan : Mulai Tanggal 7 Juni 2021 s/d 9 Desember 2021

NO.	KONSULTASI PADA TANGGAL	MASALAH YANG DIBICARAKAN	TANDA TANGAN PEMBIMBING
1.	7 - Juni - 2021	Matrix Penelitian	
2.	11 - Juni - 2021	Bab I	
3.	10 - Juli - 2021	Bab II dan III	
4.	12 - Juni - 2021	Revisi Bab I - II - III	
5.	16 - Juni 2021	Instrument	
6.	01 - November - 21	Bab IV	
7.	10 November 2021	Revisi Bab IV	
8.	15 November 2021	Revisi Bab IV	
9.	23 November 2021	Bab V	
10.	25 November 2021	Revisi Bab V	
11.	29 November 2021	Penyusunan Abstrak	
12.	05 Desember 2021	Full Thesis	
13	09 Desember 2021	ALL Thesis	

Jember,
Kaprodi Pendidikan Bahasa Inggris

As'ari, M.Pd.I.
NIP. 197609152005011004199103 1 003

Catatan : Kartu Konsultasi Ini Harap Dibawa pada saat Konsultasi Dengan Pembimbing Skripsi

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Appendix 12 (Biography)

BIOGRAPHY

Name	**: Suhainiyah**
NIM	**: T20176013**
Gender	**: Female**
Religion	**: Islam**
Place, Date of Birth	**: Sumenep, 24th of August 1997**
Adress	**: Prancak, Pasongsongan, Sumenep**
Department/ Major Courses	**: English Education Department**
Faculty	**:Education and Teacher Training Faculty**
Email address	**: Suhainiyah.nia99@gmail.com**

Education Background :

a) **Formal School**
   1. **TK al-Hidayah (Kindergarten)**
   2. **MI al-Hidayah (Elementary School)**
   3. **MTS Sumber Payung (Junior High School)**
   4. **MAS Sumber Payung (Senior High School)**
   5. **UIN KH Achmad Siddiq Jember**

b) **Informal School**
   1. **Sumber Payung Islamic Boarding School**
   2. **Ma'had al-Jami'ah UIN KH Achmad Siddiq Jember.**

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