

**STUDENTS' PERCEPTION
ON THE USE OF GOOGLE BASED LEARNING MEDIA
IN ENGLISH CLASS
AT SMP NEGERI 1 BUKATEJA**



THESIS

Submitted to Faculty of Tarbiya and Teacher Training of IAIN Purwokerto as a
Partial Fulfillment of the Requirements for Achieving the Degree of *Sarjana*
Pendidikan (S.Pd.) in English Education

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In case the statement is untrue in the future, I will accept all risks including cancellation of the academic title.

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MOTTO

“Allah does not charge a soul except [with that within] its capacity. It will have [the consequence of] what [good] it has gained, and it will bear [the consequence of] what [evil] it has earned. "Our Lord, do not impose blame upon us if we have forgotten or erred. Our Lord, and lay not upon us a burden like that which You laid upon those before us. Our Lord, and burden us not with that which we have no ability to bear. And pardon us; and forgive us; and have mercy upon us. You are our protector, so give us victory over the disbelieving people."

(Holly Qur'an Al-Baqarah : 286)

“Do or Die”

(Windy Okstian)



IAIN PURWOKERTO

DEDICATION

I dedicate this thesis to:

My beloved parents (Widodo and Jarwati)

My sister (Meita Widoro)

My almamater, UIN Prof. KH. Saifuddin Zuhri

My beloved friends

My future life partner

All the readers of this thesis



IAIN PURWOKERTO

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Purwokerto, 16 Agustus 2021

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STUDENTS' PERCEPTION ON THE USE OF GOOGLE-BASED LEARNING MEDIA IN EFL CLASS AT SMP NEGERI 1 BUKATEJA

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ABSTRACT

In this pandemic era, the education world changed quickly. It forces all people to do social distancing and avoid the crowd. The teaching and learning process should follow the condition in order to decrease the spread of the virus. The offline class changed into online class with the help of technology such as smartphone and laptop. The teachers used learning platforms to deliver the materials and also communicate with the students. To reach the learning objectives and create better learning experiences, evaluation to the learning platforms is needed. It can be obtained from the students' perceptions. The aims of this research are to analyze the students perception and to identify the benefits of the learning platforms in EFL class at SMP Negeri 1 Bukateja.

This research applied mixed method that includes both quantitative and qualitative methods. The objects of this research were 7th and 8th grade students which consist of 8 classes in each grade. They were chosen proportionately using proportionate stratified random sampling from 16 classes with 30% quota of the students in every class. The researcher took 109 students from 539 students. Furthermore, the researcher collected the data by online questionnaire and interview with 15 students and 3 English teachers to confirm the results of questionnaire.

Based on the research, students' perception on the use of Google-based learning media in EFL class at SMP Negeri 1 Bukateja is high. It proved by the result of the questionnaire which showed that most of the items have high level of mean values. There are benefits of Google-based learning media in EFL class at SMP Negeri 1 Bukateja. Most of them stated that they can improve their English skills toward the applications, acquire new vocabularies, and motivate them to learn English. Therefore, the teachers can continue using Google Classroom and Google Meet with new rules and various strategies to make better learning experiences for the students.

Keywords : Learning media, google classroom, google meet, perception.

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CHAPTER I

INTRODUCTION

A. Background of the Research

In the end of 2019, there is a virus from China called corona virus. According to WHO, Corona Virus is a contagious disease that can spread by an infected person through droplets of saliva or snot from the nose¹. People must keep their distance from other people and stay at home as much as possible. Since people must keep their distance, many activities such as study, work, and religious activity must be at home. This condition makes President Joko Widodo implement some policies to restrain the spread of the virus, one of which is social distancing.

After the implementation of social distancing, several sectors must be changed especially education. Education and Culture Minister Nadiem Makarim stated that conventional schools should be temporarily suspended and replaced with online learning. Online learning or distance learning means when a teacher (content provider) and a learner separated by physical distance². This causes a change in the use of learning media from traditional to modern by utilizing technology. Before Pandemic both teachers and students can face to face when they teaching and learning process, but now they face to face virtually using video conference application. The teacher can still provide material and the students can still collect assignments in certain applications. Based on the information, Nadiem Makarim has cooperated with six platforms for online learning namely Google Indonesia, Zenius, Quipper, Sekolahmu, Microsoft, and Smart Classes. All of the platforms are free and also accessible³. Therefore, teachers are required to be able to choose

¹ WHO, "Coronavirus", https://www.who.int/health-topics/coronavirus#tab=tab_1 , retrieved 28 April 2021.

² Patricia Rogers et.al, *Encyclopedia of Distance Learning*, New York: IGI Global, 2009, p. 711.

³ A. Abidah et.al, "*The Impact of covid-19 to Indonesian Education and Its Relation to the Philosophy of Merdeka Belajar*", *Studies in Philosophy of Science and Education*, 2020, Vol. 1, No. 1, p. 39.

the right platform and be able to provide material to the students in an attractive appearance.

Distance learning that is currently running has not been fully going well. First, many teachers have difficulty facing online classes. The ministry's general director for teachers and educational staff, Iwan Syahril, stated that 53.55% of teachers had difficulty managing classes during online learning, and 49.24% of teachers were hampered from carrying out online assessments. Teachers also find it difficult to use technology during online learning, with a total of 48.45%⁴. Meanwhile, teachers still have to teach students using technology. Second, distance learning consumes much time to prepare materials for online learning⁵. This is because the teacher must prepare materials that are easy to understand and easy to deliver to the students online. Third, unreliable internet connection and lack of students' devices become the challenges for the students. According to Education and Culture Ministry data, 51% of early education to middle school students in 3T area (outermost, border, and disadvantage) do not have a reliable internet connection and 27.8% of them had access to computer or laptop but the devices are unreliable⁶.

From the problems above, online learning that has been running since the beginning of pandemic should be evaluated properly to improve the educational system especially in teaching and learning process. One of the aspect that can be used to evaluate is knowing the students' perception related to the learning process. Students' perception is one of the important things to evaluate teaching and learning process. As we know, students spend a lot of

⁴ Arif B. et.al, "Luncurkan Program Guru Belajar, Kemendikbud Bantu Guru Laksanakan Pembelajaran Jarak Jauh", <https://www.kemdikbud.go.id/main/blog/2020/09/luncurkan-program-guru-belajar-kemendikbud-bantu-guru-laksanakan-pembelajaran-jarak-jauh>, 30 September 2020, Retrieved March 30, 2021.

⁵ Arif Nugroho et.al, "EFL Teachers Challenges and Insights of Online Teaching amidst Global Pandemic", *Metathesis: Journal of English Language Literature and Teaching*, 2020, Vol. 4, No. 3, p. 282.

⁶ Eisy A. Alokasari, "Poor Internet Connection, Lack of Devices Hinder Online Learning: Ministry", <https://www.thejakartapost.com/news/2020/12/01/poor-internet-connection-lack-of-devices-hinder-online-learning-ministry.html>, December 1, 2020, retrieved March 30, 2021.

time in the classroom both offline and online. They have experience in the classroom and surely they have perceptions of many things. According to Karen Van Petegem, students' perceptions are often used to measure their learning outcomes⁷. Through students' perception, teacher will know what they like and what they do not in teaching and learning process so that the teacher can evaluate to conduct a better learning process. Related to this research, the importance of students' perception can evaluate learning media in EFL class. Therefore, the teacher can choose better online learning media during this Pandemic.

SMP Negeri 1 Bukateja is one of school which has implemented online learning, including the EFL class. In the EFL class, there are several platforms used such as Google Classroom, Google Meet, Google Form, Whatsapp, and Quiziss. All of these platforms are used interchangeably so that they do not only take advantage of one application. Even so, online learning is not fully effective because when using a video conferencing platform there are students who had signal problems. Besides, not all students actively participate when using applications other than video conferencing. Sometimes some students do not participate in online learning for no reason. Therefore, students' perceptions about the three platforms above must be researched to become a better evaluation of learning in the future. So the researchers are interested in conducting research entitled "Students' Perception on the Use of Google Based Online Learning Media in English Class at SMP Negeri 1 Bukateja".

B. Operational Definition

To evade misunderstanding about the meaning of this thesis title, the researcher give two key terms to guide the conduct of this research. Those are:

⁷ Karen Van Petegem et.al, "Students' Perception as Moderator for Students' wellbeing", *Social Indicators Research*, 2007, p. 447.

1. Students' Perception

According to Aristotle's theory, a perception is correlated with a change in a sense-organ and this is caused by the perception's object⁸. People have different perceptions depending on their experience and their responses to the same object. Students' perception is how the students feel to certain objects based on their sense-organ responses. In this research, the objects are Google Meet and Google Classroom.

2. Google-Based Learning Media

Media are anything that can transfer information from information sources to the receiver. Google-based learning media mean a media to transfer knowledge to the students toward Google platforms such as Google Meet and Google Classroom.

C. Research Questions

Based on the background of the study above, the researcher formulated a research question:

- a. What are students' perceptions on the use of Google-based learning media in English class at SMP Negeri 1 Bukateja?
- b. What are the benefits on the use of Google-based learning media in English class at SMP Negeri 1 Bukateja?

D. Objectives and Significances of The Research

1. The Objective of the Research

- a. To analyze students' perception on the use of Google based learning media in English class at SMP Negeri 1 Bukateja.
- b. To identify the benefits on the use of Google-based learning media in English class at SMP Negeri 1 Bukateja.

2. The Significances of the Research

The significances are divided into two aspects, they are theoretical and practical significances.

a. Theoretical Significances

⁸ Simo Knuuttila and Pekka Karkkainen, *Theories of Perception in Medieval and Early Modern Philosophy*, Finland: Springer, 2008, p.1.

- 1) The researcher expects this research can provide more knowledge in understanding online learning media, especially the use of online learning media in school.
 - 2) This research is expected to improve the quality of online learning media, especially in English class.
 - 3) The researcher expects this research can be used as a reference for the further research.
- b. Practical Significances
- 1) For teachers
The result of this study expectedly will be useful in selecting suitable online learning media and enriching their insight about online learning media based on students' perception.
 - 2) For school
The result of this study hopefully will be beneficial as new insights and evaluation of the online learning media which already used.
 - 3) For other researchers
It is expected that other researchers will get new insight and conduct next research about other online learning media.

E. Review of Relevant Studies

Based on several sources related to this research, the researcher presents several previous studies that correlate with this research. Here are the results comparison between this research and the previous studies:

1. A journal entitled "*Effects of the Google Meet Assisted Method of Learning on Building Students Knowledge and Learning Outcomes*" written by Agung Setyawan et.al in 2020. The aim of this research was to investigate the effect of the Google Meet media-assisted lecture method on building student knowledge and learning outcomes while learn from home. The result of this study shown that the method of lectures assisted by Google Meet media has a significant influence on building knowledge and learning outcomes in lecturing learning strategies in elementary schools. The similarity between the research by Agung and this research

is found in the platform used, both of them used Google Meet. However, there are differences to this research. The research focuss on learning outcomes, while this research focus on students' perception.

2. A research conducted by Todo F. B. Sibuea in 2018 entitled "*Students' Perception on The Use of Google Classroom to Support Blended Learning for the Pengantar Linguistik Umum Course*". The researcher was trying to found out students' perception on the use of Google Classroom to support blended learning. It involves 30 students who took *Pengantar Linguistic Umum* course. He used self-made questionnaire in Indonesian language in 10 questions. The data result had shown that Google Classroom could help students in learning process both in and outside the physical class. The platform is easy to use because the students can open Classroom through both web and mobile application. The similarity between Todo F. B. Sibuea's research and this research is the object that is students' perception. However, there are some differences to this research. First, he uses Google Classroom only. Second, the focus of the research is on blended learning in PLU course, while this research focus on English class.
3. A research conducted by Kaukab Abid Azhar and Nayab Iqbal in 2018 entitled "*Effectiveness of Google Classroom: Teachers' Perception*". This study was focussed on the tool of Google Classroom. The aim of this study was to explored teachers' perception of the effectiveness of Google Classroom in higher education. This research was done by qualitative method which involves 12 higher education teachers in Pakistan. The result shown that Google Classroom is effective for uploading assignments, classroom management, and communication with the students. The similarity to this research is both identifying Google Classroom in teaching and learning process. The differences are this research focuses on the teachers' perception toward Google Classroom. In addition, the researcher involved 12 higher education teachers in

Pakistan, while in this research involved seventh grade and eighth grade students in SMP Negeri 1 Bukateja.

4. A journal written by Mike Okmawati in 2020 entitled "*The Use of Google Classroom during Pandemic*". The aim of the research was to get review of using Google Classroom during pandemic. This research was library research. The data obtained from magazine, scientific books, thesis, dissertation, etc. The result of the study stated that Google Classroom is effective to fulfill the curriculum. It means Google Classroom has positive impacts to the students in learning process. However, some students had problems with the internet connection and uploading task. This research has similarities such as the media, that is Google Classroom. The differences are on the method and also the focuss of the study.

F. Structure of the research

To make a systematic research, it is necessary to classify the structure of this research. This research is divided into five chapters, they will explain as follows:

Chapter I presents an introduction. It consists of background of the research, operational definitions, research questions, objectives and significances of the research, reviews of relevant studies, and structure of the research.

Chapter II explains the theories related to students' perception on the use of Google-based learning media which divided into some sub sections, those are concept of learning platform, advantages of learning platform, disadvantages of learning platform, Google Classroom, Google Meet, the effectivenesses and the weaknesses on the use of Google-based learning media in EFL class, definition of perception, and the types of perception.

Chapter III explores research method which deals with the research design, time and place of the research, population and sample, variable of the research, instruments for obtaining data and techniques of collecting data, and techniques of analyzing data.

Chapter IV presents the results of the research which discusses general description on the students' perception on the use of online learning media in EFL class.

Chapter V presents conclusion and suggestion of the research. In this chapter, the researcher concludes and gives some suggestions related to the research.



CHAPTER II

THEORITICAL REVIEW

A. Theoretical Basic

1. Learning Platform

a. Concept of Learning Platform

Learning platform consists of two terms, learning and platform. According to Merriam-Webster Dictionary, learning means the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something⁹. Meanwhile platform means the computer architecture and equipment using a particular operating system. Antoni Cartelli stated that e-learning platform is an information platform that schools, universities, and institutions can use for teaching which can guarantee the materials access for the students, can simplify the learning, can simplify the use of collaborative and situated teaching/learning strategies, and can build virtual community between the teachers and the students¹⁰. This make a good development in educational sector to conduct teaching and learning online. Furthermore, Rocio Fernandez defined learning platforms as the technical elements which include tools to facilitate learning¹¹. As stated above, learning platform definitely used internet to support online learning. It is confirmed by Istvan Bessenyei that learning platform operating on the internet can be classified as e-learning 1.0¹². From the explanation above, it can be concluded that learning platform is a medium to facilitate learners and tutors to

⁹ Merriam-Webster Online Dictionary.

¹⁰ Patricia Rogers et.al, *Encyclopedia of Distance Learning*, New York: IGI Global, 2009, p. 192.

¹¹ Rocio Fernandez et.al, "Technology Platforms in Distance Learning: Functions, Characteristics, and Selection Criteria for Use in Higher Education", https://www.researchgate.net/publication/290096909_Technology_platforms_in_distance_learning_Functions_characteristics_and_selection_criteria_for_use_in_higher_education, retrieved 9 September 2021.

¹² Istvan Bessenyei, *E-Learning*, Godollo: Tenegen Consortium, 2008, p. 32.

conduct teaching and learning process online using technology which needs internet.

There are several features of a learning platform that any platforms should have¹³. The first is creation of courses and tests. A learning platform should have a tool to create a test for the students. The second is management of educational documents. It can be indexing, classification, updates, etc. The third is management of a cooperative workspace between and teachers. The fourth is monitoring of the learners' learning and evaluation. Even though learning at home with learning platforms, the tutors still should monitor the learners' learning and evaluation to control the learners so that they can achieve good scores. The fifth is management of the learners' education. The sixth is availability of learners' and tutors' communication tools such as forums, messaging, videoconverencing, etc. Teaching and learning process is basically a communication process, so the platform should provide communication tools for the tutors and the learners to communicate online¹⁴.

In this modern era, with the rapid growth of the technology, there are various learning platforms. According to Emilia Tosheva, there are several kinds of learning platforms that can be used¹⁵. The first is open source platforms, defined as platforms that have characteristic and can be modified by the institutions according to the needs. The examples of open source platforms can be Moodle, ILIAS, Sakai, Atutor, and MyGuru2¹⁶. The second is platforms used by

¹³ Mohammed Ouadoud, "Overview of E-Learning Platforms for Teaching and Learning", *International Journal of Recent Contribution from Engineering Science & IT*, 2021, Vol. 9, No. 21, p. 54.

¹⁴ Akrim, "Media Learning in Digital Era", *Advances in Social Science, Education and Humanities Research*, 2018, Vol. 231, p. 458.

¹⁵ Emilia Tosheva, "Web Based E-learning Platforms", https://www.researchgate.net/publication/316716574_WEB_BASED_E-LEARNING_PLATFORMS, 2016.

¹⁶ N.N.M. Kasim and Fariza Khalid, "Choosing the Right Learning Management System (LMS) for the Higher Education Institutions Context: A Systematic Review", *International Journal of Emerging Technologies in Learning*, 2016, Vol. 11, p. 57.

leading schools in the world such as Blackboard. The third is cloud based learning platforms. Cloud itself means digital storage unit¹⁷. Cloud based learning platform is a platform which use internet to store the data in the platform. The examples of cloud based learning platforms are Google Apps for Education which include Gmail, Google Drive, Google Classroom, Docs, and Sites. In addition, as cited on the Jakarta post, other learning platforms are Zenius Education, Rumah Belajar Kemendikbud, Microsoft, Quipper, Ruangguru, and Sekolahmu¹⁸. All of these platforms are free to use with internet so that people can be accessed from any devices.

b. Advantages

As we know that teaching and learning process is basically a communication process, how students communicate with teachers and vice versa. Rocio Fernandez stated that learning platforms can help students and teachers communicate using tools that are already available on learning platforms¹⁹. According to Beatrice Ghirardani, communication tools on a platform can be in the form of discussion forums, chat, audio and video conferences, and screen-sharing tools²⁰. Through these tools, students and teachers can discuss at the same time in different places and provide feedback through forums or videoconferences.

Learning platforms that exist today provide advanced features. On several learning platforms, teachers can provide various kinds of learning materials. It allows the teachers to incorporate new learning

¹⁷ N.n, "What is Cloud?", <https://www.dropbox.com/id/business/resources/what-is-the-cloud> retrieved 11 September 2021.

¹⁸ N.n, "Studying from Home: Seven Online Learning Platforms for Students", <https://www.thejakartapost.com/youth/2020/03/16/studying-from-home-seven-online-learning-platforms-for-students.html>, retrieved 11 September 2021.

¹⁹ Rocio Fernandez et.al, "Technology Platforms in Distance Learning: Functions, Characteristics, and Selection Criteria for Use in Higher Education", https://www.researchgate.net/publication/290096909_Technology_platforms_in_distance_learning_Functions_characteristics_and_selection_criteria_for_use_in_higher_education

²⁰ Beatrice Ghirardini, *E-learning Methodologies*, Rome: n.p. 2011, p. 108.

resources²¹. Teachers can give interesting learning materials to the students such as video, audio, and PDF text. With the various types of learning resources to the students, they will not get bored easily to carry out learn from home online. They do not always fixate on the teachers' explanations which usually take a long time, causing boredom in learning.

c. Disadvantages

In using learning platforms, there are several disadvantages for the teachers and the students. The first is lack of preparation when the teachers will conduct online learning with the students. It refers to the “technophobia” teachers who can not use technology well. They should make an effort to operate the platform, prepare the materials, and deliver the materials to the students via the platform. The second is difficult for the teachers to motivate the students in learning and avoid students dropping out. The third, students who do not have a good internet connection can not take online learning together²².

2. Google-based Learning Media

a. Google Classroom

In 2014, Google Apps for Education (GAFE) launched Google Classroom that can act as a learning management system in the educational field²³. It is a Google Drive management system to collect digital work by integrating Google Products such as Google Docs, Google Drive, Google Form, Google Calendar, and Youtube in one

²¹ Rocio Fernandez et.al, “Technology Platforms in Distance Learning: Functions, Characteristics, and Selection Criteria for Use in Higher Education”, https://www.researchgate.net/publication/290096909_Technology_platforms_in_distance_learning_Functions_characteristics_and_selection_criteria_for_use_in_higher_education, retrieved 9 September 2021.

²² Rocio Fernandez et.al, “Technology Platforms in Distance Learning: Functions, Characteristics, and Selection Criteria for Use in Higher Education”, https://www.researchgate.net/publication/290096909_Technology_platforms_in_distance_learning_Functions_characteristics_and_selection_criteria_for_use_in_higher_education, retrieved 9 September 2021.

²³ Kaukab Abid Azhar and Nayab Iqbal, “Effectiveness of Google Classroom: Teachers' Perceptions”, *Prizren Social Science Journal*, 2018, Vol. 2, p.53.

platform²⁴. Google Classroom helps teachers and students to create an online classroom environment like have an online discussion, have online assignments, and share material files using docs or multimedia. Google Classroom is free to use and anyone can access it easily. It provides a website and application that can be downloaded on Android Play Store. To enjoy the features, users should register using G-mail and log in to www.classroom.google.com or via application on a smartphone.

Google Classroom has many features for students to support teaching and learning online. First, feature *create assignment* for teacher helps teacher to create assignment for the students. In creating assignments, teacher can set due date for the assignment and attach files such as video, photo, and link. Second, feature *to do* for the students to look at the assignment lists. Parallel with teacher's feature, students can attach files like word documents and other files when they upload the assignment. When teacher uploads new assignments, students can add private comments or class comments in the comment section. Third, both teacher and students can post everything on the box *share with your class*. In this feature, teachers and students will discuss something like in the class and give feedback to the students. Fourth, students can create a question to be discussed with the teacher if allowed through *create question* feature. The last feature is re-use post. Important posts such as announcement, assignments, or questions can be used by teacher²⁵.

According to M. Janzen as cited on Shampa Iftakhar et.at, there are many benefits of Google Classroom. First, easy to use and easy to communicate with the students through e-mail, announcement,

²⁴ Todo F. Sibuea, "Students' Perception on the Use of Google Classroom to Support Blended Learning for the Pengantar Linguistik Umum Course", *Jurnal Ilmiah Bahasa dan Budaya*, 2018, Vol. 14, p. 3.

²⁵ Annita Muslimah, "A Survey on the Use of Google Classroom in English Language Education Department of Islamic University of Indonesia" (S.Pd thesis, Islamic University of Indonesia, 2018), p.9.

or push notification. Second, this platform is free to use and anyone can access it. Third, Google Classroom is flexible because easily accessible and usable for both teacher and students in online learning. Fourth, it is mobile-friendly. Users can use it on any mobile device or personal computer. Fifth, Google Classroom is cloud-based²⁶. It allows the students to view the materials and all their tasks with the grades/scores while the teacher can keep learning materials and all learning activities in the cloud²⁷. Nur Muthmainnah stated that Google Classroom can help teacher to teach language skills especially on listening²⁸. By using this application, students can listen to audio sent by the teacher until they become familiar with the language.

Muncar Winarti et.al have researched High School in Jambi. They found many cons about using Google Classroom. First, this application needs the role of technology to support it. Internet connection and also proper device are things that every user should have. In rural areas, the internet connection was unstable and the device was inappropriate. Second, based on the teachers' perception, Google Classroom is used only for uploading tasks and testing, not for teaching and learning like in the real class. The students are still enthusiastic with paper-based test than paperless in Google Classroom. Third, teaching speaking is difficult because of the limitation. Speaking tasks usually audio or video files that have a large size to upload in the application. Fourth, during online, some of the

²⁶ Shampa Iftakhar et.al, "Google Classroom: What Works and How?", *Journal of Education and Social Sciences*, 2016, Vol. 3, p. 13.

²⁷ Nur Alim et.al, "The Effectiveness of Google Classroom as an Instructional Media: a Case of State Islamic Institute of Kendari, Indonesia", *Humanities & Social Sciences Reviews*, 2019, Vol. 7, No. 2, p. 243.

²⁸ Nur Muthmainnah, "Problems Encountered by Students in Teaching Reading Using Google Classroom Application", <https://publikasiilmiah.ums.ac.id/bitstream/handle/11617/11134/3.%20PROBLEMS%20ENCOUNTERED%20BY%20STUDENTS%20IN%20TEACHING%20READING%20USING%20GOOGLE%20CLASSROOM%20APPLICATION.pdf?sequence=1&isAllowed=y>, retrieved 28 April 2021.

students copied the assignments from their friends or browsing on the Internet²⁹.

b. Google Meet

The rapid growth of technology launches various educational platforms to support distance learning. Google Meet is one of the platforms that support virtual learning in teaching and learning English. It is video-conferencing platform developed by Google which allows the users to face-to-face online like in real class. According to Fakhruddin as cited on Andi Bulkis, the use of Google Meet as media in language teaching has important roles in enhancing four students' language skills such as speaking, listening, writing, and reading³⁰. Similar to Google Classroom, Google Meet users can open the platform with an application or website. It is free, accessible, and easy to use.

There are many benefits of using Google Meet as learning media. Google meet can be used by 250 participants at the same time. The participants can look at each other and can hear the audio. It is also mobile-friendly so that new users can use it with no difficulty. The result from a research by Agung Setyawan et.al said that Google Meet group is more effective to build knowledge than Whatsapp group and Schoology group. It shown when the teacher communicate with the students directly to deliver the material and ask questions what is not clear yet. With the audio and visual aspects on Google Meet, the teacher will explain clearly so that all of the students heard understand the unclear material³¹. Google Meet also has *share screen* feature to show material from Power Point, so the students can read

²⁹ Muncar Winarti et.al, "Utilizing Google Classroom: Pros and Cons for a High School English Teacher in Jambi", *Journal of English Linguistics, Literature, and Education*, 2020, Vol. 2, No. 2, p. 178.

³⁰ Andi Bulkis Maghfirah Mannong, "The Students' Eyesight: The Effectiveness of Learning-Based Applications on ELT in Pandemic Era", 2020, Vol. 6, No. 2, p. 397.

³¹ Agung Setyawan et.al, "Effects of the Google Meet Assisted Method of Learning on Building Student Knowledge and Learning Outcomes", *Universal Journal of Educational Research*, 2020, Vol. 8, No. 9, p. 3933.

the material while listen to the teacher's explanation. In addition, , this free platform makes other variations on the teaching and learning process so that it makes students not bored³².

Even though Google Meet has many benefits, it also has weaknesses as a teaching media. First, Google Meet needs stable Internet to make video and audio run well. If the signal is unstable, it is difficult to follow the teaching and learning process. Sometimes it makes us leave the meeting undeliberately. In addition, video conferencing platform like Google Meet spends many data than Google Classroom. Last, the picture or document showed on the screen will be unclear when we zoom it³³.

c. The Effectiveness and The Weaknesses of Google Platform in English Language Teaching

The development of technology in the last decade can help the educational sector to teach the four language skills. There are many educational platforms with different features which simplify the teaching and learning process during Pandemic at home. Google Classroom and Google Meet from Google product are examples of educational platforms. Those two platforms have their own role in language teaching. Collaborative action research from Afief Fakhruddin said that Google Meet could improve students' speaking skills. It proved by the improvement of students' speaking skill and their self-confidence was increased³⁴. Similar to Google Meet, Google Classroom can be a platform to teach four skills. It supports language teaching for both written and spoken skills because various types of

³² Vivin Nur Wahyuni, "Efektivitas Penggunaan Google Meet dalam Pembelajaran Daring terhadap Peningkatan Hasil Belajar Siswa Kelas V SD Al-Islam Plus Krian Sidoarjo" (S.Pd theis, UIN Sunan Ampel Surabaya, 2021), p. 22-23.

³³ Vivin Nur Wahyuni, "Efektivitas Penggunaan Google Meet dalam Pembelajaran Daring terhadap Peningkatan Hasil Belajar Siswa Kelas V SD Al-Islam Plus Krian Sidoarjo" (S.Pd theis, UIN Sunan Ampel Surabaya, 2021), p. 23.

³⁴ Afief Fakhruddin, "Using Google Meet in Teaching Speaking", *Journal of English Language Learning*, Vol. 2, No. 2, p. 46.

files such as doc, pdf, jpeg, mp3, and even mp4 are accepted to provide better language teaching³⁵. Listening skills are also could enhanced by using Google Classroom. Based on research in Bangladesh, there are positive impacts on the use of Google Classroom for teaching listening³⁶. In addition, research in MAN 4 Jakarta has positive results because Google Classroom is quite effective in improving students' reading comprehension³⁷. Therefore, both Google Meet and Google Classroom are suitable for teaching four language skills.

Even though the two platforms above have an important role in teaching four English skills, each platform has its weaknesses. Google Meet and Google Classroom use as synchronous e-learning that allows both students and teachers to discuss at the same time via video conference or chat rooms³⁸. It causes ineffective learning if some of them have unstable internet connections during online learning. Participants will be frustrated due to a technical problem because they can not follow the session well and the explanation will be missed³⁹. While Google Classroom, as mention above, can be used as a platform to teach four language skills like speaking, writing, reading, and listening. It will be successful learning if the teacher and the students utilize the platform well. There are still a lot of lacks in the implementation of language online learning using Google

³⁵ Inti Englishlina, "Using Google Classroom App for Teaching Language", <http://www.unika.ac.id/scubicon/wp-content/uploads/sites/24/2019/10/20-Proceeding-Inti-Englishlina.pdf>, retrieved 9 June 2021.

³⁶ Mir Md. Fazle Rabbi et.al, "Teaching Listening Skill through Google Classroom: A Study at Tertiary Level in Bangladesh", 2018, https://www.researchgate.net/publication/324561428_Teaching_Listening_Skill_through_Google_Classroom_A_Study_at_Tertiary_Level_in_Bangladesh, Retrieved 9 June 2021.

³⁷ Nurmala Dewi et.al, "The Implementation of Google Classroom in Improving Students' Reading Comprehension at MAN 4 Jakarta", *Lingual*, 2020, Vol. 9, No. 1, p. 5.

³⁸ Valentina Arkorful and Nelly Abaidoo, "The Role of E-Learning, the Advantages and Disadvantages of its Adoption in Higher Education", *International Journal of Education and Research*, 2014, Vol. 2, No. 12, p.400.

³⁹ Ayesha Perveen, "Synchronous and Asynchronous E-Language Learning: A Case Study of Virtual University of Pakistan", *Open Praxis*, 2016, Vol. 8, p. 23.

Classroom. Research from Nurmala Dewi et.al is successful in improving reading skills using Google Classroom⁴⁰. But they conduct this research three cycles in a row. On the other hand, an interview with the teacher in MAN 4 Jakarta stated that Google Classroom just for testing and uploading tasks, not for the teaching process like in offline class. Consequently, it is ineffective to teach reading online using Google Classroom. In teaching writing skills also have a disadvantage. It because the students can copy-paste from many sources such as Google platform. It will reduce students' creativity and increase laziness.

3. Perception

a. Definition of Perception

Perception is the experience of object, event, and relationship acquired by resumng information and interpreting message⁴¹. Perception can be bad or can be good depending on their own view based on their experience. According to Lindsay and Norman, human perception is the mechanism that operates upon sensory information, interpreting, classifying, and organizing arriving information⁴². Hasnidar stated that perception defines as a phenomenon by which a person perceives any object and interprets it using five sense organs and brain⁴³. According to Aristotle's theory, a perception is correlated with a change in a sense-organ and this is cause by the perception's object⁴⁴. It means that everyone has different feeling such as like or dislike even with the same object.

⁴⁰ Nurmala Dewi et.al, "The Implementation of Google Classroom in Improving Students' Reading Comprehension at MAN 4 Jakarta", *Lingual*, Vol. 9, No. 1, p. 5.

⁴¹ Antonius Setyawan Sugeng Nur Agung et.al, "Students' Perception of Online Learning during COVID-19 Pandemic: A Case Study on the English Students of STKIP Pamane Talino", *Journal of Social Sciences and Humanities*, 2020, Vol. 10. No. 2, p. 231.

⁴² Peter H. Lindsay and Donald A. Norman, *Human Information Process*, New York: Academic Press, 1977, p.3.

⁴³ Hasnidar, "Students' Perception of Using Online Learning Materials" (S.Pd thesis, Muhammadiyah University of Makasar, 2020), p. 17.

⁴⁴ Simo Knuutila and Pekka Karkkainen, *Theories of Perception in Medieval and Early Modern Philosophy*, Finland: Springer, 2008, p.1.

b. Types of Perception

There are two types of perception:

1. Positive perception appeared when the stimulus equal to people's expectation. They believe that the stimulus bring their needs. When people have good impression at first, which means positive perception, they will have desire to learn more about the stimulus. Positive perception causes people feel happy and like the thing.
2. Negative perception is contrary with positive perception. People have bad impression at first to something. People will feel bad, unhappy, and dislike certain thing. For example when the students have bad experience using certain application, it is possible that they have negative perception on the application⁴⁵.

B. Hypothesis

Hypothesis is a temporary answer from the research questions. From the explanation above, the following hypothesis was formulated:

H_0 : Students' perception on the use of Google based learning media in EFL class at SMP Negeri 1 Bukateja is low.

H_a : Students' perception on the use of Google based learning media in EFL class at SMP Negeri 1 Bukateja is high.

IAIN PURWOKERTO

⁴⁵ Sri Ratnasari Sindu Lestari, "Students' Perceptions of the Use of Internet in Writing VI Course in English Language Education Study Program of Sanata Dharma University" (S.Pd thesis, Sanata Dharma University, 2007) p. 12-13.

CHAPTER III

RESEARCH METODOLOGY

A. Type of the Research

This research is a survey research which conducted at SMP Negeri 1 Bukateja. The researcher conducted this study by using mixed method approach to analyze students' perception on the use of Google based learning media. Mixed method research is the newest methodology which combine quantitative and qualitative data in a single research⁴⁶. This combination can minimize the weaknesses of each method. The aim of quantitative data is to know the students' perception; low or high. While qualitative data used to explain more detail about the benefits of Google Classroom and Google Meet.

The researcher used quantitative approach with descriptive method in this research. According to Christensen et.al, the goal of descriptive statistic is describing or summarizing the data⁴⁷. It needs simple data analysis to find measurements or values to depict a condition of certain group rapidly like mean, median, and standard deviation⁴⁸. The data displayed using graphic which is readable. This research used a quantitative descriptive because the researcher would depict certain group of people in SMP Negeri 1 Bukateja.

B. Time and Place of Research

The study conducted at SMP Negeri 1 Bukateja for about two weeks. It began in 29 June 2021 until 17 July 2021. SMP Negeri 1 Bukateja is located at Jl. Purwandaru, Kedungjati. SMP Negeri 1 Bukateja is one of schools in Bukateja sub-district. The signal in all areas is almost good. It makes the teachers and the students can implement online class with no difficulty. Furthermore, teachers and the students in SMP Negeri 1 Bukateja have gadget to open educational platforms such as Google Classroom and

⁴⁶ Larry B. Christensen et.al, *Research Methods, Design, and Analysis*, England: Pearson, 2015, p. 382.

⁴⁷ Larry B. Christensen et.al, *Research Methods, Design, and Analysis*, England: Pearson, 2015, p. 394.

⁴⁸ Yusuf Nalim and Salafudin, *Statistika Deskriptif*, Pekalongan: STAIN Pekalongan Press, 2012, p. 11.

Google Meet. Therefore, the researcher chose this school as a setting of the research.

C. Population and Sample of the Research

1. Population of the Research

Population is generalization of area which contains object or subject that has quality or certain characteristic by researchers to be studied and then get a conclusion⁴⁹. The population of this study are seventh-grade, eighth-grade, ninth-grade students in SMP Negeri 1 Bukateja. The total number of students is more than 800 students.

2. Sample of the Research

A Sample is the set of elements chosen from a large population⁵⁰. The researcher will use a proportionate stratified random sampling technique. It is because on taking a sample, the researcher will take sample from every sub-population. The amount of the sample is the same in the sub-population so that every subject has the same opportunity. According to Arikunto as cited in a journal from Jefri Hendri Handoko, if the population is less than 100, it is better to take all the population as the subject. But if the population is more than 100, the researcher can take 10-15% or 20-25% or more⁵¹. As mentioned above, the population in SMP Negeri 1 Bukateja is more than 100 so that the researcher took 20% from each sub-population randomly. In this study, the researcher took seventh-grade and eighth-grade students because ninth-grade students are already graduated.

Table 1. Sample of the research

Class	Number of Students	Percentage	Sample
7A	33	20%	7
7B	32	20%	6
7C	34	20%	7

⁴⁹ Sugiono, *Metode Penelitian Pendidikan*, Bandung: Alfabeta, 2018, p. 117.

⁵⁰ Larry B. Christensen et.al, *Research Methods, Design, and Analysis*, England: Pearson, 2015, p. 161.

⁵¹ Jefri Hendri Hatmoko, "Survei Minat dan Motivasi Siswa Putri terhadap Mata Pelajaran Penjasorkes di SMK Se-Kota Salatiga Tahun 2013", *Journal of Physical Education, Sport, Health and Recreations*, 2015, Vol. 4 No. 4, p. 1731.

7D	34	20%	7
7E	34	20%	7
7F	33	20%	7
7G	32	20%	6
7H	32	20%	6
8A	36	20%	7
8B	34	20%	7
8C	34	20%	7
8D	34	20%	7
8E	34	20%	7
8F	35	20%	7
8G	34	20%	7
8H	34	20%	7
Total	539		109

D. Variable of the Research

Variable of the research is characteristic from person, object, or various activity which set by the researcher to be learned and then make a conclusion. There are two types of variable; dependent and independent. Independent variable is influencing dependent variable. While dependent variable is a variable that influenced by independent variable⁵². In this research, there are two types of variable:

- a. Independent variable : students' perception.
- b. Dependent variable : Google-based learning media.

E. Instruments and Techniques of Data Collection

1. Instruments

⁵² Sugiono, *Metode Penelitian Pendidikan*, Bandung: Alfabeta, 2018, p. 61.

A good research is a research which has a good measurement tool. According to Ridwan, research instrument is a tool to measure the variables⁵³. It aimed to produce accurate quantitative data.

In this research, questionnaire is an instrument that used by the researcher. The aim of this instrument is to measure the students' perception on the use of Google-based learning media in EFL class at SMP N 1 Bukateja. Type of the questionnaire is close-ended questionnaire with Likert scale. It allowed the students to answer the questionnaire with five scales, they were strongly agree, agree, neutral, disagree, and strongly disagree. According to Sugiyono, Likert scale is used to measure attitude, opinion, and people perceptions⁵⁴. The statements in the questionnaire divided into 4 groups, first is about material understanding, second is about affective domain, third is about app performances, the last is about challenges. The total of the items are 18 items.

2. Data Collection Technique

a. Questionnaire

Questionnaire is one of data collection techniques in which the researcher give set of question or written question to the participants⁵⁵. According to Johnson, a questionnaire is a self-report instrument that is answered by participant⁵⁶. Traditionally, questionnaires are paper and pencil instrument, but now it can be paperless through online questionnaire. The researcher choose online questionnaire through Google Form to facilitate the students in answering the questionnaire. As we know that in this pandemic is not possible to share the questionnaire offline at the school. The researcher shared the online questionnaire to the students toward the English teacher. The researcher also sent the students' name list to the teacher so that the students that

⁵³ Riduwan, *Belajar Mudah Penelitian untuk Guru : Karyawan dan Peneliti Muda*, Bandung: Alfabeta, 2013, p. 78

⁵⁴ Sugiono, *Metode Penelitian Pendidikan*, Bandung: Alfabeta, 2018, p. 134.

⁵⁵ Sugiono, *Metode Penelitian Pendidikan*, Bandung: Alfabeta, 2018, p. 199.

⁵⁶ Larry B. Christensen et.al, *Research Methods, Design, and Analysis*, England: Pearson, 2015, p. 340.

must fill the questionnaire were mentioned in the list. The total students that should answer the questionnaire was 109 students from 18 classes.

b. Interview

Interview is one of type of data collection technique to gain information directly from the informant. Interview divided into three categories, they were structured interview, semi-structured interview, and unstructured interview. In this research, the researcher used semi-structured interview. The questions in semi-structured interview can be answered freely and then followed by the next questions which related to the main question⁵⁷.

The researcher interviewed 3 English teachers and 15 students both online and offline. The aim of this interview was to explain more detail about the benefits of Google Classroom. During collect the data using this technique, the researcher used Whatsapp chat to interview with 15 students and 1 English teachers who worked from home. While other English teachers interviewed offline in SMP N 1 Bukateja.

F. Techniques of Data Analysis

Data analysis is an activity to analyze the data after all of the data from respondent collected. Sugiono stated that there are five steps in analyzing data, first is grouping the data based on variable and type of participant. Second, tabulating data based on variable from all participants. Third, display the data for each variable. Fourth, make a consideration to answer research question. Fifth, make a consideration to examine the hypothesis⁵⁸. In this study, the researcher will use both quantitative and qualitative data. To gain quantitative data, the researcher will use close-ended questions. It will be used descriptive statistical analysis by searching for mean of the data. For qualitative data, the researcher will use open-ended questions that will be explained descriptively.

⁵⁷ Indra Bastian et.al, “Metoda Wawancara”, https://www.researchgate.net/publication/331556677_Metoda_Wawancara, 4 October 2019, retrieved August 7, 2021.

⁵⁸ Sugiono, *Metode Penelitian Pendidikan*, Bandung: Alfabeta, 2018, p. 207.

In analyzing the data of this research, the researcher will do these following steps:

- a. The researcher looked for standard deviation and mean score of the questionnaire to determine students' perception using SPSS.
- b. Compared the result of mean score with the table Interpretation of Mean Score.
- c. Determine percentage and frequency to find out the students' perception about online learning media whether it is low or high.
- d. For open-ended question explained descriptively.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses about finding and discussion of the research about students' perception on the use of Google-based learning media in SMP Negeri 1 Bukateja. In this chapter, the researcher explain the data chronologically to answer the two research questions.

A. Data Display

The data of the research collected by two technics, close-ended questions and open-ended questions. The close ended-questions are only for the students and the open-ended questions are for students and the English teachers. Questionnaire close-ended questions have spread to the 109 students from seventh grade and eighth grade in SMP Negeri 1 Bukateja through Google Form. The researcher shared a link to the students, and then they should fill it based on their perceptions. There are five scales for each statement; strongly agree, agree, neutral, disagree, and strongly disagree. The reason why the researcher used online questionnaire because in this Pandemic almost all of the schools are online and we should keep our distance to prevent the spread of the virus. Moreover, the use of online questionnaire can save time and easy to manage. The close-ended questions contain 18 items which are divided into four topics. The researcher will display the data with the chart to make it easy to read and understand.

1. Students' perception on the use of Google-based learning media

To know the students' perception on the use of Google-based learning media, the students should complete the close-ended questions which contain 18 items. These questionnaire divided into four topics, namely; material understanding, app performance, challenges, and students' responses. Those four aspects describe in the following table below.

Table 2 four aspects students' perception on the use of Google-based learning media

No.	Topics	Questions	Number of the questions
1.	Material understanding	4	1-4

2.	Affective domain	6	5-10
3.	App performance	5	11-15
4.	Challenges	3	16-18

Each question analyzed descriptively by finding mean score. It helps us to know the students' perception in a questionnaire that they have done. According to Hadiyanto, there are five level of mean value, namely; very low, low, medium, high, and very high level⁵⁹. The very low mean level consists of 1.00 until 1.80 mean value, the low mean level consists of 1.81 until 2.60 mean value, the medium mean level consists of 2.61 until 3.40 mean value, the high mean level consists of 3.41 until 4.20 mean value, and the very high level consists of 4.21 until 5.00 mean value.

a. Material Understanding

Table 3: Material Understanding

Item	Statement	Mean	STD	Level
MU1	It is easier to do online learning with Google Classroom or Google Meet than other apps.	4,23	.741	High
MU2	Google Classroom or Google Meet increased my four English skills	3,65	.966	High
MU3	Google Classroom or Google Meet help the students acquire new English vocabularies	3,81	.938	High
MU4	Google Classroom or Google Meet make me more understand the English materials.	3,55	1,014	High
Note: MU : Material Understanding				

⁵⁹ Hadiyanto et.al, "Reframing the Practices of Soft Skills in Teacher Education", *The Turkish Online Journal of Educational Technology*, 2017, Vol. 16, P. 73.

STD : Standard Deviation

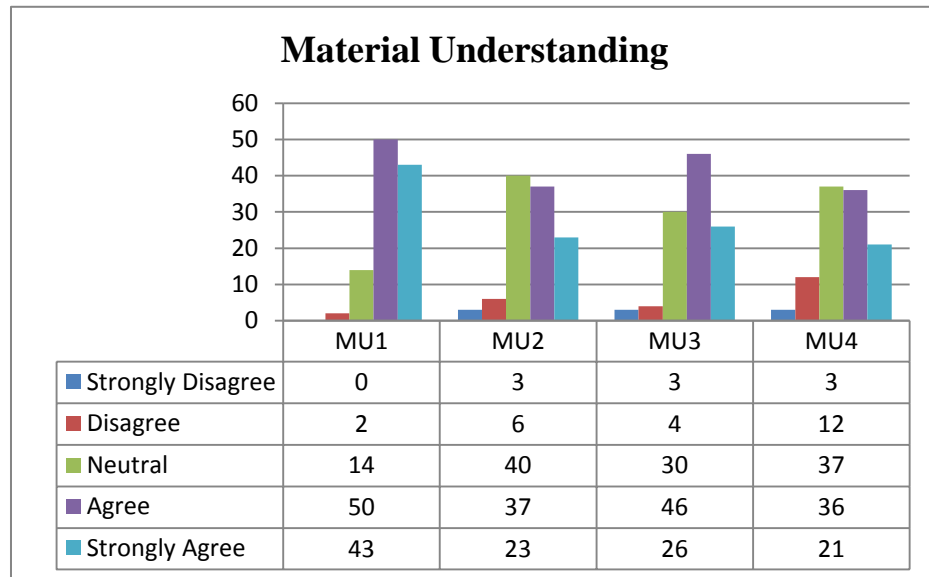


Chart 1. Material Understanding

The first topic is material understanding for the students when using Google apps during online learning. This topic has four statements in close-ended questions related to material understanding. To make it easy, it coded into MU (Material Understanding). The statements are; it is easier to do online learning with Google Classroom or Google Meet than other apps (MU1), Google Classroom or Google Meet increased my four English skills (MU2), Google Classroom or Google Meet help the students acquire new English vocabularies (MU3), more understand English materials through Google Classroom or Google Meet (MU4).

From the chart above, it can be seen that Google Classroom or Google Meet has a positive contribution as online learning media that gained the highest mean score 4.23 in MU1. The second highest mean value obtained by MU3 statement that Google Classroom or Google Meet help students to acquire new vocabularies. This statement gained 3.81 which was categorized as high level of mean score. It proved by 42.2% of

the students choose agree and 23.9% of the students choose strongly agree. The next mean score is from MU2 gained 3.65 mean score. 23 students choose strongly agree that Google Classroom or Google Meet can increase their four English skills. However, there is one lowest mean score among other statements in topic material understanding. In MU4, namely “Google Classroom or Google Meet make me more understand the English materials”, there are 21 students choose strongly agree. It gained 3.55 mean value that still at high level.

b. Affective Domain

Table 4 : Affective Domain

Item	Statement	Mean	STD	Level
SR5	Google Classroom is easy to get information, materials, and uploading task.	4,33	.770	High
SR6	I like online learning through Google Classroom or Google Meet than offline class.	2,82	1,362	Medium
SR7	I am interested in English course because of Google Classroom or Google Meet.	3,39	.990	Medium
SR8	Google Classroom or Google Meet make me more active during course.	3,8	.989	High
SR9	It is fast to get feedback from teacher.	4,24	.902	High
SR10	Google Classroom or Google Meet motivated me in learning English during Pandemic.	3,79	1,037	High
Note: SR : Students' responses				

STD : Standard Deviation

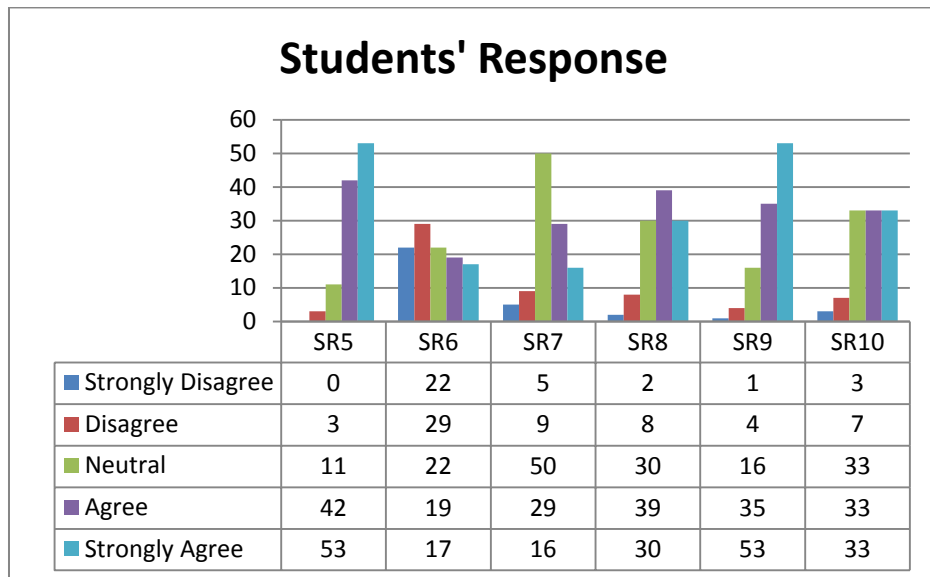


Chart 2. Students' Responses

The second topic is students' responses on the use of Google-based learning media. It consists of six statements that are coded into SR (Students' Responses). The six statements are about; easy to get information, materials, and uploading task (SR5), I like online learning through Google Classroom or Google Meet than offline class (SR6), I am interested in English courses because Google Classroom or Google Meet (SR7), Google Classroom or Google Meet make me more active during course (SR8), Fast to get feedback from teacher (SR9), Google Classroom or Google Meet motivated the students in learning English (SR10).

In this topic, four statements get high level of mean value and two statements that get medium level of mean value. The highest level of mean value is from SR5, namely "easy to get information, materials, and uploading task", the mean value is 4.33. It proved by 48.6% of the students choosing strongly agree and 38.5% choosing agree. The second statement that has high level of mean score is SR9, which about fast

feedback from teacher. It gains 4.24 mean value that 48.5% of respondents choosing strongly agree. The next statement that is classified as high level of mean value is SR8, it is about their participation during online learning. The mean value is 3.8 which proved by 30 respondents choose strongly agree, 39 respondents choose agree, 30 respondents choose neutral, 8 respondents choose disagree, and 2 respondents choose strongly disagree. The fourth highest mean value is from statement SR10. It is about students' motivation during online learning through Google Classroom or Google Meet. 30.3% respondents choose strongly agree and 30.3% choose agree that Google Classroom or Google Meet motivated the students in learning English during Pandemic.

The lowest mean values in students' responses are two items, SR6 and SR7. The statement of SR 7 is "I am interested in English course because of Google Classroom or Google Meet". It gets 3.39 mean value classified as medium level. It can be seen from the data that 16 respondents choose strongly agree and 29 respondents choose agree. The last medium level, SR6, namely "I like online learning through Google Classroom or Google Meet than offline class", gained 2.82 mean value which is classified as medium level. In this statement, there are 20.2% choose strongly disagree, 26.6% choose disagree, 20.2% choose neutral, 17.4% choose agree, and 15.6% choose strongly agree. This result found because most of them prefer offline class to online class.

c. App Performance

Table 5 : App performance

Item	Statement	Mean	STD	Level
AP11	Menu in Google Classroom or Google Meet is easy to understand.	4,23	.929	High
AP12	The appearance of Google Classroom or Google Meet is very clear and easy to use.	4,4	.640	High

AP13	Google Classroom or Google Meet makes me easier in saving important documents such as materials and assignments.	4,33	.770	High
AP14	Discussing with friends and teachers becomes easier through Google Classroom or Google Meet.	3,78	1,012	High
AP15	Features in Google Classroom or Google Meet allow me to complete assginment quickly.	4,12	.836	High
<p>Note:</p> <p>AP : App Performance</p> <p>STD : Standard Deviation</p>				

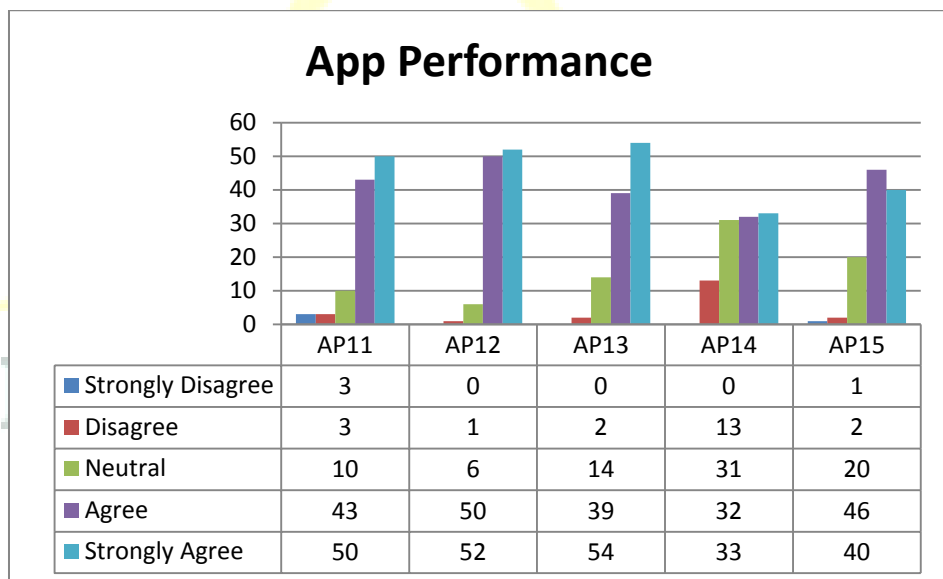


Chart 3. App Performances

The next topic is app performance of Google Classroom or Google Meet. In this topic, there are five statements related to the performance of application which are coded into AP (App Performance). This topic is about; menu in Google Classroom or Google Meet is easy to understand

(AP11), the appearance of Google Classroom or Google Meet is very clear and easy to use (AP12), Google Classroom or Google Meet makes me easier in saving important documents such as materials and assignments (AP13), discussing with friends and teachers becomes easier through Google Classroom or Google Meet (AP14), features in Google Classroom or Google Meet allow me to complete assignment quickly (AP15).

Five statements in this topic achieve high level of mean value. The highest mean value among other statements in this topic is AP12, which about the appearance of Google Classroom or Google Meet. It obtained 4.4 mean value which means most of the students agree about the statement. It can be proved by 47.7% choose strongly agree, 45.9% choose agree, 5.5% neutral, and 0.9% choose disagree. The next statement is AP13 which gained 4.33 mean value. Most of respondents agree the statement in AP13 that it is easy to save documents in Google Classroom or Google Meet. It proved by 54 respondents choose strongly agree and 39 respondents choose agree. The third highest mean value is statement in AP11 that got 4.23 mean value, which a statement about menu in Google Classroom or Google Meet is easy to understand. This can also be proven by looking at chart 3, where 50 respondents choose strongly agree and 43 respondents choose agree. The rest statements in this topic are AP15 which gained 4.12 mean value and AP14 which gained 3.78 mean value.

d. Challenges on the Use of Google-Based Apps

Table 6 : Challenges

Item	Statement	Mean	STD	Level
C16	Data plan and internet network are the obstacles in using Google Classroom or Google Meet.	3,51	1,379	High
C17	My devices such as laptop or	2,68	1,319	Medium

	smartphone are not compatible to access Google Classroom or Google Meet.			
C18	Learning through Google Classroom or Google Meet takes up a lot of data.	3,12	1,331	Medium
Note : C : Challenges STD : Standard Deviation				

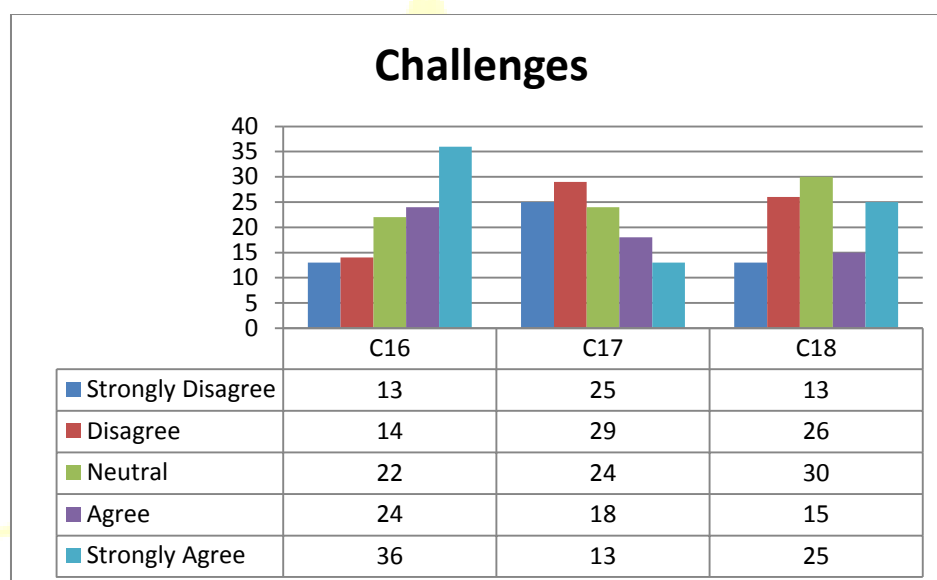


Chart 4. Challenges

The last topic is about the challenges on the use of Google-based learning media. There are only three statements related to this topic which are coded into C (Challenges). The statements are about; data plan and internet network are the obstacles in using Google Classroom or Google Meet (C16), devices are not compatible to access Google Classroom or Google Meet (C17), learning through Google Classroom or Google Meet takes up a lot of data (C18).

There is only one statement that achieves high level of mean value and two statements that achieves medium level of mean value. Statement in C16 obtained 3.15 mean value. As we can see in the chart 4 above, 36 respondents choose strongly agree, 24 respondents choose agree, 22 respondents choose neutral, 14 respondents choose disagree, and 13 respondents choose strongly agree. The result is various because every respondent has different condition. Some of them have poor internet connection and the rest have good internet connection. The second statement is C18, namely “learning through Google Classroom or Google Meet takes up a lot of data”, which got 3.12 mean value categorized as medium level. It can be proved by the data that 25 respondents choose strongly agree and 15 choose agree. The last statement is C17 which gained 2.68 mean value. 13 respondents choose strongly agree and 23 respondents choose strongly disagree. It means that most of them disagree to statement C17 that their devices are not compatible to access Google Classroom or Google Meet.

2. Benefits of Google-Based learning media

After analyzed the quantitative data, we can conclude that most of the students have positive perception on the use of Google-based learning media in EFL class. It means, the students get lot of benefits than disadvantages from the applications. As a result, the researcher asked about the benefits of the applications more detail to the students. During interview, the researcher asked with *bahasa* to get deeper information from the students without no difficulty.

In this section, the researcher would elaborate the data from the students related to benefits of Google Classroom or Google Meet in EFL class. It collected by interviewing 15 students via Whatsapp chat for two days. The researcher used semistructure interview to gain information about benefits of Google Classroom or Google Meet in EFL class. There are five main questions for the students and the results are various. The questions adapted from close-ended questions which contain benefit of

Google Classroom or Google Meet. It aimed to gain deeper information that can not be answered in close-ended questions.

1) Benefits of Google Classroom or Google Meet in general

When the students were asked about the benefits of Google Classroom or Google Meet in general, all of the students have positive answer. Some of them said that it helped learning process during Pandemic.

Lebih mudah untuk dipahami, bisa mempelajari materi lebih jauh lagi dengan menggunakan apk tsb.(R3)

Yang pertama lebih mudah mencari soal yg diberikan oleh pak guru/Bu guru, yg kedua lebih mudah mencari mapel" gitu ka. (R5)

Ya komunikasi dengan guru lebih mudah cepet. (R6)

Memudahkan dalam menjawab soal dan mendapatkan materi. (R7)

Hemat Waktu. Membuat, meninjau, dan menandai tugas bisa dilakukan dalam satu tempat. Meningkatkan komunikasi. (R9)

Jadi lebih pede pakai bahasa Inggris kalau ikut gm kalau gc melatih diskusi menggunakan bahasa Inggris. (R11)

Menurut saya manfaat yang saya dapatkan adalah lebih mudah untuk dipelajari, lebih menggugah rasa penasarannya dengan pelajaran bahasa Inggris. (R13)

From the explanation above, all students have same responses.

Google Classroom or Google Meet was easy to use, easy to access the material, and easy to communicate with the teacher.

2) Google Classroom or Google Meet helps students to improve four language skills

The students were asked about role of Google Classroom or Google Meet in improving their four language skills. This question is one of statements from questionnaire. The students will answer the question deeper than in close-ended questions.

Iya ada speaking listening di gm dan writing di gc. (R11)

Membaca, karena saya lebih sering membaca tulisan tulisan bahasa Inggris dan dari materi guru. (R13)

Writing reading dan listening. Writing biasanya mencatat materi ketika diberikan guru, reading membaca kembali materi yang telah diberikan, listening mendengarkan guru ketika menjelaskan. (R3)

Skill mendengarkan karna mampu menangkap dan mengetahui maksud dari isi. Skil mendengarkan tentunya di peroleh dari aplikasi gmeet. (R14)

Ya paling reading mba, baca materi. (R6)

Berbicara, karena saya biasanya berbicara b.Ingggris kadang² walau masih banyak yg salah. (R15)

From the information above, students can improve their language skills through Google Classroom or Google Meet. Most of them mastered reading skills from the learning material that given from the teacher, listening skills from teachers' explanation through Google Meet, speaking skills through Google Meet, and writing skills through Google Classroom.

3) Google Classroom or Google Meet helps students to acquire new English Vocabularies

This statement is from questionnaire. Most of them said that Google Classroom or Google Meet can help students to acquire new vocabularies. In this interview, the reseacher asked the students how they acquire new vocabularies through the applications.

Dari materi yang diberikan oleh guru. Terkadang saya juga bertanya kepada guru dan teman melalui komentar gc dan gmeet. (R13)

Cara saya mendapatkan kosakata baru yaitu dengan cara,di pahami dan di sadari kata²yg baru saya temukan lalu saya catatnya. (R14)

Dengan cara mempelajari, mencermati disetiap materi yang dberikan guru. (R3)

Mengetahui arti dari kata yang sering dijumpai dengan membaca ulang materi dan biasanya dicatet lagi ka di buku atau di catatan digital. (R10)

Iya dapet dari materi yang diberikan guru. (R5)

From the respondents' answers, they acquire new vocabularies from learning material that given by their teacher. It uploaded in Google Classroom.

4) Google Classroom or Google Meet motivated students in learning English

The researcher asked to the respondents about how they feel motivated learning English through Google Classroom or Google Meet. Students stated that:

Iya termotivasi karena materi yang diberikan guru ka (R7)
Memotivasi ka, Karena melihat dan menyaksikan secara langsung murid lain yg aktif sama guru yang berjuang keras membuat materi menjadi unik seperti bahasa Inggris jadinya memotivasi diri sendiri agar kreatif dan lebih menghargai guru dan pelajar bahasa Inggris. (R11)

Saya merasa termotivasi belajar bahasa Inggris menggunakan gc dan gmeet, karena lebih menyenangkan (R13)

Iya kak, karena saya lebih giat belajar untuk mengumpulkan nilai nilai. (R15)

Ketika menggunakan GC dan gmeet saya merasa senang, karna di masa pandemi seperti ini ketika saya daring secara online dengan menggunakan gmeet dan gc pembelajaran akan lebih mudah karna guru dapat menjelaskan secara detail seperti pembelajaran tatap muka seperti biasa. (R14)

From the information above, the result is various. They feel motivated because learning material, teachers' effort, score, and easy to use to conduct learning process.

5) Benefits on the appearance of Google Classroom or Google Meet

In this section, the students should answer question why they like the appearance of Google Classroom or Google Meet. Most of them said that Google Classroom or Google Meet has appearance that easy to use and interesting. It makes the students want to learn more especially English subject.

Suka karena menarik jadi semangat belajar. (R2)

Suka dari tampilan aplikasi tersebut karna aplikasi gc kaya belajar offline gitu sama pak guru bu guru sendiri, dan sangat membantu saya buat mengerjakan soal, dan memahami materi yang kadang emang ga begitu saya paham. (R5)

Suka, krn banyak warnanya yg bikin menarik hehe trs juga klo materi dibikin video kaya lg nonton kartun animasi. (R10)

Suka, karena gampang buat njawab. (R12)

Suka, karena tampilannya menurut saya menarik dan juga bagus. (R13)

Suka, karena mudah dipahami. (R15)

B. Discussion

After collecting the data, the researcher has analyzed the data both qualitative and quantitative. In this section, the researcher would interpret all the data from quantitative and qualitative data chronologically based on research questions. The first is about students' perception on the use of Google-based learning media in EFL class at SMP Negeri 1 Bukateja and the second is about benefits of Google-based learning media based on students' perception.

1. Students' perception on the use of Google-based learning media in EFL class at SMP Negeri 1 Bukateja

There are two types of perception, positive and negative perception. In this study, the students have positive and negative perceptions. As stated in chapter two, positive perception is when the students feel happy of a thing and negative perception is when the students feel dislike of a thing or unhappy. From 18 questions in questionnaire, almost all of the items get high level of mean value. It can conclude that the students have positive perceptions on the use of Google-based application in learning English.

The first positive perception based on the questionnaire is Google Classroom or Google Meet helps the students to do learning process at home. All of learning activity can be done at home such as listen to the teacher about materials, discuss with the teacher, complete the task, and upload the task. It also supports by the appearance of the application. Most of the students said that Google Classroom or Google Meet easy to use because the appearance. In addition, Google Classroom has a feature which allows the students to discuss with their friends and teachers. It creates teaching and learning environment like in the real class. The next positive perception, according to the result of students' responses in the questionnaire, Google Classroom or Google Meet increases their motivation in learning English during Pandemic. As cited in Jenny Barker and Peter Gossman, Jones and Issroff stated that there are six factors why

virtual learning environment can increase students' motivation; control over learning, ownership, learning-in-context, continuity between contexts, fun, and communication⁶⁰. Furthermore, they also have positive perception on item which stated that they can develop their language skills and acquire new vocabularies from Google Classroom or Google Meet.

However, some respondents have negative perception on the use of Google Classroom or Google Meet. They feel difficult to understand the material from the teacher because the teacher not explain the material directly. The teacher usually only share the material and have small discussion with the students through Google Classroom. Moreover, they have problem to access Google Classroom or Google Meet because of internet connection and data plan. As we know that when we access Google Meet, we should have stable internet connection. To provide High Definition (HD) quality video, every participant must have 3.2 mbps bandwidth requirement⁶¹. Students in rural areas may face poor internet connection less than 1 mbps. As a result, most of the students choose offline learning to online learning.

2. Benefits of Google Classroom or Google Meet

Based on the questionnaire for the students, the result is high. Most of the students have positive perceptions toward Google Classroom or Google Meet. It means that they get benefits more often than the challenges. During Pandemic, they must learn from home using the applications such as Google Meet and Google Classroom. The applications are very helpful for them to conduct learning process and to communicate with the teachers at home. From the data obtained, the benefits are; help the students to improve four language skills, help the

⁶⁰ Jenny Barker and Peter Gossman, "The Learning Impact of a Virtual Learning Environments: Students' Views", *Network Journal*, 2013, Vol. 5, P. 24.

⁶¹ Anonymous, "Google Meet Hardware Requirement", <https://support.google.com/meethardware/answer/4541234?hl=en>, retrieved July 17, 2021.

students to get new vocabularies, motivated students in learning English, and help the students to conduct learning at home with easy applications.

Some students stated that feature on Google Classroom or Google Meet help the students in learning English during Pandemic. Based on interview, student 5 stated that the feature on Google Classroom help her to conduct online learning like offline learning. She can get materials from the teachers like offline learning so that she can complete the task. Her statement confirmed the English teachers in SMP N 1 Bukateja that Google Classroom becomes must-use learning platform in the school. As a result, all of the materials deliver through Google Classroom. Other student said that the appearances and the features are interesting and easy to use, it increases students' spirit in learning English. Google Classroom, according to student 9, helps her to save her time. Her statement confirmed by I Ketut Sudarsana et.al that Google Classroom has a potency to save both teachers' and students' time⁶². Distributing the task and the material are very easy through Google Classroom. It is possible for the students to complete the task quickly because it also can be done paperless. Therefore, Google Classroom can simplify the learning activity even though it conducted at home.

The second benefit of Google Classroom or Google Meet is helping the students to improve students' language skills. Both applications have different function to improve students' language skills. According to the students, speaking skills and listening skills can be improved through Google Meet, while writing skills and reading skills can be improved through Google Classroom. It approved by the definition of video conference application which allows the user to conduct online meeting at the same time in different location⁶³. During

⁶² I Ketut Sudarsana et.al, "The Use of Google Classroom in the Learning Process", *Journal of Physics: Conference Series*, 2019, P. 4.

⁶³ Hendri Pratama et.al, "The Trend in Using Online Meeting Applications for Learning during the Period of Pandemic COVID-19: A Literature Review", *Journal of Innovation in Educational and Cultural Research*, 2020, Vol. 1, P. 59.

online meeting, the teachers and the students communicate directly through the application. They can see each other and hear what others speak at the same time. From this process, the students can develop their speaking and listening skills. Similarly, Google Classroom can also improve students' listening skills. As we can see above, sometimes the teachers shared video or western song from several sources toward Google Classroom. It helps the students to improve their listening skills. Furthermore, Google Classroom can develop students' writing skills by commenting on a forum and reading skills by reading the given materials.

The third benefit for the students is helping the students to acquire new vocabularies. According to Finochiaro as cited on Dewi Supraba's thesis, vocabulary has important role in language acquisition. If the students master the vocabulary, the students will master all language skills⁶⁴. Based on the interview to the students, they acquire new vocabulary from the materials in Google Classroom. After they read the material, they write the vocabulary in their book. One of them said that if she does not understand the vocabulary, she asked the teacher toward comment section on each application. They also utilized Google to translate the vocabulary they do not know.

The fourth benefit for the students in learning English toward Google-based learning media is motivating the students during online learning. Based on an interview with a student, she said that she motivated in learning English because she likes to achieve high scores. As Nailul Muna said that learning motivation can be increased because of internal factor, they want to be success and also achieve their future goals⁶⁵. It also affects on their progress in learning English. Some

⁶⁴ Dewi Supraba, "Improving Students' Vocabulary through Wall Media at the Eleventh Grade of Vocational High School Number 1 Palopo" (S.Pd thesis, State Islamic Institute of Palopo, 2019), P. 11.

⁶⁵ Nailul Muna, "Students' Perception and Motivation in Learning English through Infographic" (S.Pd thesis, State Institute for Islamic Studies Salatiga, 2019) p. 23.

students stated that they feel motivated during online learning because they feel happy. Their statement confirmed by Ricardo and Rini Intansari Meilani's study. According to them, learning interest is one of driving factors for the students in learning which indicate by feeling happy. Learning interest is also one of motivation builder for the students⁶⁶. Other student motivated in learning English toward the applications because she appreciates teacher's hard efforts in designing the learning material. In addition, she motivated by looking at the other students who are active during online course.



⁶⁶ Ricardo and Rini Intansari M., "Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa", *Jurnal Pendidikan Manajemen Perkantoran*, 2017, Vol. 2, No. 2, p. 191.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the result, the research about the students' perceptions on the use of Google-based learning media in EFL class at SMP Negeri 1 Bukateja is high. The positive perceptions are higher than negative perceptions based on quantitative data from the questionnaire. It means that the platforms are as what they expected to simplify the online learning. The reason why the students have positive perception is Google Classroom or Google Meet can help them to conduct online learning during Pandemic. The platforms help both the students and the teachers to communicate during online learning. Most of the students stated that the platforms enable them to get feedbacks from the teachers. They can discuss with their friends and also teachers, read the material, and upload the task easily. Google Classroom and Google Meet also have tools which are easy to understand so that the students do not have difficulty to access the applications.

There are some benefits on the use of Google Classroom and Google Meet in English class. The first is help the students to improve their language skills. They can improve their writing and reading skills through Google Classroom platform and improve their speaking and listening skills through Google Meet platform. The second is motivated the students in learning English. The third is help them to acquire new vocabularies. They usually acquire new vocabularies from learning materials delivered by the teachers. If they do not understand the vocabularies, they can ask the teacher through discussion forum or comment tool in Google Meet and Google Classroom. The fourth is help the students to communicate with the teachers using the features which are easy to use. As the teachers said that they used discussion forum in Google Classroom so that they communicate by written and face to face virtually with Google Meet platform.

B. Suggestion

Based on the conclusion above, there are several suggestion for the teachers and future researcher:

1. The English teacher

The result of this study stated that the students positive perceptions are higher than the negative perceptions. They get more benefits from the applications during online learning. It means that the teacher can continue to use Google Meet and Google Classroom in EFL class. Even so, the teachers should have various strategy in teaching English toward the applications to make the students interested in learning English. In addition, the teacher should conduct the discussion more often than before in order to make the students understand the material.

2. Future researcher

For the future researcher, they can conduct a similar research about students' perception on the use of learning media with different applications. There are many applications that used by the teacher to teach English during Pandemic such as English Bean, Zenius, and Ruang Guru. They can also examine many aspects in the applications that do not explain yet in this study. In addition, they can reach the population bigger than this research.

IAIN PURWOKERTO

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