CHAPTER I

INTRODUCTION

1.1 Background of the Research

We are in an era of technology that is increasingly enjoyed by society because it has a very important role in life. Technology makes work easier and takes less time. The impact of technology can be felt in all fields, one of which is the field of education.

Many changes have occurred during the COVID-19 pandemic in Indonesia, especially in terms of education in Indonesia. The Covid-19 pandemic began to enter Indonesia in early 2020 and brought changes to the people of Indonesia. Various new habits, such as: washing hands with soap or using hand sanitizer as often as possible, wearing masks, and social distancing, have become part of daily activities. The government has also issued policies to prevent the spread of the Covid-19 virus, such as isolation, large-scale socialization to a new life order (new normal), and the Implementation of Emergency Community Activity Restrictions (PPKM). This makes the community, including students and teachers, stay at home, worship, study, and work from home (Jamaluddin et al., 2020: 2). All these efforts were made to4 suppress and break the chain of transmission of Covid-19.

To follow government policies, the world of education immediately made adjustments by implementing an online learning system. Then a circular letter was issued from the Ministry of Education and Culture as a precautionary measure for the Covid-19 virus so that it does not continue to spread. Learning at home

utilizes various supporting facilities. Online learning is defined as a knowledge transfer experience using video, audio, images, text communication, software, and with the support of the internet network. This modification of knowledge transfers through website forums and digital technology trends as a feature of the industrial revolution 4.0 to support learning during the COVID-19 pandemic. In addition, the most important thing is the readiness of educators and students to interact online.

Online learning is still considered a breakthrough or a new paradigm in teaching and learning activities. The online learning system strives for students to study at home without coming to school. Learning is carried out with an application-based system that can be carried out in remote places. Learning is not done face-to-face but virtual, so it seems more practical and easy to do during a pandemic, like now. Online learning allows students to learn from home or anywhere per the agreement between students and teachers. This learning only requires an internet connection, so there is no need to do it face-to-face directly.

SMK N 1 Kunto Darussalam is one of the secondary schools in Kunto Darussalam Regency that implements online learning to prevent the spread of the Covid-19 virus. Based on the results of initial observations using the interview method with an English teacher for class X, namely Mrs Sukaningsih, on February 18, 2022, it was found that at SMKN 1 Kunto Darussalam during online learning, the Google Classroom application was used to provide English subject matter. The Google Classroom application is an online learning medium that allows teachers and students to connect online from anywhere and anytime.

Google Classroom is also a bridge for teachers to create assignments, share, and grade assignments without face-to-face meetings. It can streamline teachers and students' teaching and learning process via the internet.

Implementing the selection of learning media is one of the applications of learning technology. The application of a careful selection of learning media for later use, and utilization properly will, in turn, improve the quality of learning (Abidin, 2017).

Therefore, the selection of learning media is a key stage in the learning process used by educators and teachers. The number of learning media in this era has become a cause of confusion for educational practitioners. Media selection and influencing factors must be fully understood to make the right choice (Praherdiono, 2017). According to Arsyad (2017), indicators for choosing a good learning media must first be suitable with the objectives. Learning media aims to follow the direction and not deviate from the goal. Students need special processes and skills to understand and analyze the material presented. The selected learning media should be able to be harmonized according to students' abilities and needs in exploring the material's content.

The second indicator is practical, flexible, and enduring. Media that is simple and easy to use, has affordable prices, can last a long time, and can be used continuously should be one of the main considerations in choosing learning media. The third indicator is the ability and skill to use. Whatever media you choose. The teacher must be able to use the media. The skills of using learning media can later be passed on to students so that students are also able to skill fully

use the selected learning media. And the fourth indicator is the state of students. The media selection indicator, which is good, is adapted to the circumstances of students. Because the media does not agree with the students' circumstances, it will not help much in understanding the learning material. The fifth indicator is availability. Although media is considered very appropriate to achieve learning objectives, it cannot be used if it is unavailable.

Some of the problems that arise in implementing online learning in English subjects, such as the capacity of internet access speed that is less than optimal and the quota of students is limited so that the material provided during online learning is not well received by students. These obstacles raise students' perceptions about online learning of English subjects at SMKN 1 Kunto Darussalam.

It shows that the education world is not yet ready to implement online learning. Therefore, it is necessary to conduct a study to create wise regulations so that online learning can be carried out properly, not even as a burden.

From this description, the researcher wants to study further in the form of research titled "Student's Perceptions about the Use of Google Classroom in Learning English to Class X Students of SMKN 1 Kunto Darussalam".

1.2 Setting of the Research

Based on the background above, the problem can be identified as follows: internet access speed capacity is less than optimal, and the quota of students is limited so that the learning material provided during online learning is not well

received by students. As a result, this situation affects the students'
comprehension.

1.2 Limitation of The Research

Based on the identification problem above, the researcher needs to limit the
problem. This research is limited to the Student Perceptions about the Use of
Google Classroom in Learning English at Class X Students of SMK N 1 Kunto
Darussalam

1.3 Formulation of The Research

Based on the Limitation of the research above, the researcher formulates the
problem on the following question: How are students' perceptions about the use of
google classroom in learning English to grade X SMK N 1 Kunto Darussalam?

1.4 Purpose of the Research

The purpose of this research is to determine whether students' perceptions
about the use of google classroom in learning English among the X-grade students
of SMK N 1 Kunto Darussalam.

1.5 Significance of the Research

There are some significances of this research which can be described such as:

1. *For students*: Students are expected to be helped by using the Google
   Classroom application to understand English subject matter when learning
   online.
2. *For teachers:* this research hopefully can be additional information for
   English teachers about students' perceptions of the use of google classroom.

3. *For the next researcher*: the researcher hopes that this research can be a reference for the next researcher in the research related to the student's perceptions of the use of google classroom.

1.6 Definition of the Key Terms

1. Students' Perceptions: Perception is the process of receiving stimuli through the five senses, which is preceded by the presence of attention so that individuals can realize, interpret, and appreciate something that is observed both outsides and within the individual (Candra, Harini, & Sumirta, 2017).

2. Google Classroom: Google Classroom is an internet-based service provided by Google as an e-learning system. This service is provided to help teachers create and distribute paperless assignments to students. Users of this service must have an account with Google (Judge, 2016).

CHAPTER II

REVIEW OF LITERATURE

This chapter describes the literature review related to relevant theories regarding studying student perceptions using Google Classroom in learning English. There is also a review of related findings, which is purposed to compare this research with other researchers in the same field. The researcher also put the conceptual framework to present the overall concept of this research to the reader.

2.1 Review of Related Theories

2.1.1 Definition of Perception

According to Candra, Harini, & Sumirta (2017), which states that perception is the process of receiving stimuli through the five senses, which is preceded by attention, so that individuals can realize, interpret, and live the things they observe, both outside and within the individual. Meanwhile, Atkinson (Candra et al., 2017) define perception as an investigation of integrating sensation into perceptual processes and using it to recognize the world. And Walgito (in Candra et al., 2017) states that perception is the organization and interpretation of stimuli whose senses are meaningful and are responses that are integrated within the individual.

Meanwhile, according to Atkinson (in Candra et al., 2017), perception has a function for recognition and localization. Vision to determine an object is called the process of pattern recognition (recognition). It is important for survival because to know the important properties of an object, we must first

recognize it. Localization is the determination of where visual objects are located. Localization is a way used to navigate the environment.

2.1.2 Definition of Student Perception

Perception is the process of receiving stimuli through the five senses, which is preceded by the presence of attention so that individuals can realize, interpret, and appreciate something that is observed both outside and within the individual (Candra, Harini, & Sumirta, 2017). There are four aspects of perception according to Ittelson, namely cognitive aspects, including thinking about, organizing, and storing information; affective aspects include feelings that affect individuals in perceiving something; interpretive aspects include the extent to which individuals interpret something; and evaluative aspects include assessing something as a good and bad aspect.

Student perception is the student treatment of information about an object, in this case, whether the learning activities at school through observation with the senses they have so that students can give meaning and interpret the observed object.

2.1.3 Perception Type

Thoha in Asrori (2020:52-53) states that the factors that influence perception are as follows:

a. Internal factors

Internal factors are related to a person's personality, such as feelings, attitudes and individual personalities, prejudices, hopes, concerns, learning processes, physical conditions, psychiatric disorders, values, needs and interests, and motivations.

b. External factors

External factors relate to all things outside the individual, such as family background, information received, knowledge and needs around, intensity, size, opposites, repetition of a motion, and all things new and familiar or not an object.

According to Walgito in Asrori (2020:53-54), 3 factors influence a person's perception, namely:

a. Object

Objects can generate stimulation to one's five senses. The stimulus/stimulus can come from within or outside the individual.

b. Sense

The senses are a place to receive stimuli that will be brought to a person's brain, then will cause a response to form individual perceptions.

c. Attention

Attention plays a role in the emergence of one's perception. Attention can be interpreted as the concentration of all activities carried out by a person aimed at a set of objects.

2.1.5 Factors influencing perception

The following factors lead to differences in the perception of each: individual. According to Rookies & Willson (2000), these factors are:

a. Age.

Perceptual abilities change and mature with development. In general, perceptual abilities improve and more accurately represent the physical world, but there is also a perceptual ability that decreases with age. This difference can provide changes in one's perceptual world.

b. Gender.

The issue of gender differences in the psychological process is very controversial. An ability that has a constant gender difference is an ability to spatial visuals. On this ability, men have higher scores compared to women.

c. Personality.

People with different personalities will behave differently in various social situations and may respond differently to various information.

d. Psychological state.

There is a lot of physical damage that can affect perception. Diseases such as cataracts, agnosia, and prosopagnosia can result in difficulties in perceiving something. Apart from damage and disease, the use of drugs, both legal and illegal, can also influence perceptions. Therefore, it is possible that people who use certain substances, such as caffeine, will have different perceptual experiences.

e. Perceptual sets.

Set is the expectation that the observer brings to the situation perceptual. Our background and experiences seem to make us see something a certain way, especially if the given stimulus is ambiguous. Several things affect the set: motivation, context, expectancy, previous experiences, and emotions.

f. Culture.

There are aspects of the environment and culture that make individuals perceive and experience differently. Individuals raised with Western cultural influences will recognize visual stimuli such as television and movies, but these stimuli confuse individuals who grew up in remote areas. Several studies have found strong evidence to support the influence of the physical environment on individual perceptions.

g. Prior knowledge.

Perception depends on additional information held by the individual. Individuals can recognize different objects because of the previous knowledge that the individual brings into the situation (Goldstein, 2011).

2.1.6 Definition of Google Classroom

Google Classroom is considered one of the best platforms for enhancing teachers' workflow (Iftakhar, 2016). It provides powerful features that make it an ideal tool to use with students. Google Classroom helps teachers save time, keep classes organized, and improve student communication. Google Classroom is a tool that facilitates student and teacher collaboration; the teacher can create and distribute assignments for students in an online

classroom. It makes teachers simply build groups to share assignments and announcements. Google Classroom can be a tool that makes learners become active participants. According to Muslimah (2018), Google Classroom is helpful to all learner categories, including adult learners. It also has some benefits, such as being paperless, can be accessed anywhere and everywhere as long as there is an internet connection and from any device, communicating between teachers and students, giving feedback to students, and personalized learning. It has a learning feature that allows teachers to create and handle assignments actively and provide feedback to students. Google Classroom makes it easier for teachers to handle students' work. It is beneficial for teachers and students because it is easy and simple.

Google Classroom is meant to help teachers manage the creation and collection of student assignments in a paperless environment, leveraging the framework of Google Docs, Drive, and other Apps. Google classroom allows teachers to spend more time with their students and less on paperwork, which is now even better. Google's latest announcement brings new functionality to Google Classroom. Included in the new functionality is the ability to add more than one teacher, as well as to prepare for classes in advance as well.

From the explanation above, it can be concluded that Google Classroom is a virtual learning application that can be accessed for free by anyone. And it can make it easier for teachers and students in the learning process such as distributing materials, giving assignments, and creating discussion rooms that are carried out online today. Learning can be done anytime and anywhere,

including doing the learning process from their respective homes without meeting face to face.

Some of the benefits of google classroom, namely: 1). It is easy to create classes so that it is easier for teachers to create classes and facilitate learning through online classes. 2). Save time and paper when doing their assignments in Microsoft Office. Teachers can create classes, give assignments, communicate and manage in Google Classroom. 3). In Google Classroom, students can view assignments on the assignment page, the class stream, or the class calendar. All materials are automatically saved in the google drive folder. 4). Teachers can easily communicate and create assignments, share materials, share announcements, discuss directly with students, and share input. Students can share material with other students and submit assignments. Teachers can check and score directly. 5). Google Classroom can also be used in conjunction with Gmail, Google Documents, Google Drive, Google Calendar, and Google Forms. 6). Safe, easy to reach, and accessible for free, and no advertisements can interfere with the learning process.

Google classroom can be used in 2 ways: downloaded from the play store and apps store and accessed via chrome, firefox, and internet explorer. Google Classroom was created to be a learning media in cyberspace that can make it easier for users to share material, give assignments, assess assignments, and can collect assignments. (Singer, 2017:23).

Google Classroom is environmentally friendly because teachers and students do not need to use paper in learning and collecting assignments. It is also expressed by Holmes et al. (2015: 19), suggesting that classes created in Google Classroom can help teachers share material, distribute assignments, and create and collect paperless assignments. Google Classroom can also store material from the teacher so that students can study it again.

From the explanation above, it can be concluded that the benefits of Google Classroom are that it can facilitate teachers and students in the online learning process. It includes making it easier for teachers to distribute materials, give assignments, and assess student assignments at home or , anywhere, For students themselves, Google Classroom can make it easier to do assignments and collect assignments from home without being met directly by the teacher.

Holmes et al. (2015:19) suggested a class created on google classroom can help teachers share materials, distribute assignments, and create and collect paperless assignments. Google Classroom can also store material from teachers so that students can study them again.

From the explanation above, it can be concluded that the benefits of Google Classroom are that it can facilitate teachers and students in the online learning process. It includes making it easier for teachers to distribute materials, give assignments, and assess student assignments at home, anywhere, and whenever. For students themselves, Google Classroom can

make it easier to do assignments and collect assignments from home without meeting directly by the teacher.

The goals of Google Classroom created by Google are:

1). Google

Classroom is a learning application developed by Google for schools to facilitate the creation of materials and assignments. The distribution and assignment of assignments online can be done from home and not using paper (Lawson, 2014:6).

2). Objective

The google classroom application is that teachers and students can easily use google classroom and with the existence of google classroom today where learning is now done from home. By using Google Classroom, students can study independently from home. Even schools or colleges can use google classroom to facilitate the creation of materials, division of tasks, giving grades, and collecting assignments for students online (online) or paperless (Dicico, 2016:26). 3).

3). The advantages of the google classroom application

Janzen, M. (2014) points out the following benefits of using Google Classroom. Advantages of Google Classroom:

Easy to use: It is very easy to use. "Google Classroom's design purposefully simplifies the instructional interface and options useds for

delivering and tracking assignments; communication with the entire course or individuals is also simplified through announcements, email, and push notifications."(Janzen, M. 2014).

Saves time: Google classroom is designed to save time. It integrates and automates the use of other Google apps, including docs, slides, and spreadsheets. The process of administering document distribution, grading, formative assessment, and feedback is simplified and streamlined.

Cloud-based: Google Classroom presents more professional and authentic technology to use in the learning environment, as Google apps represent "a significant portion of cloud-based enterprise communications tools used throughout the professional workforce." (Mary, 2014)

Flexible: This app is easily accessible and useable to instructors and learners in both face-to-face learning environments and fully online environments. It enables educators to explore and influence "flipped instructional methods more easily as well as automate and organize the distribution and collection of assignments and communications in multiple instructional milieus." (Mary, 2014)

Free: Google Classroom is not necessarily available to learners without access to an educational institution. But anyone can access all the other apps, such as Drive, Docs, Spreadsheets, Slides, etc., simply by signing up for a Google account.

Mobile-friendly: Google Classroom is designed to be responsive. It is easy to use on any mobile device. "Mobile access to learning materials that are attractive and easy to interact with is critical in today's web-connected learning environments."(Janzen, M 2014).

As for some of the features contained in google classroom, according to Durahman (2018), namely:

1. Assignments (tasks)

    All assignments can be easily assigned to students anytime and anywhere through the assignments feature available in Google Classroom. Students can see all assignments in the class, and students can work on assignments first and send assignments through the assignments feature.

2. Grading (assessment)

    Teachers can easily assess student assignments directly on google classroom, and teachers can return student assignments already assessed so that students can see the value given by the teacher and can correct the mistakes of the task

3. Communication (communication)

    The teacher can give announcements or notifications to the class so that students can comment, and there is communication between teachers and students

4. Time-Cost (save time)

To save time, the teacher can arrange all assignments, material distribution, and assessments. Including students can save time by participating in learning and being able to work and send assignments anywhere and anytime via google classroom.

5. Archive Course (program archive)

Teachers and students can archive existing materials and assignments, making it easier for students and teachers if needed.

6. Mobile Applications (applications in mobile phones)

The use of google classroom application can be downloaded via the Play store and app store, making it very easy for users to use the Google Classroom application via cell phone.

7. Privacy (privacy)

The google classroom application does not display ads and is not used for advertising, so it does not interfere with the learning process.

2.1.7 Definition of Learning Media

The word media comes from the Latin word "medium," which means intermediary. Further understanding of the media brings information from the source to be continued to the recipient (Marisa et al., 2012). In Arabic, the media is an intermediary or introductory message from the sender to the recipient. Media is an integral part of teaching and learning to achieve educational goals in general and learning goals in schools in particular.

Teaching media in the teaching and learning process can generate new desires and interest motivation, stimulate learning activities, and even psychologically affect students (Arsyad, 2017).

According to Cahyadi, equipment, and means to share something, both messages and ideas, so that they can influence the thoughts, interests, actions, concerns, and feelings of students so that the learning process occurs within the individual (Cahyadi, 2019: 3). In line with this opinion, Miarso (Sumiharsono and Hasanah, 2017: 3) also reveals that everything useful for sending messages so that it can affect students' thinking, attention, feelings, and desire to learn is the definition of media. According to Smaldino, Lowther, and Russell (Dewi and Budiana, 2018: 4), media are instruments thatteachers can uses to bring information from a learning resource given to students. From some of the opinions above, learning media is concluded as an intermediary or means of learning information from teachers to students in supporting teaching and learning activities.

2.1.8 Indicators of Selection of Good Learning Media

According to Arsyad (2017), several indicators need to be considered in choosing a good learning media, namely as follows:

a. In agreement with the purpose

Learning media aims to agree with the direction and not deviate from the goal. Learning media is also capable of affecting aspects of student intelligence and other aspects, namely attitudes and actions. Not all material

can be presented clearly through learning media, sometimes, it must be presented in concepts or symbols or something more general, and then an explanation is included. It requires students' special processes and skills to understand and analyze the material presented. Selected learning media should be able to be aligned according to students' abilities and needs in exploring the material's content.

b. Practical, flexible, and durable

Learning media does not have to be expensive and is always technology-based. Using the environment and something simple but effective will be more effective than expensive and complicated learning media. Simple and easy to use, affordable prices, can last a long time, and can be used continuously should be one of the main considerations in learning media.

c. Able and skilled in to use

Whatever media you choose. The teacher must be able to use the media. The value and benefits of learning media are largely determined by how the skills of teachers to use the learning media. The skills of using learning media can later be passed on to students so that students are also able to skill fully use the selected learning media.

d. Student's condition

Indicators of good media selection are adapted to the circumstances of the students, both psychological, philosophical, and sociological conditions

children because the media that is not in agreement with the circumstances of the students will not help much in understanding the learning material.

e. Availability

Although media is considered very appropriate to achieve learning objectives, it cannot be used if it is unavailable.

2.1.9 Overview of Students' Perceptions of the Use of Google Classroom in Learning English at SMK N 1 Kunto Darussalam

Perception is the process of receiving stimuli through the five senses, which are preceded by attention so that individuals can realize, interpret, and appreciate something that is observed both outside and inside the individual (Candra et al., 2017). Perceptions are received stimuli that cause an understanding of the environment. The process of receiving stimuli can be in the form of objects, qualities, and relationships between symptoms and events until the stimulus is realized and understood is called perception. Perception is not just sensing; it can be said that perception is the interpretation of experience (Irwanto, 1997). Perception and learning are two things that cannot be separated. It is because learning is a change in perception and understanding. In cognitive theory, learning is not just an interaction between stimulus and response but also involves other psychological aspects (mental, emotional, perception) that cause a response to a stimulus. (Lefudin, 2017). In other words, the learning process of students is also influenced by the perceptions of these students.

Media is an inseparable part of the teaching and learning process to achieve educational goals in general and learning objectives in school in particular. Teaching media in the teaching and learning process can generate new desires and interests, motivate and stimulate learning activities, and even bring psychological effects to students (Arsyad, 2017). Applying a careful selection of learning media to be used and utilized properly will, in turn, improve the quality of learning (Abidin, 2017).

Therefore, the selection of learning media is a key stage in the learning process used by educators and teachers. According to Arsyad (2017), the indicators for choosing a good learning media must first agree with the objectives, meaning that the learning media are aimed at the direction and do not deviate from the goal. The second indicator is practical, flexible, and enduring. Media that is simple and easy to use, has affordable prices, can last a long time, and can be used continuously should be one of the main considerations in choosing learning media. The third indicator is the ability and skill to use. Whatever media you choose. Teachers must be able and skilled in using the media. The fourth indicator is the condition of students. Indicators of good media selection are customizable with the state of students, both psychological, philosophical, and sociological children, because the media that is not in unity with the circumstances of the students does not will help a lot in understanding the learning material. And the fifth indicator, namely, availability. Although a medium is considered appropriate for achieving learning objectives, the media cannot be used if unavailable.

Learning that utilizes information and communication technology optimally in the learning process as a tool can be said as effective learning. One form of learning information and communication technology is e-learning (Hanum, 2013). Student perceptions of e-learning provide a big role in the implementation of learning with e-learning (Saifuddin, 2018). The use of e-learning-based learning media at SMK N 1 Kunto Darussalam is new. The use of Google Classroom has become one of the platforms for learning English at SMK N 1 Kunto Darussalam as a learning medium during online learning.

2.2 Preview of related findings

Researchers need to review related findings to have the principle, comparisons, and contributions to the research.

The first research is done by Melma Rohani et al. (January, 2021), Students' Perceptions of e-Learning Learning through Google Classroom Media to Increase Learning. This kind of descriptive qualitative research describes the application of e-learning with application media. The researcher used observation, tests, and documentation to collect the data. In analyzing the data, the researcher used qualitative descriptive data analysis. The population of the research was all students of class IX SMPN 1 Kuok. The sample of this research was 20 students. Based on the result of the analysis, the researcher found the aspect of feeling happy is 60% in the happy category, 50% student interest in the strong category, 40% student attention in the very strong category, and 50% actively involved in the strong category.

The last one was done by Yulianti Maharani (2021), an analysis of The Effect of Using Google Classroom Applications on Understanding Civics Materials for fourth-grade elementary school students in Inpres Sero, Gowa Regency. The methodology of this research is a quantitative approach. The sample was 34 students. The collection of the data used questionnaires, tests, and documentation. The data analysis uses validity, reliability, simple linear regression, and a t-test. Based on the analysis result, the value of t-count > ttable is 3.910 > 2.037 and significant < 0.05. The significant result of this study is 0.00 < 0.05, meaning that Google Classroom significantly affects the understanding of Civics material in grade IV students at SD Inpres Sero, Gowa Regency.

The third research finding by Putri Umairah et al. (2020) is to increase students' learning motivation in learning Mathematics through the Online Method using Google Classroom. The research method used is classroom action research. The research was carried out in one cycle consisting of four meetings. The instrument of this research was a questionnaire sheet for the implementation of online classes. The sample was 18 people. Based on the data analysis, it was obtained that the number of students with high learning motivation was 17 people, and 1 student had the moderate motivation to learn mathematics after implementing bold learning through this google classroom.
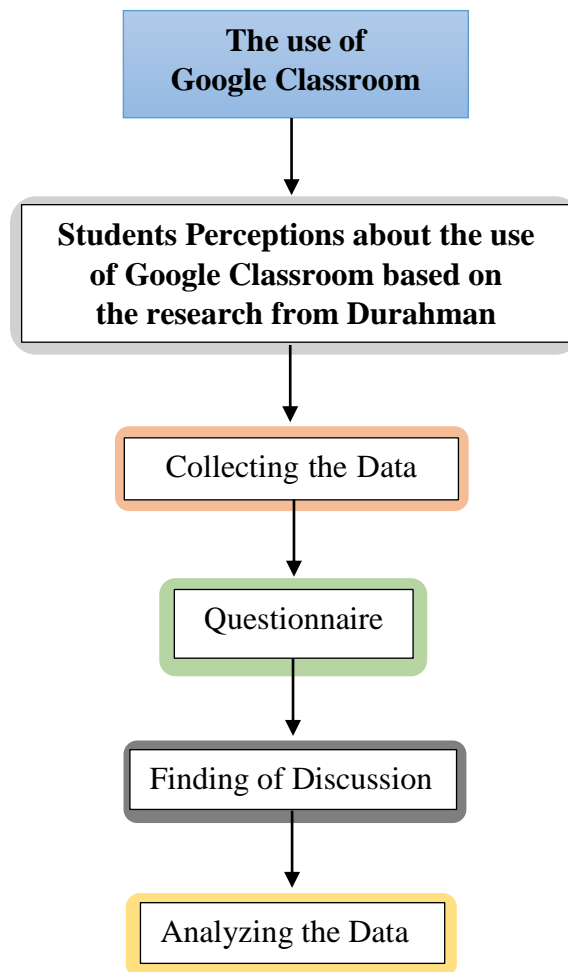
Based on the finding of related theories, the researchers can conclude that the google classroom application is adequate for use in learning during online learning. And the researchers will research students' perceptions of using google classroom in learning English at SMK N 1 Kunto Darussalam.

2.3 Conceptual Framework

The conceptual framework is the concept the researcher uses to plan the research. The researcher also included the conceptual framework of the research to make the reader easy to see the plan of the research. The following figure describes the conceptual framework:

Figure 1: Conceptual Framework

The use of
Google Classroom

Students Perceptions about the use
of Google Classroom based on
the research from Durahman

Collecting the Data

Questionnaire

Finding of Discussion

Analyzing the Data

From the figure, this research analyzes the students' perceptions of using Google Classroom for learning English. The researcher used a questionnaire to collect the data for the research. The data were analyzed in chapter 4, and there would be a finding of the research and conclude the result of this research in chapter 5.

Google classroom is a media or learning tool teachers and students can use for online learning or virtual classes that are very useful today. The use of google classroom can also save time so that teachers can provide material and student assignments that are received directly without meeting directly in class (Azhar & Iqbal, 2018:15).

Sunaryo (2012:117) states that students can be said to understand the material if it meets the following indicators:

1. Can explain is where students can explain a material that has been studied

2. Can conclude is where students can conclude the material that has been studied

3. Can give examples is where students can provide examples according to the material being studied. Using the Google Classroom application in English subjects can positively affect understanding student material.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research methodology the researcher will use in this study. This chapter consist of several sections, research design, setting of the research, instrumentation, procedure of the research, technique of collecting the data, technique of analyzing the data.

3.1 Research Design

This researcher used a quantitative research design. This design is use by quantitative research, namely researchers whose analysis focuses on quantitative data (numbers) collected through measurement procedures and processed by statistical analysis methods (Azwar, 2015). The type of research used in this research is quantitative research method. Quantitative research is a non hypothetical research. So that in the research step there is no need to formulate a hypothesis. Descriptive study aims to describe a situation or phenomenon (Arianto, 1998).

According to Hadi (2000), quantitative method is a method of which aims to systematically and accurately describe facts, characteristics about the population or about a particular field. In research, this data collected is purely descriptive in nature, does not mean seek explanations, test hypotheses, make predictions or study implication.

3.2 Setting and Time of the research

The researcher is research in June at SMK N 1 Kunto Darussalam.

3.3 Population and sample

1. **Population**

"Population is a whole of subject in social research" Arikunto (2006) in (Amir, 2015), It is mean that population in this research is people which will be the subject of this research in general. To become a population on the research, there should be characteristic on them. Azwar (2011) said "as a population, this group of subjects should have characteristics which differs them from another groups, but it is also can be an individual character.

The population on this research are students of X grade of SMK N 1 Kunto Darussalam. There are two class in X grade of SMK N 1 Kunto Darussalam. There are class X a and X b. For the population of this research, researcher will use class A and B which is 50 total of population.

2. **Sample**

The sample is part of the population. Therefore, the sample must have the characteristics of the population. According to Arikunto (2006) in (Amir, 2015), "If the subject is less than 100 people, it's better to use all subjects in the population as a sample, but if it is more than that, only 10-15% or 20-25%, or more should be used. used". The sample of this research is "population sample" at class X student at SMK N 1 Kunto Darussalam. The researcher uses everyone in grades A and B, because the number was under 100.

3.4 Instrumentation

This research will use questionnaire method. The questionnaire of this research is Likert scale. The Likert scale will be distributed by the researcher to the research subject in the form of soft copy or google form and will be given directly by the researcher to the research subject.

The Likert scale is a scale used to measure perceptions, attitudes or opinions of a person or group regarding an event or social phenomenon (Bahrun, Alifah, & Mulyono, 2018; Saputra & Nugroho, 2017). There are two forms of questions on the Likert scale, namely the form of positive questions to measure the positive scale, and the form of negative questions to measure the negative scale. Positive questions were scored 5, 4, 3, 2, and 1; while the negative question form is given a score of 1, 2, 3, 4, and 5.

It is the scale containing the statements that created using the following procedure:

1. Make the blue-print based on the indicator.
2. Make the item that relevant with the problem.

Every statement contains of 5 alternative answers. They are strongly agree, agree, neutral, do not agree, and strongly disagree.

Questionnaires are statements made in order to find out the information needed from respondents for research data. Questionnaires were used to obtain data about the use of the Google Classroom application on students' understanding of Civics material. The questionnaire was compiled based on several Google

classroom indicators according to Durahman (2018), namely Assignments (assignments), Grading (assessment), Communication (communication), Time Cost (saving time, Archive Course (program archives), Mobile Applications (applications on mobile phones), privacy (privacy).

Table 3.4.1: Blue Print of Indicators on Questionnaire

NO	Indicators	Items
1.	Assignments	1, 2, 3, 4
2.	Grading	5, 6, 7
3.	Communication	8, 9, 10, 11, 12
4.	Time Cost	13,14, 15, 16
5.	Archive Course	17, 18, 19, 20
6.	Mobile Applications	21, 22, 23, 24
7.	Privacy	25, 26, 27, 28

Table 3.4.2: The Score for Each Rating Likert Scale

Scale	*Score*
Strongly agree	5
Agree	4
Neutral	3
Do not agree	2
Strongly disagree	1

3.5 Technique of Collecting the Data

The data collection method is the method used by researchers to collect data. The process of collecting data in this study is by distributing online questionnaires or filling out e-questionnaires on the Google form. The researcher distributed the e-questionnaire link to 52 students through the WA Group. After students complete the e-questionnaire, their answers will be automatically sent to the researcher's email. answers from the results of the student e-questionnaire in

the form of graphs and scores, then the researcher checked the results of student answers.

3.6 Technique of Analyzing the Data

The data in this study to be analyzed using quantitative methods. This descriptive analysis aims to provide an overall picture of the subject under study based on reference variable data obtained from the group of subjects studied.

This research method uses the Likert scale method, namely the attitude statement scaling method by using the response distribution as the basis for determining the scale value by using responses using five categories of answer choices, namely SA (Strongly Agree), A (Agree), N (Neutral), DA (Disagree) and SDA (Strongly Disagree) so that the data will be ordinal.

The data were obtained from student learning outcomes which were filled out through a questionnaire which was analyzed quantitatively. Quantitative analysis was carried out using Microsoft Excel to calculate student scores and intervals. Descriptive statistics are tabulated in tables and then analyzed descriptively to find out the tendency of students' perceptions of the use of google classroom in learning English in class X SMK N 1 Kunto Darussalam.

There are several steps in analyzing data. The first, Questionnaire collected from students. Second, the results of the questionnaire are tabulated. Third, the researcher analyzed the data from the questionnaire into a statistical package using Microsoft Excel. to determine the highest score, lowest score, category, percentage and frequency of questionnaires. After getting the results, the next step

is to analyze and interpret the data by looking at the overall score from the highest to the lowest result. The highest score indicates that the student responses are satisfied with Google Classroom, thus indicating that the Google Classroom application is useful and efficient for learning. Then, a low score indicates that the student response is dissatisfied and interested in using the Google Classroom application.