A SURVEY STUDY OF STUDENTS PERCEPTION IN USING GOOGLE CLASSROOM IN ENGLISH LANGUAGE EDUCATION DEPARTEMENT OF ISLAMIC UNIVERSITY OF INDONESIA

A Thesis

Presented to the Department of English Language Education as Partial Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 16 April 2018

The writer,

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MOTTO

IDZAA SHODAQO-I- ‘AZMU WADHOHA-S-SABIILU

(Jika benar ada kemauan, niscaya ada jalan)

DEDICATION

Gratefully and thankfully, I dedicate this thesis to:

My beloved father Suroso and my beloved mother Uswatul Khasanah who always take care of me and support me through their prayer.

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Alhamdulillahirobbil‟alamin. All good praises belong to Allah SWT, who has given us life filled with challenges in a bundle of beautiful result and grateful blessings. In this chances, the author enables to finish this thesis as partial fulfilment of requirements to obtain the *Sarjana Pendidikan* degree in English Language Education.

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Last but not least, the author believes that this thesis is still far from perfect. Consequently, improvements are needed. Therefore, suggestions, recommendations are compulsory for further improvements. Finally, the author expects this thesis can be beneficial for the readers.

Yogyakarta,

Reza Rossytawati

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A SURVEY STUDY OF STUDENTS PERCEPTION IN USING GOOGLE CLASSROOM IN ENGLISH LANGUAGE EDUCATION DEPARTEMENT OF ISLAMIC UNIVERSITY OF INDONESIA

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ABSTRACT

With technological advances, nowadays learning is no longer bound by space, distance and time. Online learning offers learning process which can be done not only in the classroom but any places and every time. One of the example from online learning is Google Classroom. The purpose of this research is to identify the challenges of using Google Classroom as a learning tool for students of English Language Department Islamic University of Indonesia. The method of this research is quantitative research and this research adapted the Al-khatiri (2015) questionnaire as the instrument to collect the data. This research involved 126 students of English Language Department in Islamic University of Indonesia, consist of 3 batches there are 2014, 2015 and 2016. The highest average from the data questionnaire is $\bar{X}$ = 1.51, the highest average is derived from the questionnaire number 4 (Google classroom saves time and effort by doing and submitting an ssignment electronically). The finding can be interpreted as the students feel that most challenging aspect in using Google Classroom is not very helpful for them to minimize their time and effort in doing and collecting the assignment.

Keywords: online learning, Google Classroom, English language department

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, Identification of the problem, limitation of the problem, formulation of the problem, objective of the research, and significance of the research.

1.1. Background of the Study

Technological developments are increasing rapidly time to time. One of technology that is developed very quickly and used in various activities is the internet. Based on the data collection from Internet World Stats in 2017 (http://internetworldstats.com/), internet users reached 7000 users around the world and Asia dominates its users as much as 49.7 percent. Indonesia is an apart of Asian continent that is separated by an ocean, thus internet becomes one of the effective communications. The advantages of the internet are not only in the context of information, but it also has a big contribution in the educational world.

With technological advances, nowadays learning is no longer bound by space, distance and time. This statement is approved by Cole (2000), online learning allows students to perform learning and teaching activities anytime. The examples of online learning are Edmodo, Quipper, and edX. The example here taken from several researchers, the first example is the research of Trisnawati, (2015)who investigates

Edmodo. The finding of this research is Edmodo can increase students achievement for supporting media causes the increasing students' learning outcomes and students can do the task flexibly and efficiently. Another example is research about Quipper conducted by Lingga, (2013)This study has a good finding, the use of quipper learning media can affect student learning outcomes through mathematics subject with the result of 77%. Research of Ghadiri, Qayoumi, Junn, Hsu, & Sujitparapitaya (2013)who are conducted the research about edX. The finding from this study is learning by using edX demonstrated that online learning can improve the average of students score.

Online learning is widely used as a media that supports education particularly in learning today. Online learning is one kind of learning which is run not only based in the classroom but also can be done through online or computer devices. Khan (1997) said that "online instruction as an innovative approach to delivering an instruction and materials of learning to a remote audience using the web as the media". According to Minister of Education, (2013) online learning also regulated in law no.20 in the year of 2003 on the national education paradigm, emphasize that the importance of accommodating distance education in the national education system in all channels, levels and types of education that serves to provide educational service to communities that cannot follow face-to-face or regular education. The used of distance education cannot only be used for students who are located in remote areas but more broadly it can also be used across the country.

In addition, starting the development of the used of distance learning in Indonesia several universities in Indonesia used online learning as one of their tool in delivering teaching and learning. One of the universities that use online learning is Islamic University of Indonesia. Islamic University of Indonesia used Google Classroom as an online learning platform in this university. Google Classroom allows the teacher to create the classes, to provide students distribute the assignment, to send feedback easily and to see everything in one place instantly and paperless. Google Classroom also provides space to the students in the form of active and interactive learning which is packed in the collaborative learning. In Google Classroom also offers features that can encourage students to learn cooperatively.

On the other side, online learning has many challenges. According to Amadea & Dahesihsari, (2015) some problems discovered in the use of online learning are: limited implementation of online learning. It is used only to deliver the tasks and to submit the tasks and the most common challenge is poor internet connection. There are several possibilities occur when online learning is used only to deliver the assignment and to collect the assignment. The lack of understanding the features by online learning become one of the reasons for it. Lack of connectivity also become the main to the students and teacher while doing the online learning, it lowers students' motivation learn using online learning.

The research conducted by Amadea & Dahesihsari, (2015)supported the statement of some students of English language department of Islamic University of

Indonesia about Google Classroom. Based on some observations, some students of English language department state that their biggest obstacle in using Google Classroom is the internet connection.

The result of the observation in English language education of the Islamic University of Indonesia confirms the research from Amadea & Dahesihsari, (2015) about the challenges of online learning. Some of the student's mind about the most influential problem on e-learning which is an internet connection. With the disruption of internet connection, it will affect the purpose of features exist in e-learning, it will make the features performance become less maximum, for example video chatting, that require a speed internet connection. Some of them claim that e-learning is less practical. One of the students complained about the steep of downloading material, the students cannot exactly download the material in one click. Some of them also deplore of the use of e-learning limited only for giving an assignment and collecting the assignment. Miscommunication between students and teacher often happen about the instruction how to answer the assignment given through e-learning. Based on what is presented in the background, the author interested to identify more challenges a research on The Use of Google Classroom in English Language Department of the Islamic University of Indonesia.

1.2. Identification of Problems

Based on Khan (1997) online instruction as an innovative approach to delivering an instruction and materials of learning to a remote audience using the web as the media. With that statement its indicate that online learning is one kind of learning which is run not only based in the classroom but also can be done through online or computer device.

The informal interview with some of students of English Language Department about the challenges they faced while using Google Classroom as their one of learning tool. The result are some students mind about the most influential problem on e-learning which is the internet connection. Another students said that e- learning is less practical, it is only used as giving the assignment and submitting the assignment. Other student said about the steep of downloading the materials, she regret cannot exactly download the materials in one click. Miscommunication between the students and teacher are commonly happens, mostly it is because of the instructions are unclear.

Regarding to the finding of informal interview with some of the students, those finding also supported with the research of Amadea & Dahesihsari (2015). The finding of their research discussed about limited implementation of online learning, it is used only to deliver task and submit the task. The most common challenge in this research is poor connectivity. Poor of connection effect to the motivation of learning using online learning.

On the premise of the idea above, this study is focused on identifying more challenges on the use of Google Classroom at Department of English Language Education in Islamic University of Indonesia batch 2014, 2015 and 2016.

I.3 Limitation the Problem

This study will focus on identifying the challenges of using Google Classroom as a learning tool for students of English Language Department UII.

I.4 Formulation of the Problem

What are the challenges faced by English Language Department of Islamic University of Indonesia in using Google Classroom as one of their learning tools?

1.5 Objective of the study

The purpose of this study is to identify the challenges regarding Google Classroom use as a learning tool at English Language education department of the Islamic University of Indonesia.

I.6 Significance of the Study

This study aims to provide some benefits for the lecturer of the English Language Department Islamic University of Indonesia, the students, students stuff, and others.

1. For students of English Language Department

For students, this research will help them to express their feeling so far while studying using Google Classroom as a learning tool at their department.

2. For lecturer of English Language Department

   This research can help the teacher to know what to improve, and it's also can help the teacher to understand every problem from the student.

CHAPTER II

LITERATURE REVIEW

In this chapter, the author elaborates systematic analysis of references related to the research. The theories discussed in this chapter are thoroughly related to the title of the research. This chapter consists of literature review, review of relevant studies, and theoretical framework of the research.

1.1. E-learning in an educational perspective

2.1.1 The definition of E-learning

E-learning is learning process which is done by using electronic media or utilizing the technology. E-learning focuses on the usage of technology in the field education and learning. E-learning refers to the use of advanced technology of information communication in the learning process where advanced technology consists of electronic media. The development of computer and internet utilization in education has developed rapidly. According to Hartley (2001), E-learning is the type of learning and teaching that allows the delivery of teaching materials to students by using the internet media or computer network. Khan (1997) said that "online instruction as an innovative approach to delivering an instruction and materials of learning to a remote audience using the web as the media". Anderson, (2008) state that another term used for online learning include E-learning, virtual learning, internet learning, distance

learning etc. Osubor & Chiemeke (2015) said that E-learning is learning or education via the internet, network, and standalone computer.

From various definition emerged before, we can conclude that the system or the concept of education which utilize information system technology in the process of teaching and learning can be referred as an E-learning. E-learning offers the capability to share materials in all kind of format some of the examples are video, slideshow, assignment, quiz, documents, and pdf. E-learning has been widely applied in learning. Many institutions school and university already applied e-learning become their learning tool. The learnings in e-learning are very communicative considering the features offered in e-learning are complete. The possibility that happened in e-learning between the students and teacher are giving the question and answer directly, students also can get the feedback immediately, and live online class.

1.1.2. E-learning delivery method

According to Wahono (2008), there are two types or method of delivering e-learning such as synchronous e-learning and asynchronous e-learning. Synchronous means in a one time or at the same time, incriminate interaction of students and teacher via the web at the same time. For the example is real classroom online or usually called by virtual classroom. In the real classroom or virtual classroom, students can interact each other, both students and teacher through instant message, chat, audio, video, and others. Back to back cited from the author before, students can take many benefits from

this type, such as the ability to log or track learning activities, continuous monitoring and correcting are possible, possibilities of global connectivity and collaboration opportunities among learners and ability to personalize the training for each other.

Asynchronous is the opposite of synchronous, which is means teacher and students can connect each other not at the same time. Asynchronous enable the students to complete the web-based training at their own place, without live instruction from the teacher (Wahono 2008). This type offers the interaction amongst student's thorough message board, bulletin board, and discussion forums. This type of e-learning also has the advantages, such as: available just in time for instant learning and reference, the flexibility of access from anywhere at any time, ability to simultaneously reach an unlimited number of employees, uniformity of content and onetime cost production.

There are several methods used in e-learning, the method will be used in some school or university must be adjusted with its function. E-learning functions according to hendrastomo (2008) are: as a supplement, as a complement, and as a substitute. It is as a supplement if learners are given the freedom to choose whether to use e-learning or not. There is no obligation for the students to access the material through e-learning. It is as a complement if e-learning materials programmed as a learning program to complete the learning materials received in the classroom. As a complement means e-learning material is programmed to be enrichment and remedial materials for the learner in following the conventional learning activities. As a substitute here is intended for students who enable to not follow the conventional class. It is intended

that the students can flexibly manage the lecture activity according to the time and daily activities of students.

2.1.3. Facilities and infrastructure in e-learning

E-learning absolutely depends on the learning process on the availability of reliable infrastructure. Infrastructure is a physical asset that is designed in the system, thus providing important public service (Hendrastomo, 2008). This infrastructure also provides support and service that will be used and utilized for the sustainability of a system. According to Hendrastomo (2008) proponent facilities and infrastructure of e-learning is a component supporting the implementation of e-learning. Some of these components are including internet connection, computer, system, the software of e-learning, include other supporting infrastructure.

Pursuant to Wahono (2008) the component that establishes e-learning are: firstly is e-learning infrastructure, it is can be a personal computer, computer network, internet, and multimedia equipment. Second is e-learning system and application, the software which virtualizes the conventional teaching and learning process. In this section exposed to classroom management, content, discussion forums, assessment and all features related to teaching and learning process. Third is content e-learning, it is the teaching materials that exist in the e-learning system. The content can be in the form of multimedia-based content or text-based content. Agustina, (2013)argues about some component of e-learning. According to him, information technology is a staple

of e-learning, some factors that affect information technology are infrastructure, human resource, financially, content and application.

An institution which will apply e-learning as one of their learning tools will definitely need a capable system that supporting the learning process. According to Hendrastomo, (2008) there are four things is viewed from the aspect of infrastructure, the most important component to support e-learning sustainability. There is internet access, this is very crucial considering every application and learning activities in e-learning needing the internet network. Computer (hardware) the computer is the intermediary between e-learning and the user of e-learning, when this intermediary is not supported or very minimal it will interfere the e-learning process. System (software) e-learning course requires software in the form of features contained in e-learning that will provide some facilities to facilitate the communication between students and teacher. The coast of access, this is related to the issue of price to access the internet which is relatively expensive compared with the speed of access. If it is compared with the conventional class then the cost incurred by e-learning is more than conventional.

1.1.3. The constraint of e-learning implementation

Implementation of e-learning in education includes several components, including the component we have discussed earlier which is facilities and infrastructure. Infrastructure including of personal computer, internet, and other multimedia equipment. In the infrastructure when learning occurs, sometimes there are

constraints. Constrain that occurs is not all lesson or learning activity done effectively by using a computer or electronic media. Some of the lessons are more effective done by cooperatively or collaboratively.

After the author read some journals and articles, another obstacle which appears while doing e-learning is the availability and properness of e-learning infrastructure. Not all of the schools have the device to practice e-learning, as well in the university not all the devise are eligible to be used for e-learning process. The main Constance while using e-learning is computer device and internet network. Not all of the learners have computer devise and internet network, then the chances are the students will go to internet café (*warnet*) or some places that provide internet network. If that happens then there will be more expenditure by students to support their learning.

Obstacles that arise are not always derived from inanimate object, but it can also arise from the user of e-learning. When a student who previously did not get a computer education and knowledge of digital world it will be difficult to adapt to the new environment which applies e-learning in it. Referring to wahono (2008) the failure of e-Learning implementation is mostly not because of the problems of tools, software or infrastructure. It is mostly because of the human factor, due to the heavy changes in the culture of work and the lack of willingness to knowledge sharing. Besides that constraints also can arise from the features contained in e-learning itself. Referring to the observation made by the researcher some of the students say the use of e-learning

for them is less practical and other say the frequent occurrence of miscommunication between teacher and the students.

The convenience offered by e-learning was already felt by many e learner users. The conveniences are related to the meaning of e-learning itself, where e-learning is internet-based learning which can be accessed anywhere and anytime. According to Anderson (2004) for the learners, it will not become a problem, about the time, place and distance. For the instructor tutoring, uploading the task and discussing can be done anywhere and anytime. Its mean the convenience of time and place are the most commercial aspect offered by e-learning.

All the policies taken in the educational world must be contained in constraint and convenience of e-learning. In this research, the author discusses a little bit about e-learning also provides convenience for the user of e-learning, where all facilities support the dissemination of learning in all circles. Although the author discusses a little bit about the advantages provides by e-learning, this research will focus on the challenge faced by the students of English language department of the Islamic University of Indonesia.

The researcher interest to conduct a research on the challenge in the use of e-learning because the Islamic University of Indonesia has a new application of it which is Google Classroom. Google Classroom classified as a new application in the Islamic University of Indonesia and of course, English department applies this e-learning in their daily learning and teaching activity. Regardless of any policy taken by English

language Department it is must have either the conveniences or constraints gained. Google Classroom is relatively new in this faculty, therefore the author takes the research on the challenges contained in Google Classroom as a means of delivering students view and can be a revamping towards a better learning in English language department of the Islamic University of Indonesia.

2.2 Review of Relevant Study

There are some previous research which relevant to this study. The first research from Thang, Mahmud, & Abd Razak, (2012), this study analyzes the use of wireless technology in UKM (Universitas Kebangsaan Malaysia): Challenges faced and its impact on English language learning. The purpose of doing this research is to determine to what extent its easy availability impacts the learning of English among UKM (Universitas Kebangsaan Malaysia) students and the challenges faced in using this technology. This research applied mixed method involving quantitative and qualitative research, and the instrument used is a questionnaire. The results from this research are the students accessed the Internet through wireless services for a variety of purposes and many of these reasons are related to learning in general and in particular the learning of English, such as accessing Dave's ESL Café and accessing English dictionaries.

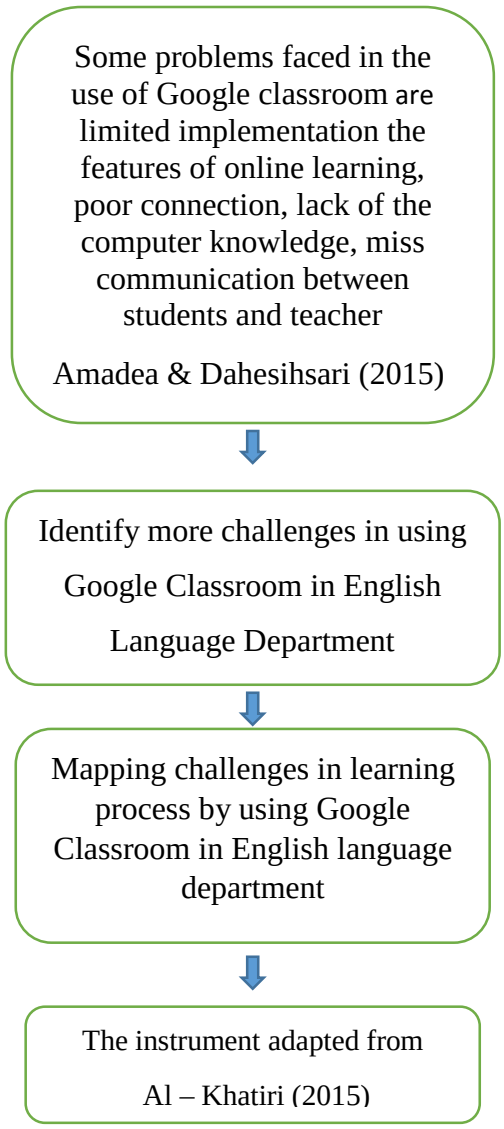
In another study from Quresyi, ilyas, Yasmin, and whitty (2012), this research discussed challenges of implementing e-learning in a Pakistani university. This research used quantitative research, the questionnaire was developed of nine issues and

consist of open-ended question. This study can be concluded that e-learning has a huge potential to improve learning and education at lower cost. E-learning is very helpful, it helps the teacher in delivering academic messages to the students. Students can report their work on the page provided by the teacher and can be done anywhere and anytime according to the time limit agreed by the students and teacher.

2.3Theoretical Framework

In essence, the main topic of this research is whether there are the challenges or difficulties faced by students while using Google Classroom at English Language Department as one of a learning tool. The holding of this research aims to identify the challenges regarding Google Classroom used as a learning tool at English Language Department at the Islamic University of Indonesia. Doing the research about the challenges while using Google Classroom, the researcher used survey method to reach the data and the research conduct on the students of 2014-2016.

Notes:



Picture 1. Scheme of the theoretical framework

CHAPTER III

RESEARCH DESIGN

This chapter presents the method which is used for collecting data in this survey research. This chapter will discuss the research design including research method and design, population and sample, data collection technique, and data analysis techniques.

3.1. Research Design

This research conducted the analysis supported by quantitative method. According to Creswell, (2013) quantitative research is a type of research which explaining some problem by collecting numerical data which the way to analyze is by using statistics method.

The aim of this research is to identify the challenges regarding Google Classroom use as a learning tool at English Language Department of the Islamic University of Indonesia.

The survey is one form of research that a lot of people done this research. One of the reasons why many researchers use this method is because this research is considered flexible and easy. The survey is research which collects information or data by using standard questionnaire forms administrate by using telephone or face to face or also can use pencil-paper questionnaire or the more modern way by using web-based or e-mail forms Suryana, (2010). Siyoto & sodik (2013) defines survey research

method as a critical observation or investigation to get a clear and good description of a particular problem and within a certain area.

3.2. Population and Sample

3.2.1. Population

Sugiono (2009) states that population is generalization region consisting of objects or subjects which have a certain quantity and characteristic set by researchers to be studied and then drawn a conclusion. The population in this research is the students of English Language Department of Islamic University of Indonesia, batch 2014, 2015 and 2016 amount 208 students.

3.2.2. Sampling

Arikunto (2010) defines sample is a section of the population, it is a part or representative of population taken as a source of data and may represent the entire population. Sampling technique used in this research is simple random sampling. Sampling technique can facilitate the selection of samples randomly but on the basis of certain reference.

According to Arikunto (2010) in the research if the population are less than a hundred then it is better to take the whole of the population, then the research becomes a population study. But if the number of population is large or more than a hundred then simply to take the sample only, it is for 10-15% or 20-35% of the population. The population of this research consists of the students of English Language Department

batch 2014, 2015 and 2016 amounts of 208 students. Refer to the huge population than the researcher prefers to take the sample 30% of the population of each batch, and it becomes 63 students for the sample.

3.3. Data Collection Technique

This subchapter explains data collection technique consists of instrument, validity, and reliability.

3.3.1. Instrument

In this part of the research, the instrument used to collect the data which is used to find the result of the study. According to Arikunto (2010) instrument is a tool that selected and used by the researcher on their way to collect such activities become systematic. Hadjar (1996) argues that an instrument is a measuring tool used to obtain quantitative information about a variable characteristic of variables objectively. The instrument used in this research is intended to produce accurate data which is by using Likert scale. According to Sugiyono (2009) states that Likert scale is used to measure an attitude, opinion, and perception of a person or group about social phenomenon. In this study, the researcher used a type of questionnaire instrument with scoring as follows: 1) Agree; 2) Neutral and 3) Disagree.

The researcher takes questionnaire as an instrument for this research. In this research, the researcher only uses one instrument to draw the data. The questionnaire used in this research is adapted from Al-Khatiri (2015) In the research of Al- Khatri

the questionnaire consist of 33 statement or questions. Meanwhile, the researcher only takes the 19 questions from the whole questionnaire. After sorting out the question that exists in the questionnaire of Al-khatiri, the researcher along with the expert judgment has taken the decision to only include the 19 questions become the instrument in this research. Considering that some of the questions contained in Al-khatiri are not appropriate to be used in this study.

1.3.2. Validity

Validity is a measurement which shows the level of validity of an instrument (arikunto 2010). An instrument will be valid if the result of the test matches the criteria. According to nueman (1997), validity is to show the actual state and refers to the conformity between the construct and or the way the researcher conceptualizes the ideas in the definition of the conceptual and a measure. In simple terms, the validity discusses how well social reality is measured through research which conforms to the construct that researcher used to understand.

According to Al-khatiri (2015), the validation from this journal shown on the numbers 0.74 and 0.65 which mean the questionnaire in this journal is valid. The validity that has been obtained can be seen from the following measuring tool. The measuring show that the valid questionnaire must produce the number above 0.05. This questionnaire produces the number of 0.74 and 0.65 and its mean this questionnaire produces significant correlation.

3.3.3. Reliability

Reliability shows that an instrument can be trusted to be used as data retrieval tool. According to Arikunto (1993) reliability shows the level of reliability of data. The measuring tool can be told to be reliable if the measuring instrument is able to provide a fixed result even though to be used anymore by the deferent researcher. Test reliability instrument is intended for reliability so that the instrument is trusted or reliable.

According to Al-khatiri (2015) to find out the coefficient of instrument reliability then the researcher used alpha Cronbach formula. The instrument is reliable if Cronbach's alpha value is more than 0.6, otherwise if the value of Cronbach alpha is less than 0.6 its mean the instrument is not reliable. The reliability of this instrument produces the value of Cronbach alpha 0.74, it means the questionnaire was acceptable to be used in this study.

3.4 Data Analysis Technique

The questionnaire used in this research took 19 questions from the journal of Al-khatiri (2015). This questionnaire consists of the question about the challenges used in the Google Classroom as one of a learning tool.

3.5. Steps of Data Analysis Technique

The researcher took same appropriate steps with this research.

- Insert the score of each item from the questionnaire and calculate the average.
- Calculate the sample by taking the 20% of each batch.
- Then the researcher calculates the average score of the sample and also calculate the score of each criterion such as agree, neutral and disagree.
- The researcher determines the average score of the questions items from the highest and lowest.
- Determine the 10 highest score that could potentially be the challenges in this study.
- Made some table in order to present the statistical data. While the detail description of the data will be explained in the discussion section.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describes the findings obtained from the questionnaires to examine the category of reading motivation by undergraduate students at Department of English Language Education in Islamic University batch 2017/2018 of Indonesia who participated in this survey research.

2.1. Research Finding

2.1.1. The Result of Respondent Personal Information

Respondent personal information that was completed the questionnaire shown in the diagram below.

Item		Frequency
Gender	**MALE**	**31**
	FEMALE	**94**

From the data shown above, total respondent was 129 from 208 students who complete the questionnaire and all the answer dominated by the female with 94 respondents and male about 31 respondents.

2.1.2. The main finding

This chapter aimed to answer research question about the challenges faced by Islamic University of Indonesia while using Google Classroom as one of their learning tools. There were 19 questions that related to describing the challenges while using

Google Classroom. This research was conducted at the Islamic University of Indonesia. This study only focused on students English language education majors, especially students of 2014, 2015 and 2016 who have been using Google Classroom as one of the learning tools.

Based on research data by spreading questionnaire to 129 students batch 2014, 2015 and 2016 about the challenges faced by the students while using Google Classroom, the data obtained shows that the highest score is 2.63 and the lowest score is 1.42 with the descriptive calculation obtained mean of 2.20 and median 43 with mode 45.

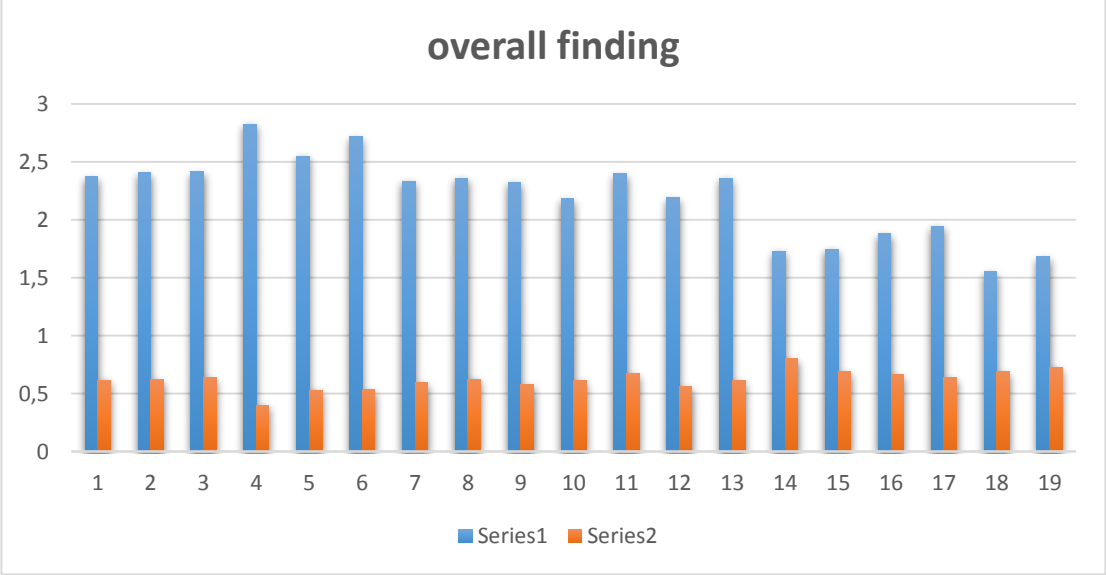


Figure 1. Table of the main finding

Based on the table above described the whole finding from the Google classroom data as many as 2.82 become the highest average from the whole data, the highest average come from the question number four. The lowest score from the whole data with the average 1.55, it is come from the question number 18.

2.1.3. Students perception

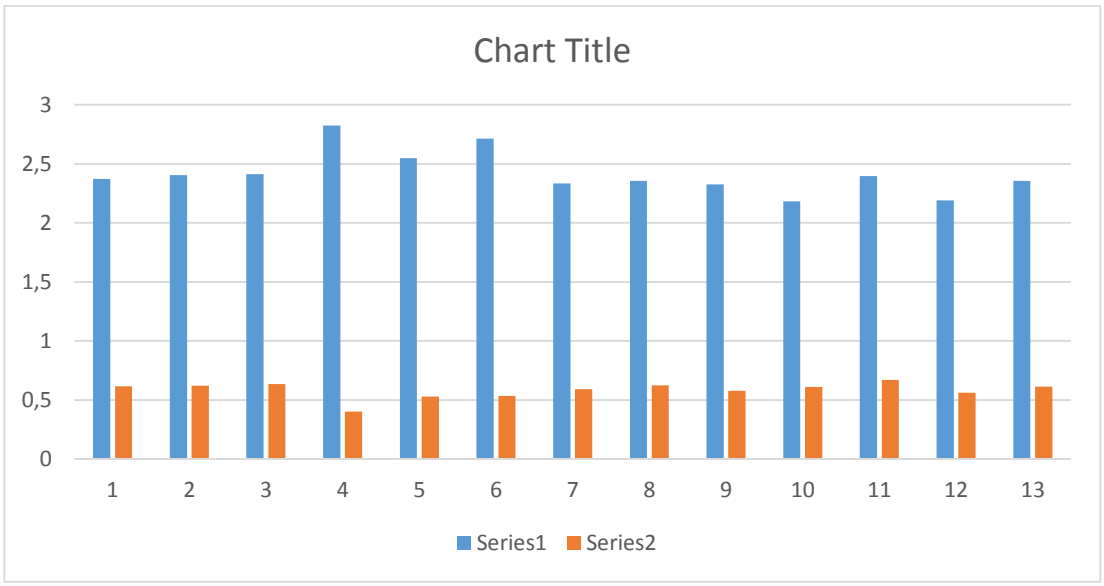


Figure2. Diagram finding of the students perception

The diagram above is the description of the perception from the students of English language department about Google Classroom. The highest average of students perception shown the score of 2.82, it is come from question number four (Google classroom saves time and effort by doing and submitting an assignment electronically). It is can be interpreted as students feel that Google classroom help them in submitting the assignment, because of Google classroom can save their time and effort while doing and submitting the assignment electronically.

2.1.4. Item of challenges at Google Classroom

The last six of the questionnaire are contained the question about the challenges in Google Classroom. Based on the data from those 6 questions, the question number 17 has the highest average. The question number 17 has the average with the number of 1.94 (students may use Google Classroom as more of a social networking site than e learning). The question number 18 become the lowest score of the questionnaire about Google classroom, with the average 1.55.

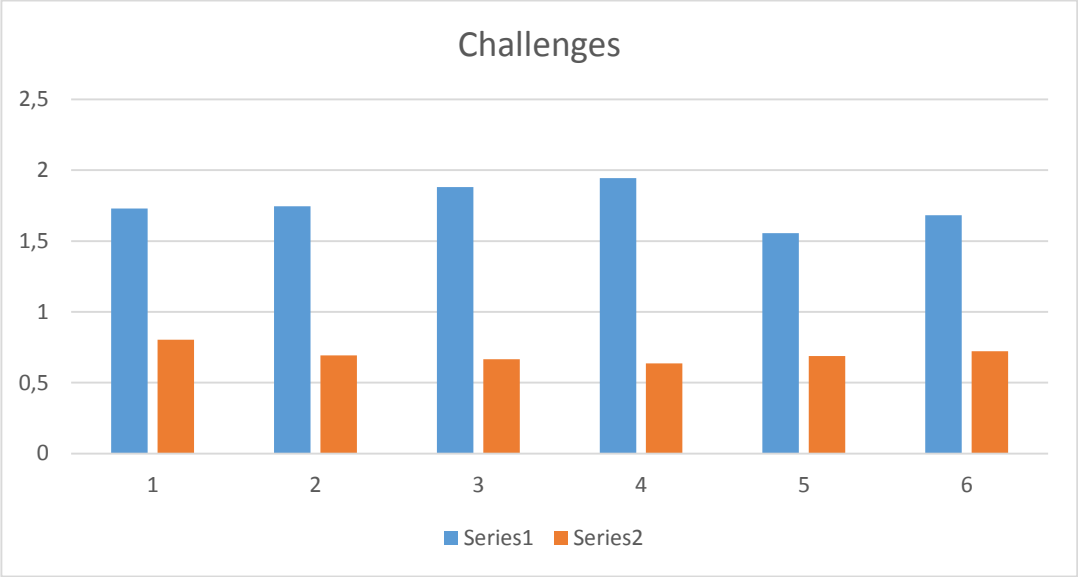


Figure 3. The finding of challenges

2.2. Discussion

The questionnaire used in this study is a questionnaire taken from the journal of Al-khatiri (2015), this questionnaire is used to collect the data about the challenges faced by a student of English Language Department in the use of Google Classroom as a learning tool. The researcher elaborated further on the result of data processing that we have discussed earlier.

According to the result of the questionnaire data calculation from the students of English language department batch 2014, 2015 and 2016 are calculated in 3 steps. First step is about the whole or overall data, based on the diagram described the whole finding from the Google classroom data as many as $\bar{X}$ =2.82 become the highest average from the whole data, the highest average come from the question number four. The lowest score from the whole data come from the question number 18, with the average 1.55.

The second data described about the perceptions of English language department students batch 2014, 2015 and 2016. The questionnaire of students perception consist of 13 questions, with the highest average about $\bar{X} = 2.82$, it is come from question number four (Google classroom saves time and effort by doing and submitting an assignment electronically). It is can be interpreted as students feel that Google classroom help them in submitting the assignment, because of Google classroom can save their time and effort while doing and submitting the assignment electronically.

The last steps of data calculation is about the challenges face in Google Classroom. The questionnaire of the challenges in Google Classroom consist of 6 questions, with the highest average as much as $\bar{X} = 1.94$. The highest average from this data come from the question number 17 (students may use Google Classroom as more of a social networking site than e learning). The lowest average from this data come from question number 18 with the score $\bar{X} = 1.55$ (I dislike using Google classroom mobile because the small sized screen causes me difficulty in navigation and typing).

From all the data calculated, it is interpreted as the perception from students of English language department batch 2014, 2015 and 2016 is Google classroom saves time and effort by doing and submitting an assignment electronically. This is the positive effect form Goggle classroom, or we also can say it is the convenience from Google Classroom. The finding in this study is supported by a journal by Al-khatiri (2015) which is discussed about students perception. In the journal of Al-khatiri (2015) state that Google Classroom has a feedback feature, so students can easily give the direct question and get the direct answer from the teacher. The above statement proof the findings in this research about "Google classroom saves time and effort by doing and submitting an assignment electronically".

In the other side, the challenges of Google Classroom has the highest average on the question "students may use Google Classroom as more of a social networking site than e learning". According to Al-khatiri (2015), it should be the fear of using Google Classroom as more of a social networking site than e learning does not seem to

be happened here because the secure learning platform of the website in which no personal student pages can be created and to the careful teacher-directed monitoring. Another reason is this learning platform is not handy to be accessed as social media, because of students cannot see this platform as Instagram with many of people uploading the picture or as face book or as twitter.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter describes a summary of the research based on research finding in previous chapter and recommendation for further research.

5.1. Conclusion

The purpose of this research is to identify the challenges of using Google Classroom while used as a learning tool for students of English Language Department of the Islamic University of Indonesia. There were 126 students who completed the questionnaire about challenges in Google Classroom. By seeing the demographic questionnaires, the sample of this research consists of 31 male and 94 female participant who involve in this research.

According to the result of the questionnaire data calculation from the students of English language department batch 2014, 2015 and 2016 are calculated in 3 steps. First step is about the whole or overall data, based on the diagram described the whole finding from the Google classroom data as many as $\bar{X}$ =2.82 become the highest average from the whole data, the highest average come from the question number four. The lowest score from the whole data come from the question number 18, with the average 1.55.

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5.2. Recommendation

Referring to the result of this research, the researcher gives suggestion to students of English language department batch 2014, 2015 and 2016 to maximize the use of Google Classroom as one of the learning tools. Students are expected to use Google Classroom creatively and expressively rather than in the real class.

The current study offers a recommendation for further study, this study only takes a part of the whole population of English language department and produce the data already outlined above. Hopefully, next study can continue this research on the

other batch, so it can get more varieties data, and it can be a better suggestion for e-learning at the Islamic University of Indonesia especially English Language Department Program.

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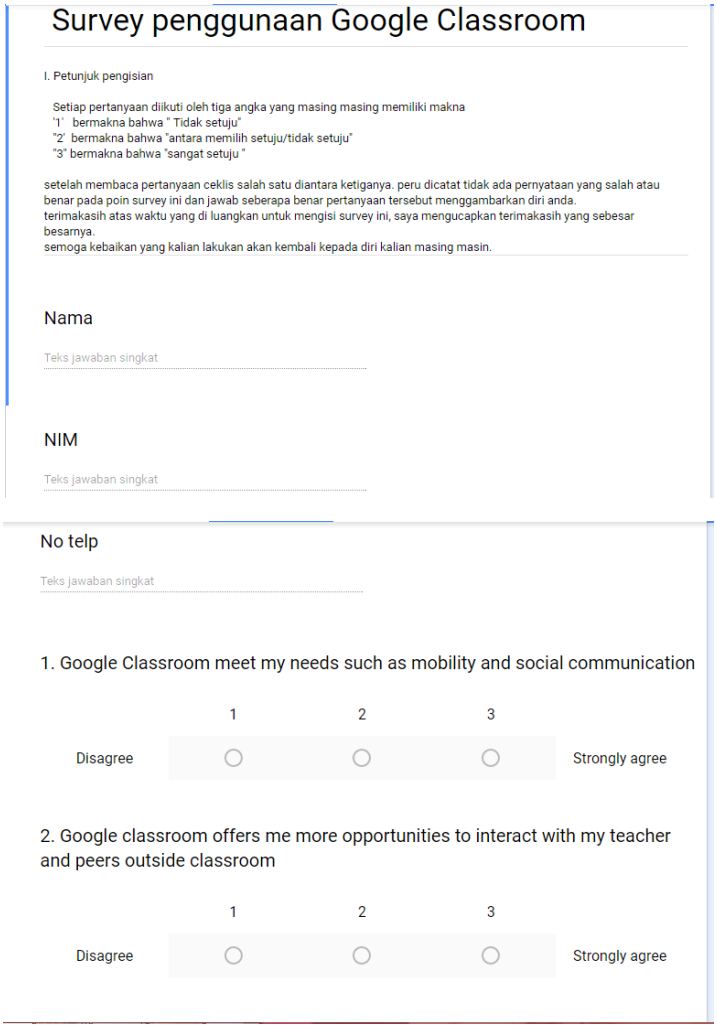
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APPENDIX I

Questionnaire of Google Classroom



Survey penggunaan Google Classroom

I. Petunjuk pengisian

Setiap pertanyaan diikuti oleh tiga angka yang masing masing memiliki makna
"1' bermakna bahwa " Tidak setuju"
"2' bermakna bahwa "antara memilih setuju/tidak setuju"
"3" bermakna bahwa "sangat setuju "

setelah membaca pertanyaan ceklis salah satu diantara ketiganya. peru dicatat tidak ada pernyataan yang salah atau benar pada poin survey ini dan jawab seberapa benar pertanyaan tersebut menggambarkan diri anda.
terimakasih atas waktu yang di luangkan untuk mengisi survey ini, saya mengucapkan terimakasih yang sebesar besarnya.
semoga kebaikan yang kalian lakukan akan kembali kepada diri kalian masing masin.

Nama

Teks jawaban singkat

NIM

Teks jawaban singkat

No telp

Teks jawaban singkat

1. Google Classroom meet my needs such as mobility and social communication

	1	2	3	
Disagree	○	○	○	Strongly agree

2. Google classroom offers me more opportunities to interact with my teacher and peers outside classroom

	1	2	3	
Disagree	○	○	○	Strongly agree

3. Students who are shy to participate in class, usually feel more comfortable communicating online via Google classroom

	1	2	3	
Disagree	○	○	○	Strongly agree

4. Google classroom saves time and effort by doing and submitting assignment electronically

	1	2	3	
Disagree	○	○	○	Strongly agree

5. Google classroom services give me running record of assignment due date and a description of what expected

	1	2	3	
Disagree	○	○	○	Strongly agree

6. When absent, I can easily access class material and assignment through google classroom

	1	2	3	
Disagree	○	○	○	Strongly agree

7. Google classroom reduce learning cost

	1	2	3	
Disagree	○	○	○	Strongly agree

8. Google classroom gives me a change to share my writing with my teacher and peers

	1	2	3	
Disagree	○	○	○	Strongly agree

9. Google classroom allows me to get immediate feedback from my teacher

	1	2	3	
Disagree	○	○	○	Strongly agree

10. Google classroom support cooperative learning through working in group

	1	2	3	
Disagree	○	○	○	Strongly agree

11. Google classroom allows me to participate in online discussion

	1	2	3	
Disagree	○	○	○	Strongly agree

12. Google classroom develop my autonomous learning skill

	1	2	3	
Disagree	○	○	○	Strongly agree

13. Google classroom can complement classroom teaching and learning

	1	2	3	
Disagree	○	○	○	Strongly agree

14. I lack access to computers or any mobile devices at home

	1	2	3	
Disagree	○	○	○	Strongly agree

15. Google classroom requires long time to master its use

	1	2	3	
Disagree	○	○	○	Strongly agree

16. I need to learn some troubleshooting technology tasks to help myself when using Google classroom

	1	2	3	
Disagree	○	○	○	Strongly agree

17. Students may use Google classroom as more of a social networking site than a learning tool

	1	2	3	
Disagree	○	○	○	Strongly agree

18. I dislike using Google classroom mobile because the small sized screen causes me difficulty in navigation and typing

	1	2	3	
Disagree	○	○	○	Strongly agree

19. I get frustrated by using Google classroom mobile because of the slow-speed internet on my mobile

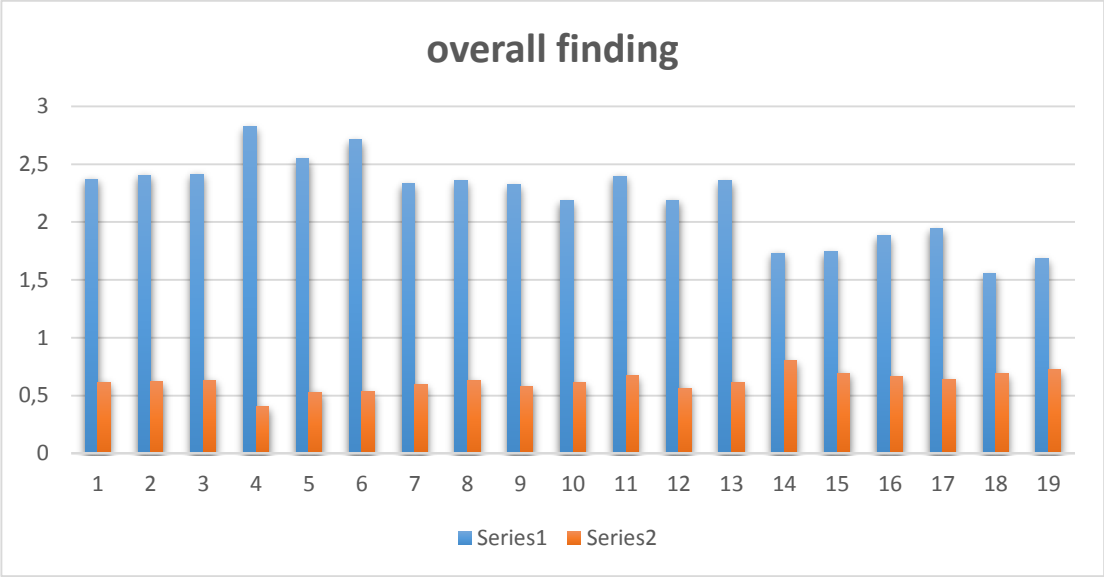
	1	2	3	
Disagree	○	○	○	Strongly agree

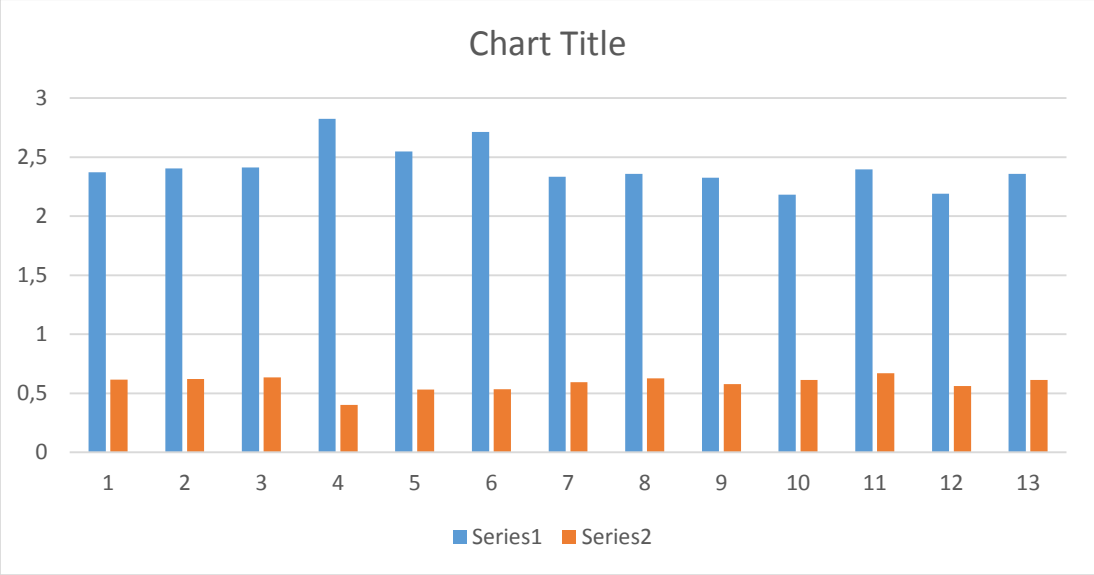
APPENDIX II
Data analysis

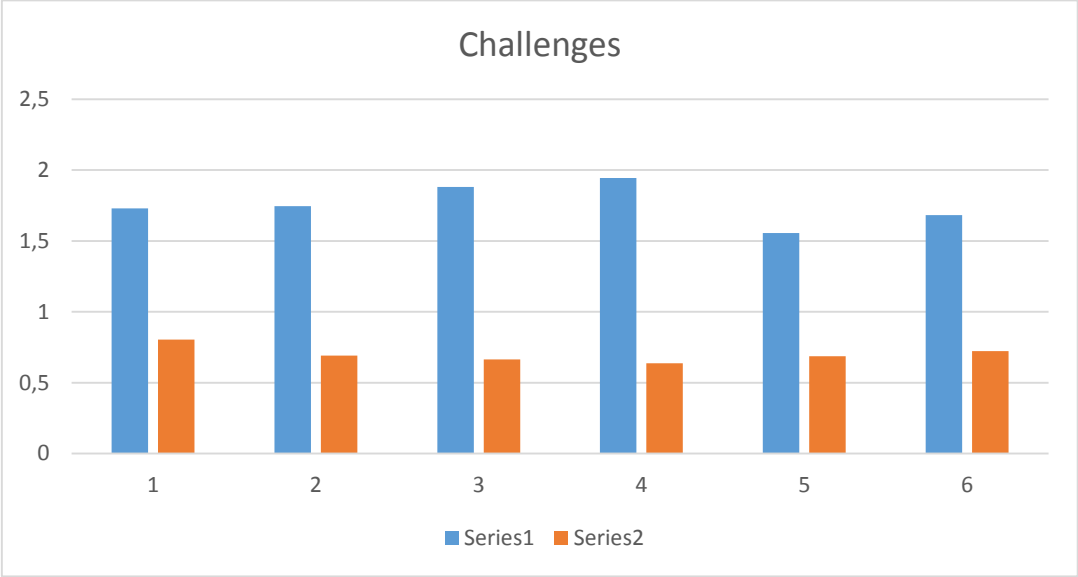
NO	NOMOR BUTIR																			Rata-rata	Keterangan
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		
1	3	3	3	3	3	3	2	3	2	2	2	1	1	1	2	1	1	1	2	2.05	Neutral
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3	3	3	2	3	2	3	3	2	3	2	3	3	2	3	3	2	3	2	3	2.63	Agree
4	2	3	3	3	2	3	3	3	2	3	3	3	3	2	3	3	2	3	2	2.68	Agree
5	3	3	3	3	2	3	3	3	2	2	3	2	2	1	2	3	2	2	3	2.47	Agree
6	1	1	2	3	3	3	3	1	2	1	2	3	3	1	1	1	2	1	1	1.84	Neutral
7	3	3	3	3	3	2	1	2	3	2	3	2	2	2	2	1	2	3	3	2.37	Agree
8	3	3	3	3	2	2	2	2	3	3	2	2	3	2	3	3	3	2	2	2.53	Agree
9	3	2	2	3	3	3	3	3	3	2	2	1	2	1	1	3	1	1	3	2.21	Neutral
10	2	1	2	3	3	3	3	3	3	1	2	2	2	1	1	2	1	2	1	2.00	Neutral
11	1	2	1	2	2	3	2	2	2	1	1	2	2	1	2	1	2	1	2	1.68	Neutral
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64	2	2	3	3	2	3	2	3	2	2	3	2	2	1	2	3	2	1	1	2.16	Neutral

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66	3	3	3	2	3	2	2	3	1	2	3	1	2	1	1	2	1	2	2	2.05	Neutral
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68	3	2	3	3	2	3	3	3	2	3	2	2	2	1	1	1	1	1	1	2.05	Neutral
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72	2	3	2	3	3	3	3	3	2	2	3	3	3	1	1	1	2	1	2	2.26	Neutral
73	2	3	3	2	2	3	2	3	3	3	3	2	2	3	2	2	2	1	2	2.37	Agree
74	3	2	2	3	3	2	3	2	2	2	2	2	2	1	2	2	2	1	2	2.11	Neutral
99	3	2	1	3	3	3	3	3	2	2	2	2	2	1	1	1	2	1	3	2.11	Neutral
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114	2	2	1	3	3	2	3	1	2	2	2	1	2	1	1	1	1	2	1	1.74	Neutral
115	3	3	2	3	3	3	2	3	2	2	3	3	3	3	1	2	2	1	2	2.42	Agree
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119	1	1	2	3	3	3	3	2	3	2	1	2	2	1	1	1	1	1	1	1.79	Neutral

APPENDIX III
Descriptive statistics and finding






Challenges
2,5
2
1,5
1
0,5
0
1
2
3
4
5
6
Series1
Series2

APPENDIX IV

UNIVERSITAS ISLAM INDONESIA
FAKULTAS PSIKOLOGI DAN ILMU SOSIAL BUDAYA
Program Studi Psikologi (S1), Program Studi Ilmu Komunikasi (S1), Program Pendidikan Bahasa Inggris (S1),
Program Studi Hubungan Internasional (S1), Program Magister Profesi Psikologi (S2)

Nomor Surat: 280/Dek/70/Div.Um&RT/ IV/2018

SURAT KETERANGAN SELESAI PENELITIAN

Yang bertandatangan di bawah ini :

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NIM : 13322033
Program Studi : Pendidikan Bahasa Inggris

Menyatakan bahwa telah melakukan penelitian pada tanggal tanggal 27-29 Desember 2017 di Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia guna penyelesaian skripsi dengan judul ***"The use of Google Classroom in English Language Department of Islamic University of Indonesia"***.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 9 April 2018

Dosen Pembimbing.

Rizki Farani, S.Pd., M.Pd

Yang menyatakan,

Reza Rossytawati

Mengetahui
Dekan,

Dr. rer. nat. Ariel Fahmie, S.Psi., MA., Psikolog

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