CHAPTER III
METHODOLOGY OF RESEARCH

A. Design of Research

In this study, researcher used a survey approach. Survey research is a quantitative study using the same structured / systematic questions to many people, and then all the answers obtained by the researcher are recorded, processed and analyzed.[1]

One type of survey research is descriptive survey or normative survey. This type of survey design aims to gather information about one or more groups of people regarding certain attributes such as their traits, attitudes, opinions, or beliefs about something by asking them a series of questions and tabulating their answers. The purpose of survey research in this study is to make generalizations about the population based on the sample so that inferences can be made about the opinions, attitudes, or behavior of the population.

The survey design is considered the most appropriate to answer the questions in this study because it is relatively simple and provides the possibility to reference or identify the state of the population based on research on a relatively small sample.

In this survey study used a cross-sectional survey type where the same variable is measured only once in a number of participant groups with one or more different group characteristics.

[1] Bambang Prasetyo & Lifna Miftahul Jannah. *Metode Penelitian Kuantitatif*. (Jakarta: PT Raja Gravindo Persada, cetakan ke-9 2014). P. 143

B. Location and Duration of the Research

The location and duration of the research is described with the location and the time of the research. The research took place at SMAN Matakali, Polman Sulawesi Barat. Duration of the research is 30 days.

C. Population and Sample

Population is a group of people, events or interesting things where researchers want to make opinions based on sample statistics.[2] Population in this research is the students of SMAN Matakali Polman Sulawesi Barat 184 students.

The sampling technique used in this research is simple random sampling, where each member of the population has an equal chance of being selected as a sample. To do this by writing or numbering all members of the population, then drawing it (randomizing) until get the required number of samples. Through this technique detailed knowledge of the population is not very important, group representation is easily achieved and the possibility of misclassification is eliminated.

In selecting the sample the researcher chooses a sample from the population that is the object of the study:

Table 3.1:Sample of class XI SMAN Matakali Polewali Mandar 2020/2021

No.	Population	Number of Classes	Number of Students	Sample
1.	Class X	2 Class	55	20
2.	Class XI	2 Class	58	20
3	Class XII	2 Class	71	20

[2]Sekaran, Uma, and Roger Bougie. *Metode Penelitian Untuk Bisnis: Pendekatan Pengembangan Keahlian*, Buku I. 6thed. (Jakarta: Salemba Empat. 2017). p. 98

D. Procedure and Instrument of the Research

1. Procedure of Collecting Data

The method of data collection in this research used questioner. Questioner is list of written questions which has been formulated before where the respondent will note their answer, usually in alternatives that are clearly defined. Data collection with these questioners is how to obtain data directly (primary data). Primary data is information which is obtained directly (from the first hand) by the researcher related to variables of interest for certain purpose from study. In this research, researcher spread the questioner just in one way is electronically in form Google Form.

The scale used in this questioner is Likert scale. The Likert scale is a scale that can be used to measure a person's attitudes, opinions, perceptions of a particular object or phenomenon.[3] Likert scale is scale designed for examine the subject approved a statement. Likert scale range is starts from one to five are: Sangat tidak setuju (Really disagree): STS, Tidak setuju (Disagre): TS, Ragu-ragu (Doubtful): RR, Setuju (Agree): S, and Sangat setuju (Really agree): SS.

[3]Syofian Siregar. *Statistika Deskriptif untuk Penelitian*. (Jakarta: Rajawali Pers, 2010). P. 138

Table 3.2 : The formula of Likers Scale as follow:

POSITIVE STATEMENT		NEGATIVE STATEMENT	
Category	core	Category	core
Strongly Disagre (STS)		Strongly Disagree (STS)	
Disagree (TS)		Disagree (TS)	
Doubtful (RR)		Doubtful (RR)	
Agree (S)		Agree (S)	
Strongly Agree (SS)		Strongly Agree (SS)	

2. Instrument of Collecting Data

The research instruments that were used in this study is arranged based on the adoption of questionnaire items that have been used in previous studies. This is done because the constructs of this research are the constructs of the TAM theory that have been developed for a long time. The adoption of questionnaire items was carried out in order to obtain the validity and reliability of the items that made up the research construct.

The items used in the questionnaire are 21 items which are composed of 5 constructs. Each construct consists of:

a. construct PEOU = 6 item,
b. construct PU = 6 item,
c. construct ATU = 4 item,
d. construct BIUS = 3 item,
e. construct AU = 2 item.

E. Operational Definition of Variable

Acceptance of ease is related to someone's belief that using a particular system will make the person effortless (free from extra effort). Based on Technology Acceptance Model (TAM) the level of acceptance of information technology users was determined by six builders. Perception simplicity in this case describes what Google Classroom can make it easier for students to do several things related to English learning.

1. Perceived usefulness / PU

   Perceived usefulness is defined as the extent to which a person believes that using a technology will improve his job performance. The perceived usefulness is part of the TAM factor which is an unobserved variable so it requires a variable manifest in its measurements. The manifest variable in this study was adopted from the six question items developed by Davis.

2. Perceived ease of use / PEOU

   Perceived ease of use is defined as the extent to which a person believes that using a technology will be free from effort. The perceived ease of use is part of the TAM factor which is an unobserved variable so it requires a manifest variable in its measurement. The manifest variable in this study was adopted from the six question items developed by Davis

3. Attitude towards using technology / ATU

   Attitudes towards behavior are defined by Davis as positive or negative feelings from someone if they have to do the behavior to be determined. Attitudes towards behavior are part of the TAM factors which are

unobserved variables so it requires a manifest variable in its measurement. The manifest variable in this study was adopted from the four question items developed by Taylor and Todd. There is Convenience of interacting, Happy to use, Enjoying using, and Not boring.

4. Behavior intention to use /BIUS

   Behavioral interest in using technology is a desire (intention) for someone to do a certain behavior. Behavioral intention is part of the TAM factors which are unobserved variables so that they require a manifest variable in measurement. The manifest variable in this study was adopted from the three question items developed by Taylor and Tod. There is Has helpful features, Always try to use, Continue in the future.

5. Behavior or actualsystem usage /AU

   Actual system usage is the real condition of system usage. Individuals will be satisfied using the system if they believe that the system is easy to use and can increase productivity, which is reflected in the real conditions of use. Actual system usage form is the frequency and duration of use of ICT. Actual technology use, measured by the amount of time spent interacting with technology and the frequency of use of that technology.

   In using the instrument in this study, a questionnaire was adopted from Irfan Mahendra's research which was valid and reliable.[4]

F. Data Analysis

Data analysis in this study was used the Rasch Model data analysis technique. This model is a one-parameter item response theory (IRT) model that presupposes

[4]Irfan Mahendra, "Analisa Penerimaan Pengguna Sistem Informasi Koperasi pada Koperasi Karyawan Budi Setia Jakarta dengan TAM". *Jurnal Pilar Nusa Mandiri* Vol. XI, No. 1 2015

that each item is a difficulty parameter. This model also arranges abilities (abilities) and items based on difficulty.[5] Rasch Model analysis is a measurement model that evaluates the value of items in instruments developed based on certain criteria. The model can convert raw data into interval data with the same value from one unit to another. The model can measure how items and respondents interact, portrayed simultaneously, in an analysis that demonstrates student ability and item difficulty, using the same linear scale.[6]

For this reason, Rasch modeling is very effective to use. This is because Racsh modeling converts the raw score data into data at the same interval so as to produce a measurement scale that is linear, precise and has units. The unit used is the Logic unit. Rasch modeling can be used to analyze the quality of the questions, determine the level of student ability and the difficulty level of the questions. This shows that the Rasch model can help researchers to determine the quality of the research indicators carried out. Through Rasch modeling, it can be verified whether this has resulted in the expected pattern or not.

The requirement of a good measurement scale must always have the same distance. This logarithmic function is called the logarithm add unit or so-called *logit*. Mathematically, logit is embodied in the following formulation:

$$\mathbf{Logit} = \mathbf{log}\left(\frac{\mathbf{P}}{\mathbf{1}-\mathbf{P}}\right)$$

[5]Bond, T.G & Fox, C.M. *Applying the Rasch Model: Fundamental Measurement in the Human Sciences.* Edisi Ke-3. (New York: Routledge, 2015)

[6] Wahyu Hidayat; Sri Mulianah; Mujahidah., "Analysis of The National Character Senior High School Students by Using Rasch Model," in Proceedings of the First International Conference on Religion and Education, 2019, pp. 1–9.

This value is called the logit or **W**-score or measure value. The logit value has been scaled and can be used for various analyzes. For dichotomous data, Rasch modeling combines an algorithm that states the results of the probabilistic expectations of item i and respondent n which are systematically stated as follows:

$$P_{ni} = (X_{ni} = 1 | \beta_n, \delta_i) = \frac{e^{\beta n - \delta i}}{1 + e^{\beta n - \delta i}}$$

Pni = (xni = 1 / βn, δi) is the probability of respondent n in item i to produce the correct answer (xni = 1) with the respondent's ability βn and the difficulty level of item δi. This equation can be simplified by plugging in the logarithmic function and making it:

$$\text{Log}\left(P_{ni}(X_{ni} = 1 | \beta_n, \delta_i)\right) = \beta_n - \delta_i$$

In other words, the probability of a success can be written as the ability of the respondent reduced by the difficulty level of the item.

The basic principle that underlies the Rasch model is the probability of the respondent to answer any item correctly based on the difficulty of the item and the respondent's ability.[7] The following is an analysis with the Rasch model:

1. Item map and Respondent map

   For map, we have used to represent the pathway analogy contains a lot of basic information that is central to Rasch measurement but can be gleaned readily by attending to the basic difficulty/ability concepts mentioned earlier of item and person relationships. Most Rasch software output includes a form of item–person map in which person ability and item difficulty relations are

[7]Andrich D., Marais I. Person Proficiency Estimates In The Dichotomous Rasch Model When Random Guessing Is Removed From Difficulty Estimates Of Multiple Choice Items. *Applied Psychological Measurement.* 2014 P. 432

easily seen. Both items (as circles) and persons (as squares) are located on the same map. The logit scale is an interval-level measurement scale in which all logit units are of the same size. The highest values are located at the top of the map, and the lowest values are located at the bottom.

These person ability and item difficulty estimates, having been subjected to a log transformation (and many iterations of the estimation procedure), are displayed in computer output along a logit (log odds unit) scale. The logit scale is an interval scale in which the unit intervals between the locations on that item-person map have a consistent value or meaning. [8]

2. Item Measures and Person Measures

For survey takers, researchers had employ Rasch analysis to evaluate the responses. Initially, it is important to see that some of the techniques employed to understand and use person measure tables also can be used to understand and use item measure tables.[9]

We conclude this section of the chapter by revisiting two important issues we have presented for this data set, and we will explain why what is seen, is seen! Readers will remember that the self-effi cacy data were coded such that a higher person measure meant the person had more self-effi cacy than a person with a lower person measure. Readers also will remember that a survey item with a higher total raw score than another item will be more negative (have a lower item measure) than the item it is compared to.

[8] Trefor G. Bond & Christine M. Fox. *Applying the Rasch Model.* Third edition. (New York: Routladge, 2015). P.57

[9] William J. Bhone & Melissa S. Yale. *Rasch Analysis in the Human Sciences.* (Oxford, USA : Springer, 2014). P. 93

As with the difficulty level of the questions, this individual logit data can be explained in many ways, because the resulting scales have the same distance. Apart from being able to map students' abilities according to grouping interests, Rasch modeling can also detect if there are individuals whose response patterns do not match. The different response patterns mean that there is a mismatch in the answers given based on their ability compared to the ideal model.

CHAPTER IV

FINDING AND DISCUSSION

A. Research Findings

1. Level of Stdents' Acceptance on the Google Classroom

   a. Group of respondents based on gender

Table: 4.1 Group of respondents based on gender

No.	Gender	Number	Percentage (%)
1	Female	35	58.4
2	Male	25	41.6
Total		60	100

Source: Primary research data 2020

Based on table 4, it is known that of the 60 research respondents, 35 or 58.4 percent were women and 25 or 41.6 percent were men. This shows that most of the research was women.

b. Group of respondents based on force

Table: 4.2 Group of respondents based on force

No.	Force	Number	Percentage(%)
1	2018	20	33,33
2	2019	20	33,33
3	2020	20	33,33
Total		60	100

Based on table 4.2, it is known that of the 60 research respondents, the respondents for the 2018 class consisted of 20 students or 33.33 percent, the respondents for the 2019 class consisted of 20 students or 33.33 percent and the respondents for the 2020 class consisted of 20 students or 33.33 percent. From

the table, it can be seen that most of the respondents are the same, namely 20 per generation or force.

2. Students' acceptance on the Google Classroom

   a. Perceived Usefulness

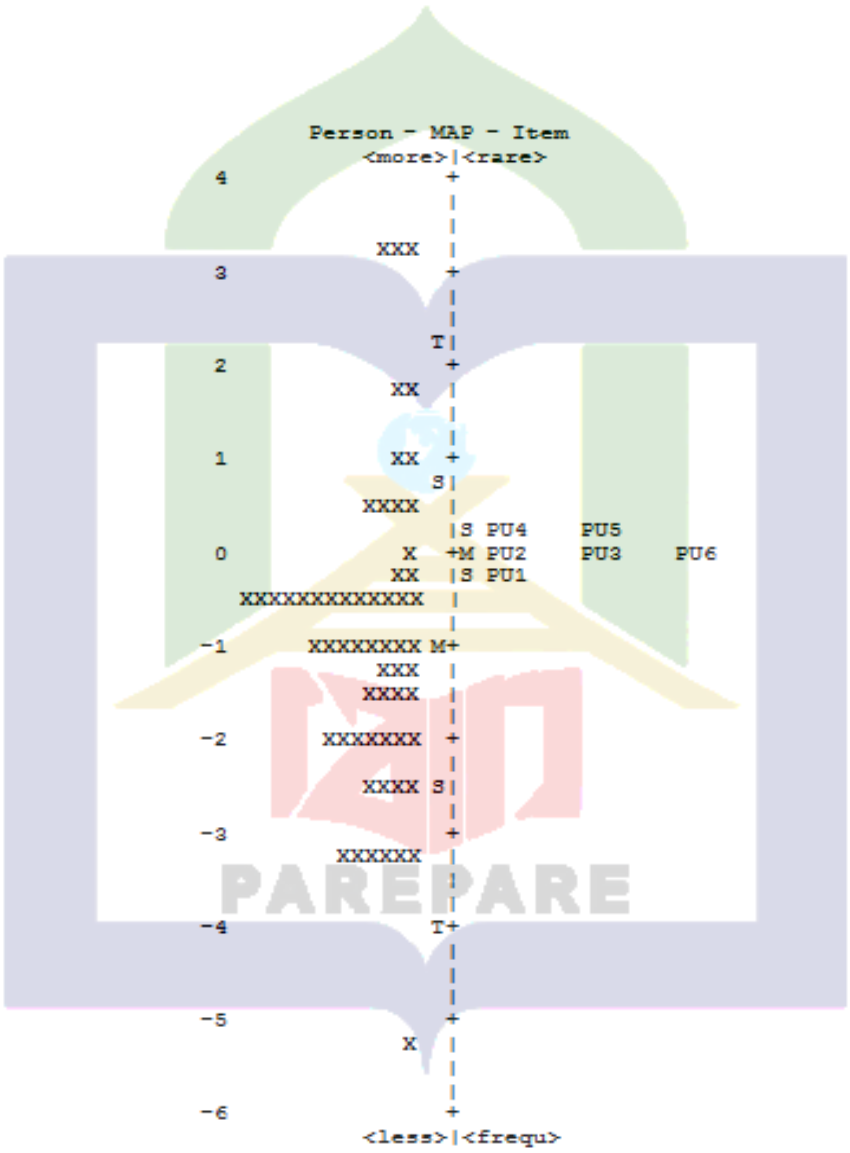


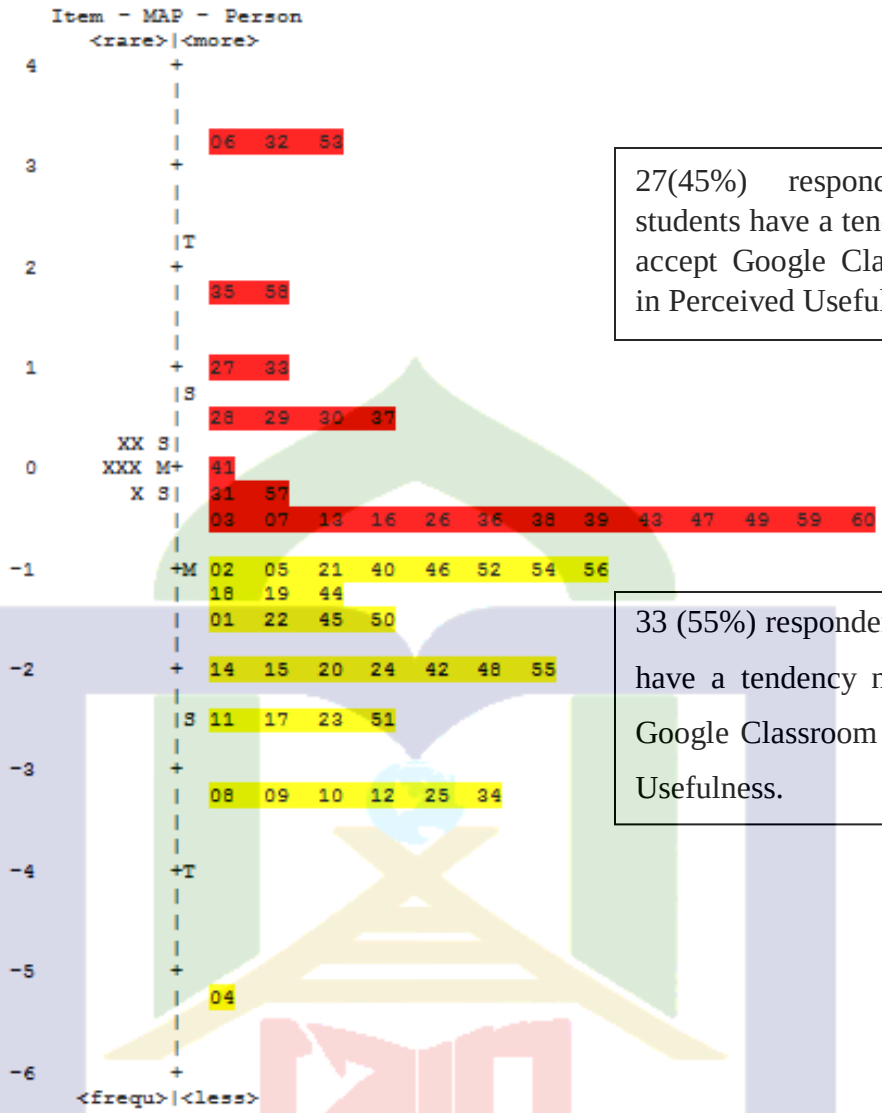
Figure 4.1: Map of Perceived Usefulness Item

On the map, we can see that PU (Perceived Usefulness) display on the right shows that items that are easily approved are PU1 and items that are difficult to approve are PU4 and PU5.

For the easiest item, namely PU1, where students tend to easily agree with the ease with which Google Classroom works and completes English assignments. This means that Google Classroom makes it easy for students to work on and complete English assignments. Meanwhile, items that tend to be less approved are the use of Google Classroom in terms of increasing productivity and effectiveness in learning English. This means that Google Classroom cannot increase productivity and effectiveness in learning English.

The next item that is difficult to agree on is the productivity and effectiveness of Google Classroom users, especially for students. Google Classroom has not been able to increase productivity and effectiveness which is due to the busyness and limits of collecting assignments that are too fast. Productivity and effectiveness of students include the transmission of learning outcomes. The education office found differences in access and quality during distance learning.

Thus if someone believes that information systems are useful then he will use them. Previous studies have shown that the perceived usefulness construct positively and significantly affects the use of information systems. Previous studies also show that perceived usefulness is the most significant and important construct that influences attitudes, intentions, and behavior in using technology compared to other constructs



27(45%) respondents / students have a tendency to accept Google Classrooms in Perceived Usefulness.

33 (55%) respondents / students have a tendency not to accept Google Classroom in Perceived Usefulness.

Figure 4.2: Map of Perceived Usefulness Respondent

Based on the map above, students tend to disagree with the Perceived Usefulness of Google Classroom, which is 55%, while students who tend to agree are 45%. This means that students tend to disagree more, this shows that Google Classroom does not provide good Perceived Usefulness for students in general.

b. Perceived Ease of Use

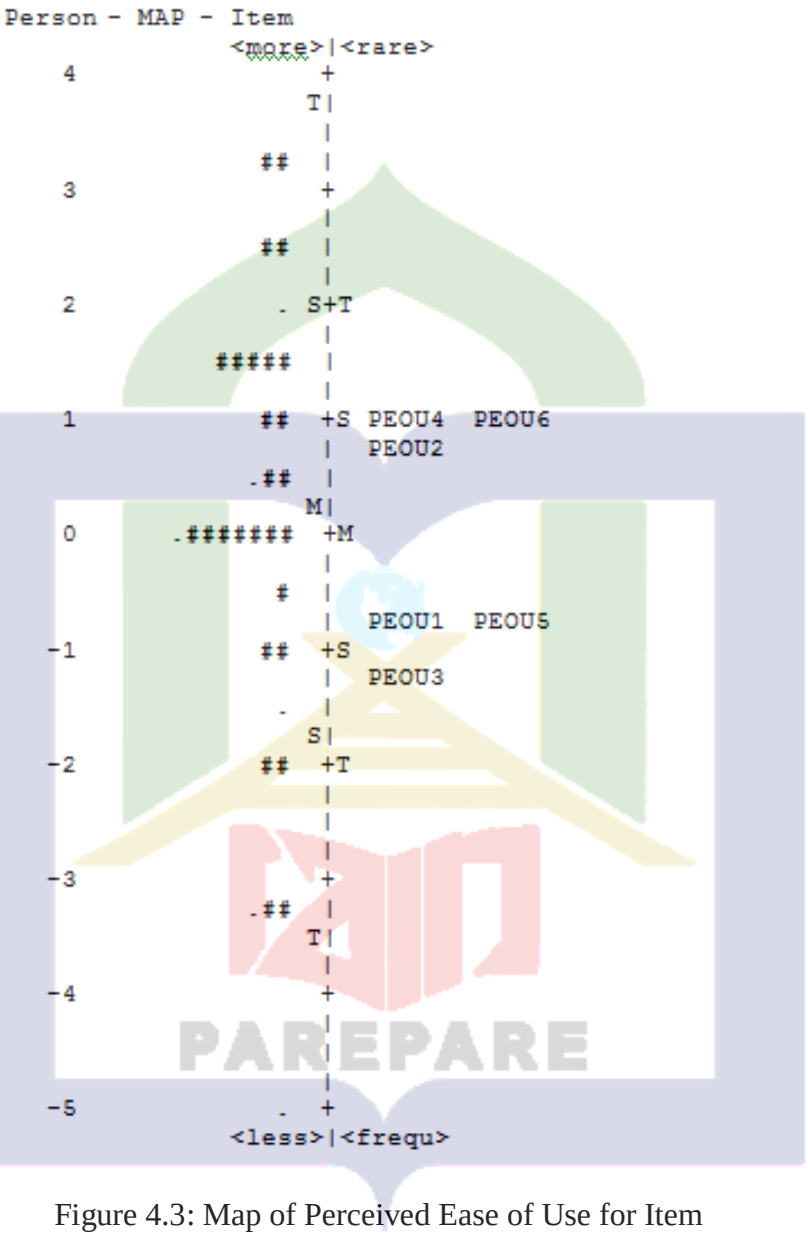


Figure 4.3: Map of Perceived Ease of Use for Item

On the map, we can see that PEOU (Perceived Ease of Use) on the right shows that variability from PEOU3 at the bottom which is the easiest to agree then PEOU4 and PEOU6 the most difficult above to agree.

The easiest item is PEOU3 which states that the Google Classroom appearance is very clear and easy to understand. This means students tend to agree that the Google Classroom application provides a clear and easy to understand display. Meanwhile, items that are difficult to agree with are PEOU4 regarding access when collecting and collecting material and PEOU6 regarding flexible use of Google Classroom. This shows that Google Classroom is difficult to access and inflexible when used by students.

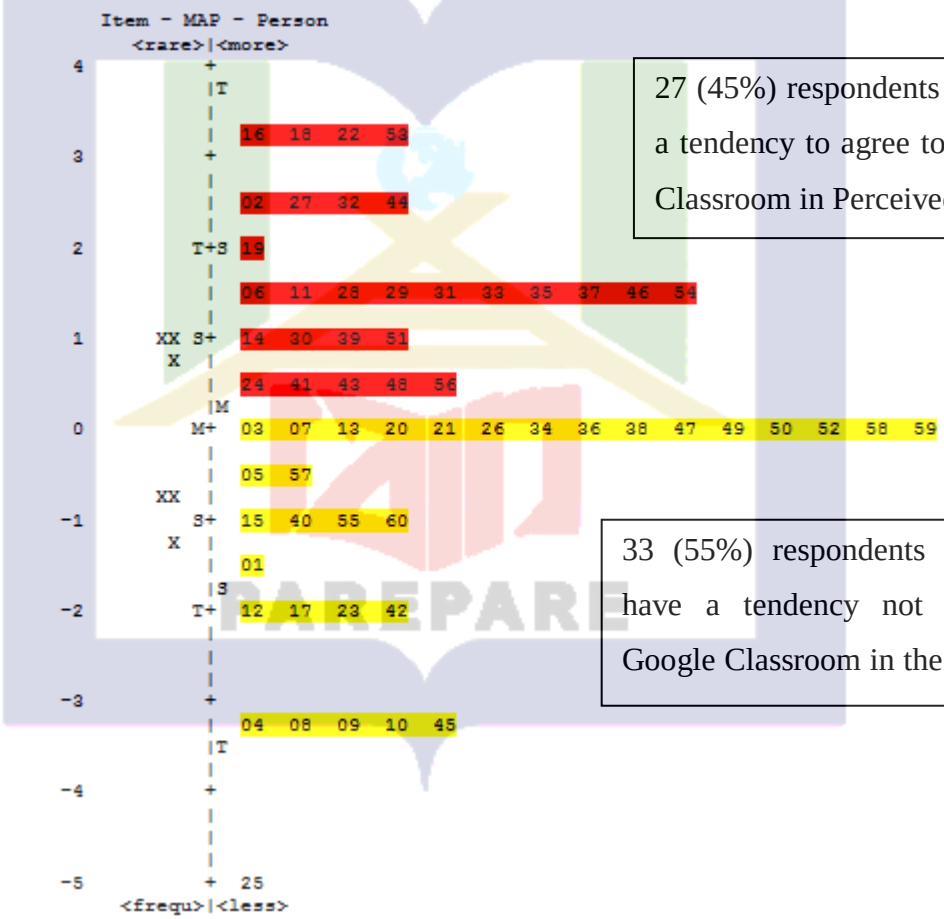


Figure 4.4: Map of Perceived Ease of Use for Responden

The item above shows that 45% of students agree and 55% of students disagree on the Perceived Ease of Use from Google Classroom. This means that students tend to disagree that Google Classroom provides Perceived Ease of Use for students.

c. Attitude Towards Using Technology

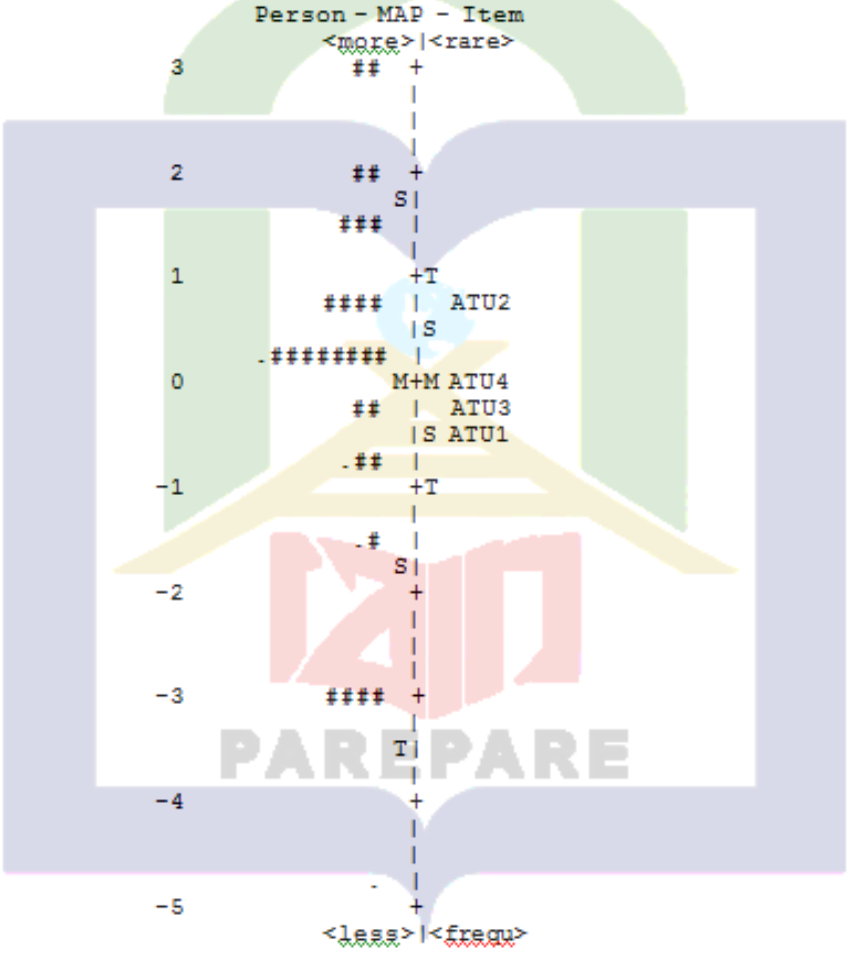


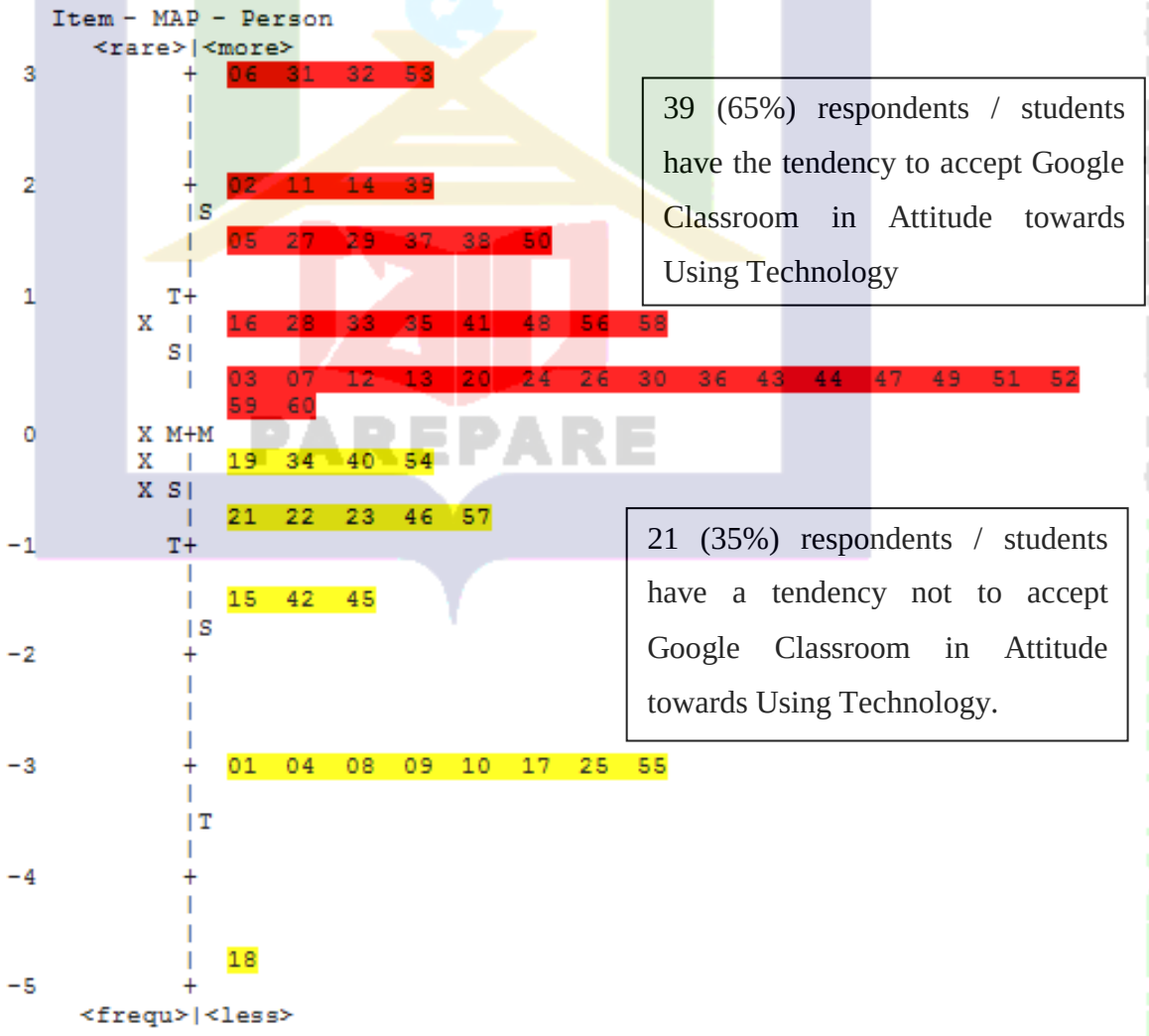
Figure 4.5: Map of Attitude towards Using Technology for item

We can see on the map that Attitude towards Using Technology on the right shows four items that have different levels of variability from ATU1

at the bottom which is the easiest to agree then ATU2 on the above is the most difficult to agree.

An item that is easily approved is ATU1, which means students feel happy using Google Classroom. This shows that students tend to agree that students are happy when using Google Classroom when it is used in learning English. Meanwhile, the item that tends to be difficult to agree with is ATU2, which is about the convenience of interacting when learning using Google Classroom. This shows that students tend to be uncomfortable interacting with learning using Google Classroom.

Figure 4.6: Mapof Attitude towards Using Technology of Respondent



The map above shows that 65% of students tend to agree easily while 35% of students tend to disagree. This shows that students tend to agree in using Google Classroom which provides Attitude towards Using Technology for students to use these applications in learning English.

d. Behavioral Intention to Use

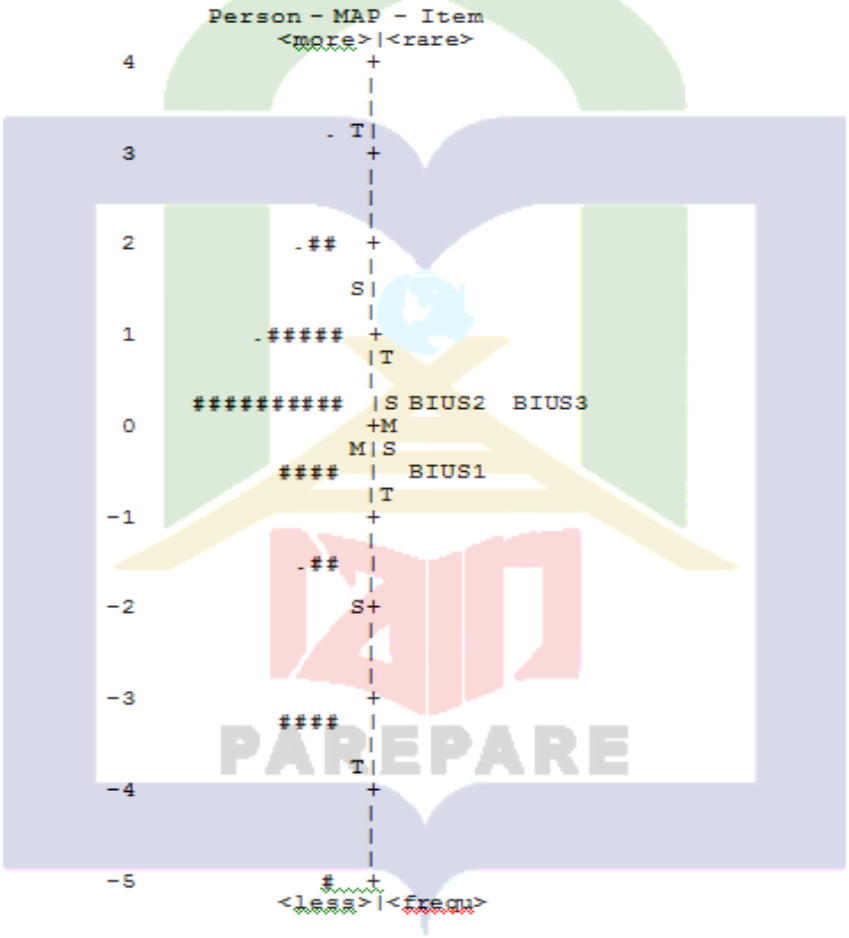


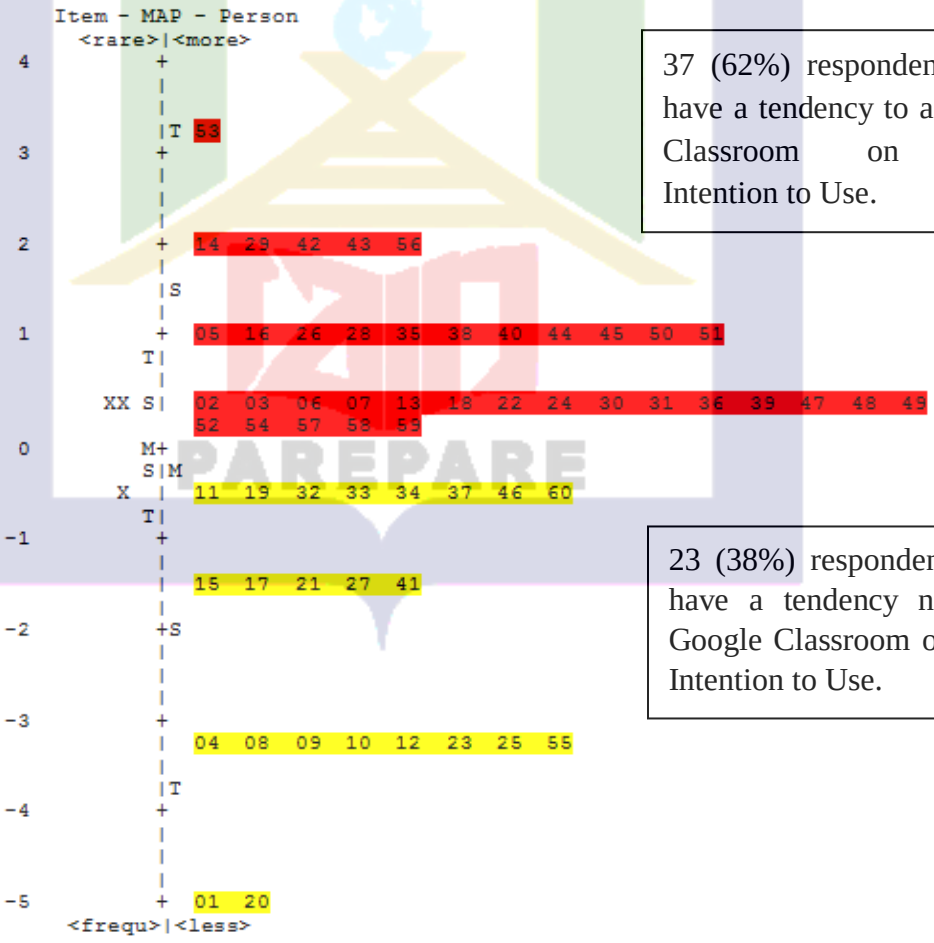
Figure 4.7: of Behavioral Intention to Use for Item

Based on the map that the display on the right shows three items that have different levels of variability from BIUS1 at the bottom which is the

easiest to agree then BIUS2 and BIUS 3 on the above is the most difficult to agree.

Items that are easy to agree with are always using Google Classroom to find and do assignments. This means students tend to always use Google Classroom to find and do assignments in learning English. Meanwhile, items that are difficult to agree with are always use as often as possible and hope to continue using Google Classroom. This shows that students do not want to use Google Classroom as often as possible and do not expect to continue using Google Classroom while learning English.

Figure 4.8 : Map of Behavioral Intention to Use for Respondent



37 (62%) respondents / students have a tendency to accept Google Classroom on Behavioral Intention to Use.

23 (38%) respondents / students have a tendency not to accept Google Classroom on Behavioral Intention to Use.

The map above shows that students who tend to agree easily are 62% and who tend to disagree by 38%. This means that students tend to agree with the Behavioral Intention to Use in the Google Classroom for students. Student responses tend to be good in terms of attitudes towards using Google Classroom.

e. Actual System Usage

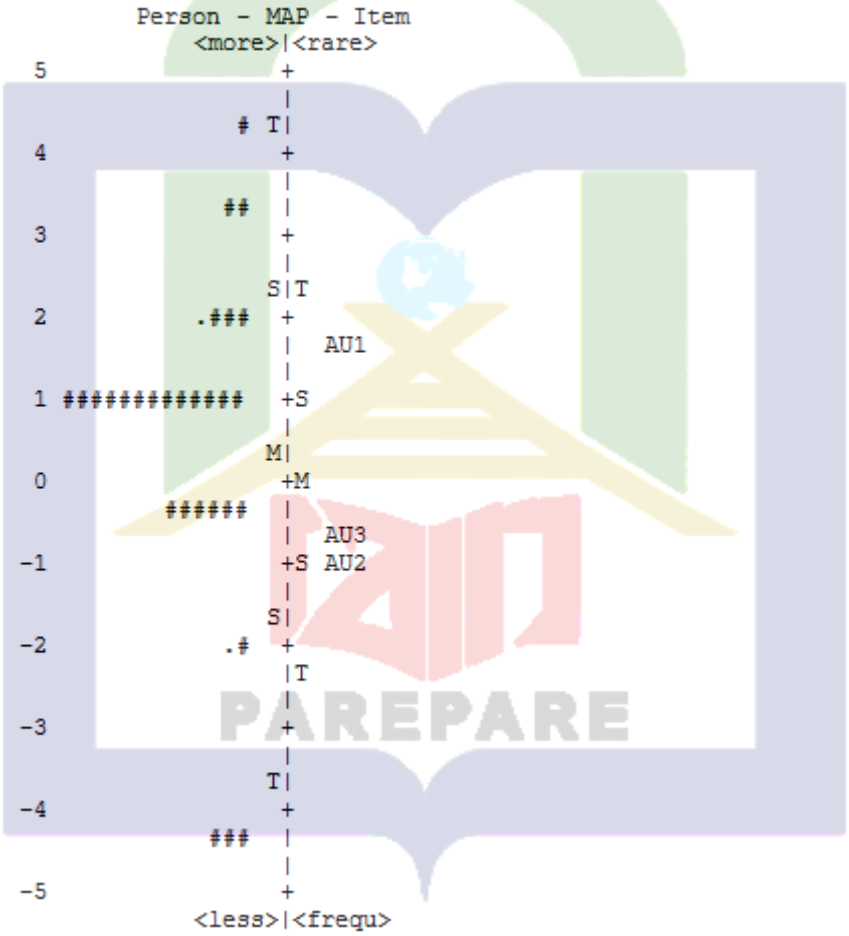
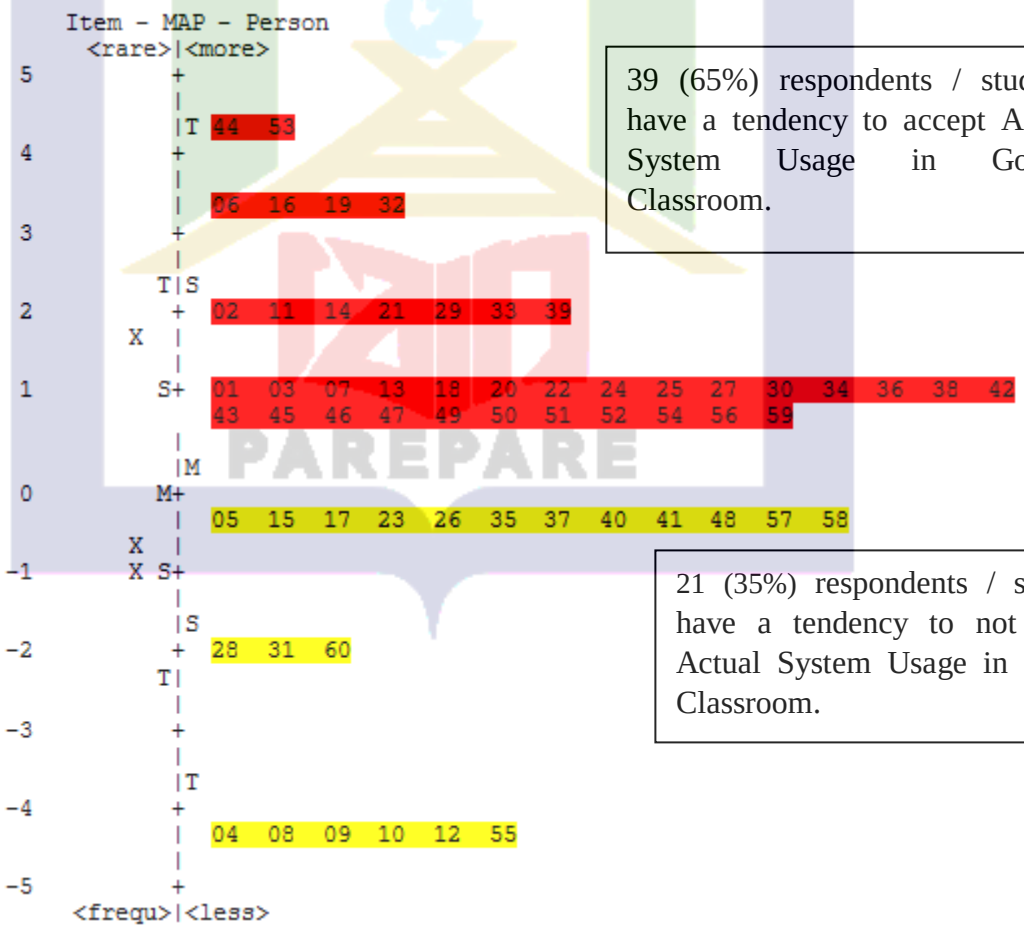


Figure 4.9: Map of Actual System Usage for Item

From the map that the display on the right shows three items that have different levels of variability from AU2 at the bottom which is the easiest to agree then AU1 on the above is the most difficult to agree.

The item that is easiest to agree on is the convenience of interacting with Google Classroom. This shows that students tend to feel comfortable interacting when learning English using Google Classroom. Meanwhile, items that tend to be difficult to agree on are about having fun using Google Classroom. This means that students feel unhappy about using Google Classroom in learning English.

Figure4.10: Map of Actual System Usage for Respondent



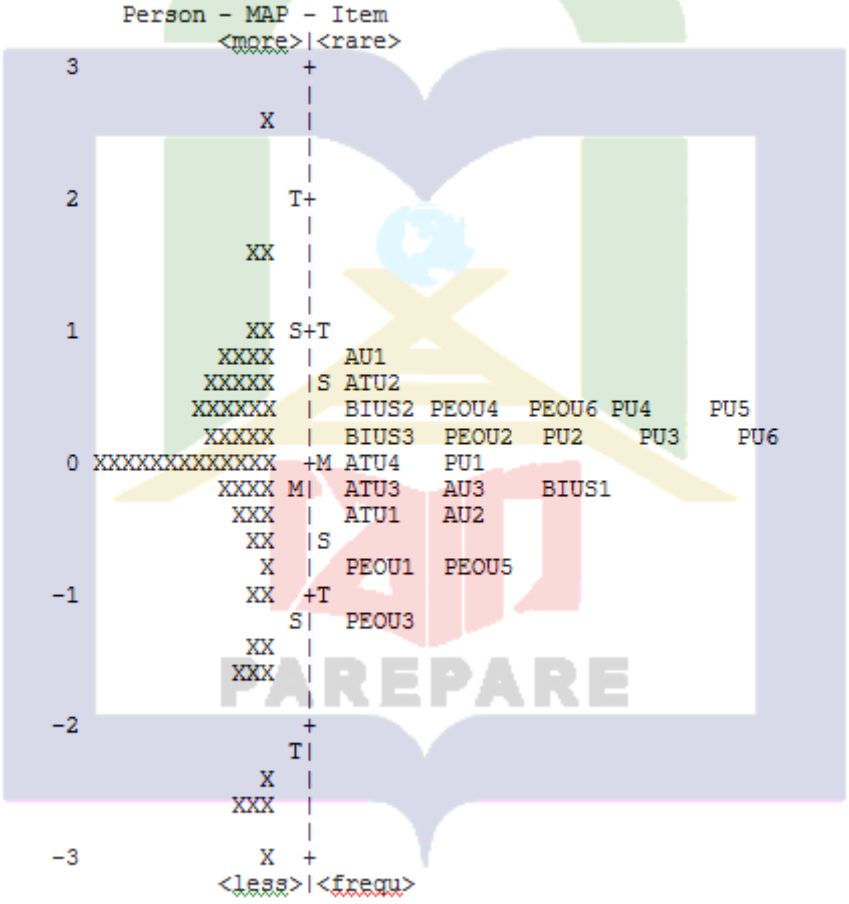
39 (65%) respondents / students have a tendency to accept Actual System Usage in Google Classroom.

21 (35%) respondents / students have a tendency to not accept Actual System Usage in Google Classroom.

Based on the map above, students who tend to agree easily are 65% while students who tend to disagree are 35%. This shows that the Actual System Usage in Google Classroom tends to be accepted by students.

f. Dominant Item and Respondents acceptance on the Google Classroom

Figure 4.11: Map of Dominant Type for Item



The map shows the easiest item is the PEOU3 item about the Google Classroom display which is very clear and easy to understand. This

means that students tend to agree that the Google Classrom display is very clear and easy to understand in use. Meanwhile, the item that was difficult for students to agree on was AU1 about the pleasure of using Google Classroom. This means that students tend to feel uncomfortable using Google Classrom.

Statement	MEASURE
Tampilan *Google Classroom* sangat jelas dan mudah dipahami	-1.29
Mudah untuk menjadi ahli menggunakan *Google Classroom*.	-0.85
Cara penggunaan *Google Classroom* mudah dipelajari.	-0.77
Setiap kali melakukan akses *Google Classroom*, sekurang-kurangnya menghabiskan waktu selama 15 menit	-0.47
Merasa senang menggunakan *Google Classrom.*	-0.43
Sangat menikmati penggunaan *Google Classroom*.	-0.29
Menyarankan kepada orang lain untuk menggunakan *Google Classroom*.	-0.29
Selalu menggunakan *Google Classroom* untuk mencari dan mengerjakan tugas.	-0.19
Google Classroom memudahkan dalam mengerjakan dan menyelesaikan tugas Bahasa Inggris.	-0.04
Tampilan *Google Classroom* sangat menarik.	0.02
Google Classrom mempercepat dalam penyelesaian tugas Bahasa Inggris.	0.17
Google Classrom dapat digunakan sesuai yang diinginkan.	0.2
Google Classroom berguna dalam pembelajaran.	0.24
Mengharapkan bisa terus menggunakan *Google Classroom* di masa mendatang	0.27
Google Classroom meningkatkan kinerja dalam mengerjakan tugas Bahasa Inggris.	0.27
Google Classrom tidak dapat digunakan sesuai yang diinginkan.	0.38
Penggunaan *Google Classroom* sangat fleksibel.	0.41

Menggunakan *Google Classroom* dapat meningkatkan produktivitas dalam Bahasa Inggris.	0.41
Menggunakan *Google Classroom* dapat meningkatkan efektivitas dalam belajar Bahasa Inggris.	0.41
Merasa senang menggunakan *Google Classrom.*	-0.43
Nyaman berinteraksi dalam pembelajaran dengan menggunakan *Google Classroom.*	0.52
Sering mengakses *Google Classroom.*	0.86

Table 43: The measurement of Questionnaire

Based on the perception table, the tendency for approval is in the very clear and easy Google Classroom appearance. Where has a measure of -1.29. It can be interpreted that the appearance on Google Classroom that is clear and easy to understand tends to be accepted by students. And is an item whose indicator is Perceived Ease of Use. The table above serves to clearly show the logit number for the items that are easiest to agree to to those that are most difficult to agree on.

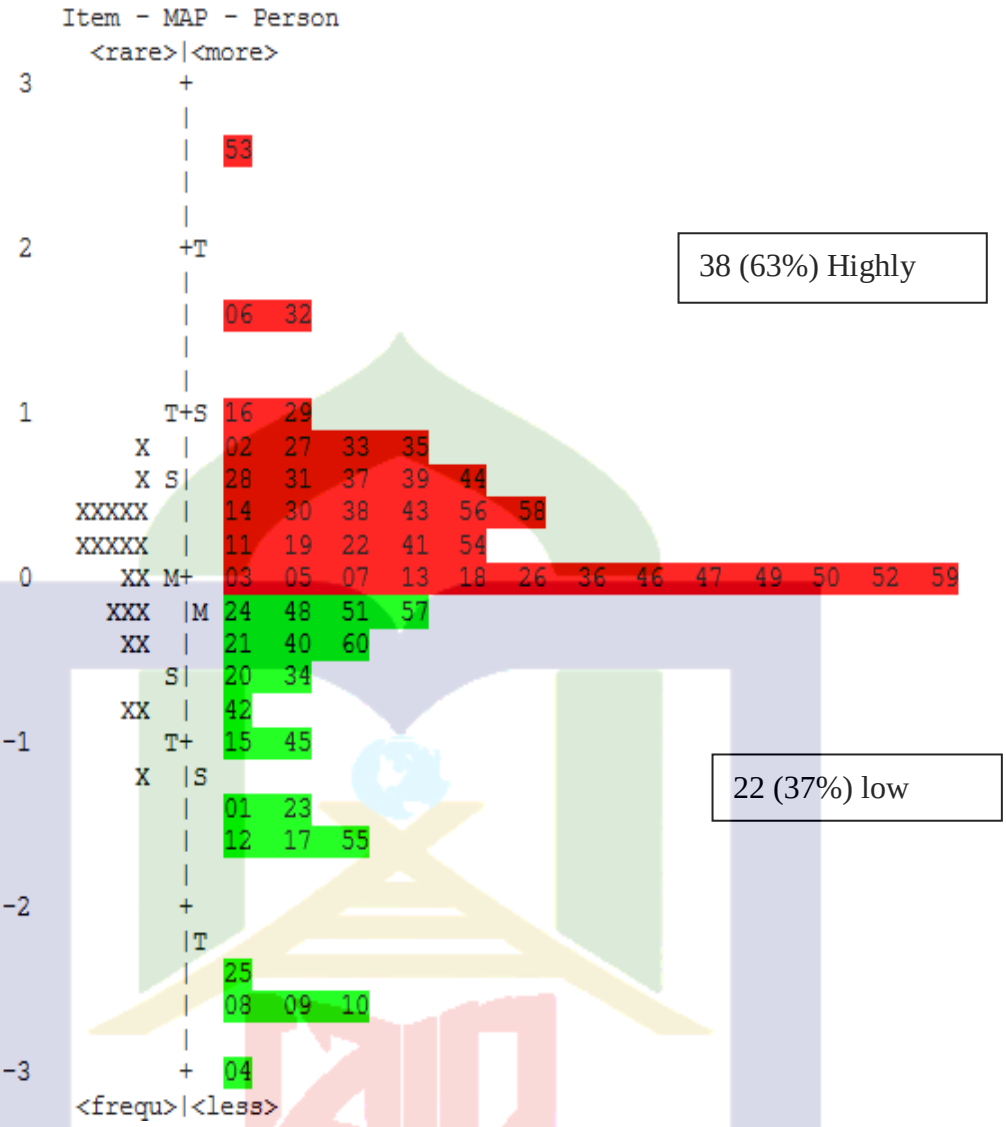


Figure: 4.12: Map of Dominant Type of Respondent

Based on the map above, it shows several levels of students starting from those who tended to agree with 63% and students who tended to disagree with 37%. The results show that the biggest is the dominant tend to agree. This means that students tend to agree or accept the use of Google Classroom in learning English.

B. Discussion

In this part, the researcher explained the discussion of the students' acceptance on the Google Classroom in English learning at SMAN Matakali. This research did on 30th December 2020. The researcher had been prepared the questionnaire and send to their teacher to sending to her student for answering.

As an instrument for this study namely a questionnaire. The questionnaire was adapted from Davis's theory in 1989 and subsequently adopted the form of a statement through research conducted by Irfan Mahendra in 2015, namely measurement using the TAM model with five indicators of acceptance. This questionnaire helps researchers to find out how student acceptance is in a learning application, namely Google Classroom.

Based on data processing, the results found on each question indicator are as follows:

1. Perceived Usefulness

   Perceived Usefulness is a level where someone believes that users of certain applications or systems will improve that person's work performance. The results showed that PU1 was an item that tended to be easy and items PU4 and PU5 were items that tended to be difficult. From this statement, respondents / students tend to easily agree on the convenience of Google Classroom for students in doing and completing English assignments. Gemma Josep stated a Content Manager for Classgap, which is an online platform that aims to facilitate communication between teachers and students. In his writing, he stated the importance of online learning, education and technology. In one of his statements, online learning allows Teachers and Students to set their own pace of

learning and there is additional flexibility in setting schedules that fit everyone's agenda. So that using an online education platform allows a better balance of work and study so that students find it easier to do the assignments given by the teacher.

The next item that is difficult to agree on is the productivity and effectiveness of Google Classroom users, especially for students. Google Classroom has not been able to increase productivity and effectiveness which is due to the busyness and limits of collecting assignments that are too fast. Productivity and effectiveness of students include the transmission of learning outcomes. The education office found differences in access and quality during distance learning.

Meanwhile, for respondents, it is seen that 55% are difficult to give and 45% are easy to agree with the items given by Perceived Usefulness. It shows that students tend to be a little bit more difficult to agree that the ratio is only about 5%, then this can be said that it is still comparable because it is almost the same. This means that students can improve the work performance of that person and can also not improve it.

2. Perceived Ease of Use

Perceived Ease of Use is a level where someone believes that the use of a certain system can reduce one's effort in doing something. The research results show that PEOU3 at the bottom which is the easiest to agree on then PEOU4 and PEOU6 is likely to be difficult to agree on. An easy-to-approve item is a clear and easy-to-understand Google Classroom display. If students are happy with the appearance of a system, surely they will come back again to explore the web or

application. Not only the overall appearance even as small as a button, actually affects the visitor's experience in using the system. Meanwhile, items that are difficult to agree on PEOU 4 and PEOU 6 are accessibility and flexibility. Respondents stated that the system is not easy to access and not flexible, meaning that accessibility and flexibility should be part of the design process of a system that needs to be considered before the use of the application system begins. Therefore, it is necessary to consider how system customizations are made which will affect accessibility before starting to customize the site. This can make every site easily accessible and first and foremost that everyone can use. Accessibility is achieved by creating applications that anyone can use.

In terms of respondents' responses, the results show that 45% tend to agree easily and 55% tend to find it difficult to agree. This means that more students who find it difficult to agree with the use of Google Classroom can reduce one's effort in doing something or in learning. Indeed, it still takes effort in learning to use this application. Including students or teachers who have never used online media must try harder to adapt their abilities to the demands of the system. Likewise, students need to be more independent in learning the material so that it is easier to follow the ongoing online learning process.

Davis defines perceived ease of use is a level where someone believes that the use of a certain system can reduce one's effort in doing things.[1] If in this study Google Classroom has not reached this level, it means that students still need more effort in learning using Google Classroom.

[1] Jogiyanto, P "*Sistem Informasi Keperilakuan Edisi Revisi*". p. 217

3. Attitude towards Using Technology

From the results of data processing, it is known that ATU1 is at the bottom which is the easiest to agree then ATU2 is tends to be difficult to agree with. Easy-to-approve items say what it's like to use Google Classroom. Attitude has an important role in influencing student motivation. This means that when the respondent learns in a happy state or atmosphere, the teacher's way of teaching is good, supporting materials including a good application or system in an online learning system will make students enthusiastic so that they get maximum results.

The item that is difficult to agree on in the indicator Attitude towards Using Technology is ATU2, which talks about the convenience of interacting using Google Classroom. The positive impact of online learning is feeling more comfortable, but there will be ineffectiveness if students feel uncomfortable using an application in learning.[2] Meanwhile, students really need comfort to maintain their concentration power so that they always focus on what they are learning.

Meanwhile, in responding to this indicator, 65% tend to agree easily and 35% tend to find it difficult to agree. What most agrees with is the appearance that Google Classroom provides. This shows that when talking about students' attitudes towards this application the student responses tend to be good.

[2] Radjeki Aguestyowati, "Dampak Positif dan Negative tentang Pembelajaran Online di Saat Pandemi Covid-19 melanda", Publisher: aksara public, Edutech Consultant Pendidikan dan Teknologi. Vol 4 no 3. 2020.

Attitudes towards the use of technology are defined as evaluations of users about their interest in using technology.[3] This shows that the TAM method by Davis in Google Classroom gives students interest in using it as a technological medium in learning.

4. Behavioral Intention to Use

Behavioral Intention to Use is a desire (intention) for someone to perform a certain behavior. The Behavioral Intention to Use indicator only has three question items and of the three items, the BIU1 item is an item that is easy to approve and the BIU2 and BIU3 items are items that are difficult to approve. The easy-to-agree item talks about using the Google Classroom application where respondents or students often use the system to find and do assignments. This is because the teacher sends and provides notifications about assignments to students through this application. Previous studies have shown that behavioral intention is a good predictor of technology use by system users.

The hard to agree item talks about always trying to use the system as often as possible and the hope of being able to use Google Classroom in the future. If an application system provides good service, students will always feel like using it, if more researched, we will find that the Behavioral Intention to Use section is a conclusion of some previous indicators or the results of indicators which are actions that will be taken next if all previous indicators has had a positive impact. So actually this is a conclusion whether the application has met the good criteria for students or it cannot be seen from the tendency of behavior.

[3] Davis, F. *Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology*. p. 340

Respondents who tend to agree easily with 62% and those who tend to be difficult 38%. From these results it can be seen that most students easily agree with the Behavioral Intention to Use. Behavioral interest in using technology is a desire for someone to do a certain behavior, for example the desire to add supporting peripherals, motivation to keep using, and the desire to motivate other users.

The level of use of a computer technology in a person can be predicted from the user's attention to the technology, for example the desire to add supporting peripherals, motivation to continue to use, and the desire to motivate other user.[4] This means that Google Classroom gives students the tendency to keep using it, is motivated to keep using it and wants to motivate other students to use this application.

5. Actual Technology Use/ Behavior

Actual Technology Use or Behavior is an action taken by someone. In the context of using information technology systems, behavior is the actual use of technology. In the indicator, there are only three items, namely frequent access AU1, length of time to access, and suggestions for other people. Items that tend to be difficult to approve are frequent access or AU, meaning that the respondent / student rarely accesses this application. The amount of time used to interact with a technology and the frequency of its use. Individuals will be satisfied using the system if they believe that the system is easy to use and can increase productivity, which is reflected in the real conditions of use.

[4] Aditya Hari Hanggono, Sit Ragil, & Heru Susilo. "Analisis Praktek TAM dalam Mendukung Bisnis Online dengan Memanfaatkan Jejaring Sosial Instagram". P. 3

Tends to be easily approved are AU2 and AU3 namely the length of time for accessing and suggesting to others. If a system tends to be good, students will begin to recommend its use. People making recommendations are people who have experience and know what they are saying. If the respondent has suggested its use to others, this means that the application can be trusted to help in learning.

The tendency of more respondents who tend to easily agree with the Actual System Usage indicator is 65% and 35% tends to disagree. This means that the use of the Google Classroom application on average is acceptable and can be suggested to other students. When talking about recommending it, students tend to agree, but in terms of good access, students still tend to disagree. This can be caused by external factors that affect the use of this application and not from within the application itself. The factors can be such as the provision of adequate internet access and a good Smartphone application.

Actual system usage is a real condition of system usage.[5] Individuals will be satisfied using the system if they believe that the system is easy to use and can increase productivity, which is reflected in the real conditions of use. The results of the research show that students feel confident that the Google Classroom is easy to use and can increase productivity.

6. Dominant Type Acceptance on the Google Classroom of Item and Person

For the first, talking about the most dominant items, of all the items, it can be seen that the sixty items used have a variability of difficulty levels ranging from AU1 which is the most difficult to PEAU3 which is the easiest to work on. This shows a good thing, in this case the items provided can provide useful

[5] Igbaria, M., Guimaraes, T., & Davis, G.B. "Testing the Determinants of Microcomputer Usage via a Structural Equation Model". p. 87-114

information about the abilities of the students being tested, bad news if all the questions are at the same level of ability, for example gathered above (difficult to do) or below (too easy to do).

The easiest item is about the appearance of Google Classroom, this shows students tend to agree on the convenience of this application itself or it can be said from within this application. If it is supported from outside factors such as inadequate access or inadequate student conditions, students or respondents do not agree with it. So Google Classroom tends to be good to use, but if supported by good external factors too. This includes if the area is easily accessible to internet services and the situation and conditions are adequate.

Overall, 63% of students can accept the use of Google Classroom in learning. This means that Google Classroom makes it easy for students to learn in a good and easy-to-understand way. Because overall students easily agree on how easy it is that Google Classroom itself as a plate form application for learning at school. Meanwhile, in terms of continuous access, it is difficult to agree with the students as a whole because of the difficulty of accessing it. Access difficulties can be caused by external factors apart from the application itself, such as an adequate internet network or supporting electronic devices which are external factors of the Google Classroom application.

CHAPTER V

CONCLUSION AND SUGGESTION

This is the last chapter that discussing about two sections in the first section consists with the conclusion of the findings and the second is suggestion

A. Conclusion

In conducting this research, it was applied *Technology Acceptance Model* to know the students' acceptance on the Google Classroom at SMAN Matakali. The research design of this research is a research survey with questionnaire from TAM theory. The data was analyzed by Rasch Model as the analysis of the data.

This research shows that there is a tendency for students to accept the ease of use and appearance provided by Google Classroom. This means that Google Classroom can be a recommendation for teachers and students at school to use as an online learning platform.

B. Suggestion / Recommendation

Based on the research and discussion, researcher offer two points of ideas aimed to the teacher and researchers. These points are described as follow:

1. Therefore, teachers should know the students' difficulties and understand them thoroughly. Then, the teacher can find ways to get students to master the simple tenses well. The teacher is expected to be able to suggest to students to use Google Classroom in their learning. By considering the convenience provided by Google Classrom as an effective learning application for students. Where google classroom as a platform application provides a good appearance and is easy to learn for teachers or students. There is also a need

for socialization on how to use it before starting learning to make it easier for students to use it.

2. If other researchers wish to conduct research on the same topic, adequate students or respondent are required. Also in selecting respondents, it is better to choose students with good ability.
3. For recommendation on the other researcher to more detail on the reasons for the existence of students who do not agree with the use of Google Classroom. Try to get their reasons so that they can find a better solution regarding the application or method that can be applied in learning.

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APPENDICES

Appendix 1: Instrument of the reserach

Instrument of questionnaire from Google form

Google Classrom memperlambat saya dalam penyelesaian tugas Bahasa Inggris.

- Sangat Tidak Setuju
- Tidak Setuju
- Ragu-ragu
- Seuju
- Sangat Setuju

- Sangat Tidak Setuju
- Tidak Setuju
- Ragu-ragu
- Setuju
- Sangat Setuju

Menggunakan Google Classroom tidak dapat meningkatkan produktivitas saya dalam Bahasa Inggris.

- Sangat Tidak Setuju
- Tidak Setuju
- Ragu-ragu
- Setuju
- Sangat Setuju

Menggunakan Google Classroom dapat meningkatkan efektivitas saya dalam belajar Bahasa Inggris.

- Sangat Tidak Setuju
- Tidak Setuju
- Ragu-ragu
- Setuju
- Sangat Setuju

Saya merasakan Google Classroom tidak berguna bagi saya dalam pembelajaran

- Sangat Tidak Setuju
- Tidak Setuju
- Ragu-ragu
- Setuju
- Sangat Setuju

Cara penggunaan Google Classroom mudah dipelajari.

- Sangat Tidak Setuju
- Tidak Setuju
- Ragu-ragu
- Setuju
- Sangat Setuju

Google Classrom tidak dapat digunakan sesuai yang diinginkan.

- Sangat Tidak Setuju
- Tidak Setuju
- Ragu-ragu
- Setuju
- Sangat Setuju

Tampilan Google Classroom sangat jelas dan mudah dipahami

- Sangat Tidak Setuju
- Tidak Setuju
- Ragu-ragu
- Setuju
- Sangat Setuju

Dengan Google Classroom, memperoleh maupun pengumpulan materi tidak mudah diakses

- Sangat Tidak Setuju
- Tidak Setuju
- Ragu-ragu
- Setuju
- Sangat Setuju

Mudah bagi saya untuk menjadi ahli menggunakan Google Classroom.

- Sangat Tidak Setuju
- Tidak Setuju
- Ragu-ragu
- Setuju
- Sangat Setuju

Penggunaan Google Classroom sangat tidak fleksibel.

- Sangat Tidak Setuju
- Tidak Setuju
- Ragu-ragu
- Setuju
- Sangat Setuju

Saya merasa senang menggunakan Google Classrom.

- Sangat Tidak Setuju
- Tidak Setuju
- Ragu-ragu
- Setuju
- Sangat Setuju

Sangat tidak nyaman berinteraksi dalam pembelajaran dengan menggunakan Google Classroom.

- Sangat Tidak Setuju
- Tidak Setuju
- Ragu-ragu
- Setuju
- Sangat Setuju

Saya sangat menikmati penggunaan Google Classroom.

- Sangat Tidak Setuju
- Tidak Setuju
- Ragu-ragu
- Setuju
- Sangat Setuju

Tampilan Google Classroom membosankan.

- Sangat Tidak Setuju
- Tidak Setuju
- Ragu-ragu
- Setuju
- Sangat Setuju

Saya selalu menggunakan Google Classroom untuk mencari dan mengerjakan tugas.

- Sangat Tidak Setuju
- Tidak Setuju
- Ragu-ragu
- Setuju
- Sangat Setuju

Saya tidak selalu mencoba menggunakan Google Classroom sesering mungkin untuk menyelesaikan pekerjaan.

- Sangat Tidak Setuju
- Tidak Setuju
- Ragu-ragu
- Setuju
- Sangat Setuju

Saya mengharapkan bisa terus menggunakan Google Classroom di masa mendatang

- Sangat Tidak Setuju
- Tidak Setuju
- Ragu-ragu
- Setuju
- Sangat Setuju

Saya sangat jarang mengakses Google Classroom.

- Sangat Tidak Setuju
- Tidak Setuju
- Ragu-ragu
- Setuju
- Sangat Setuju

Setiap kali melakukan akses Google Classroom, sekurang-kurangnya saya habiskan waktu selama 15 menit

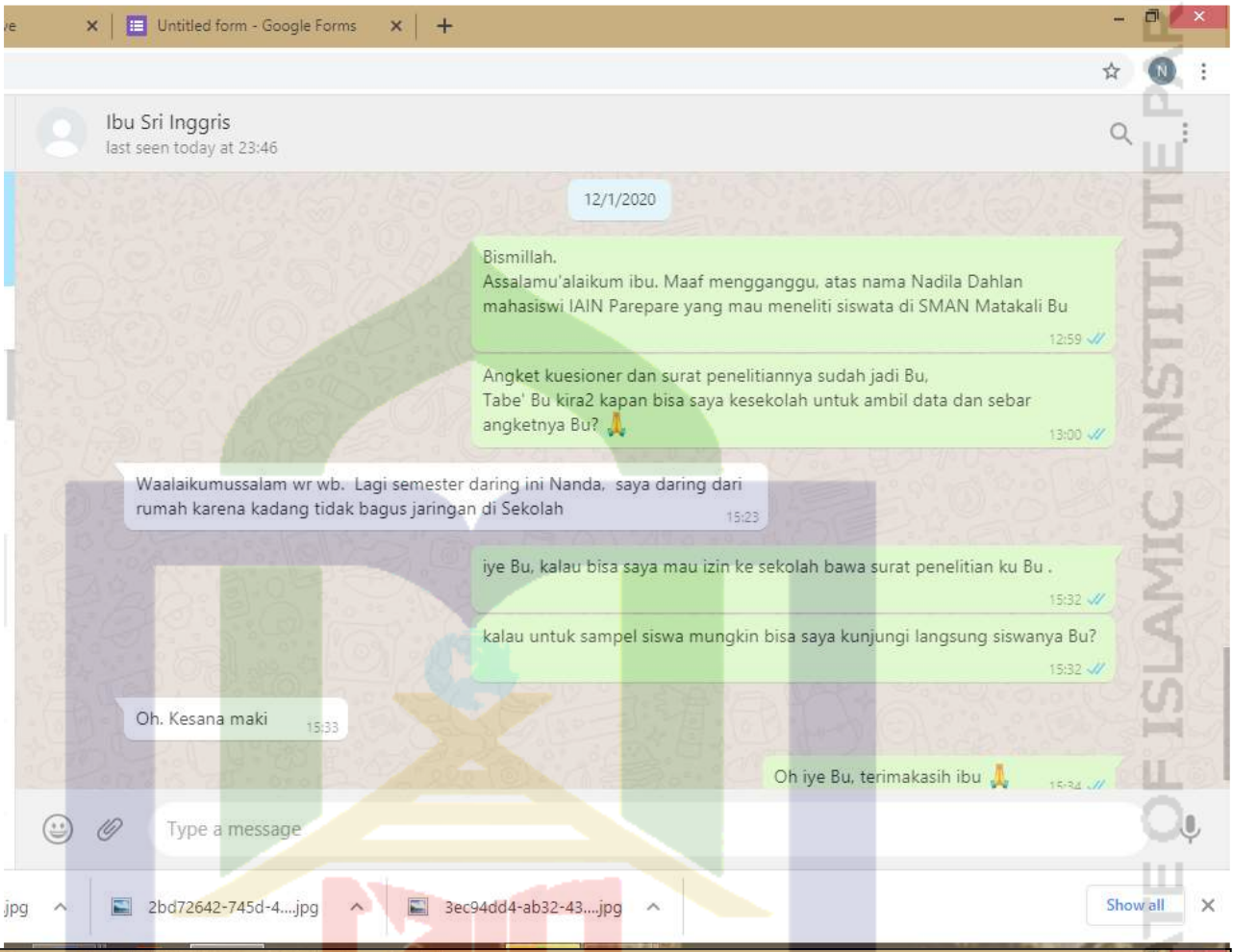
- Sangat Tidak Setuju
- Tidak Setuju
- Ragu-ragu
- Setuju
- Sangat Setuju

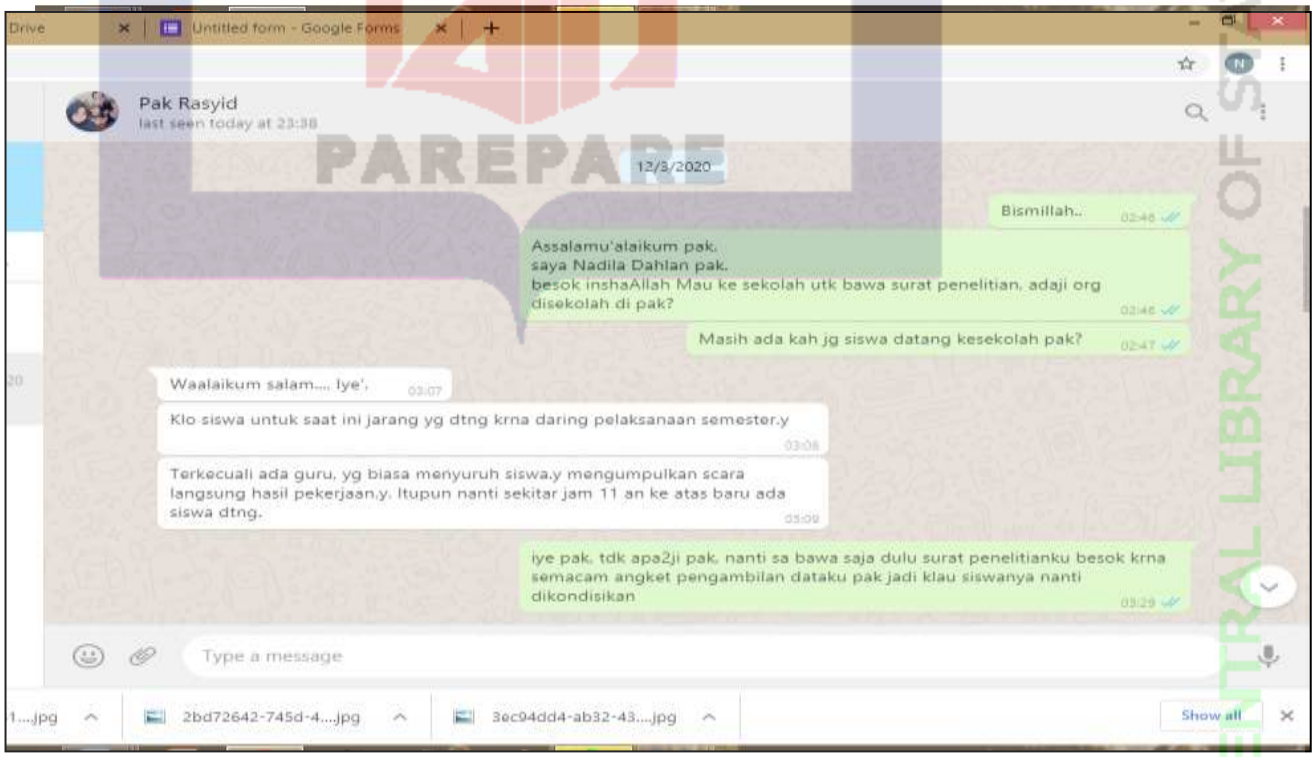
Saya tidak menyarankan kepada orang lain untuk menggunakan Google Classroom.

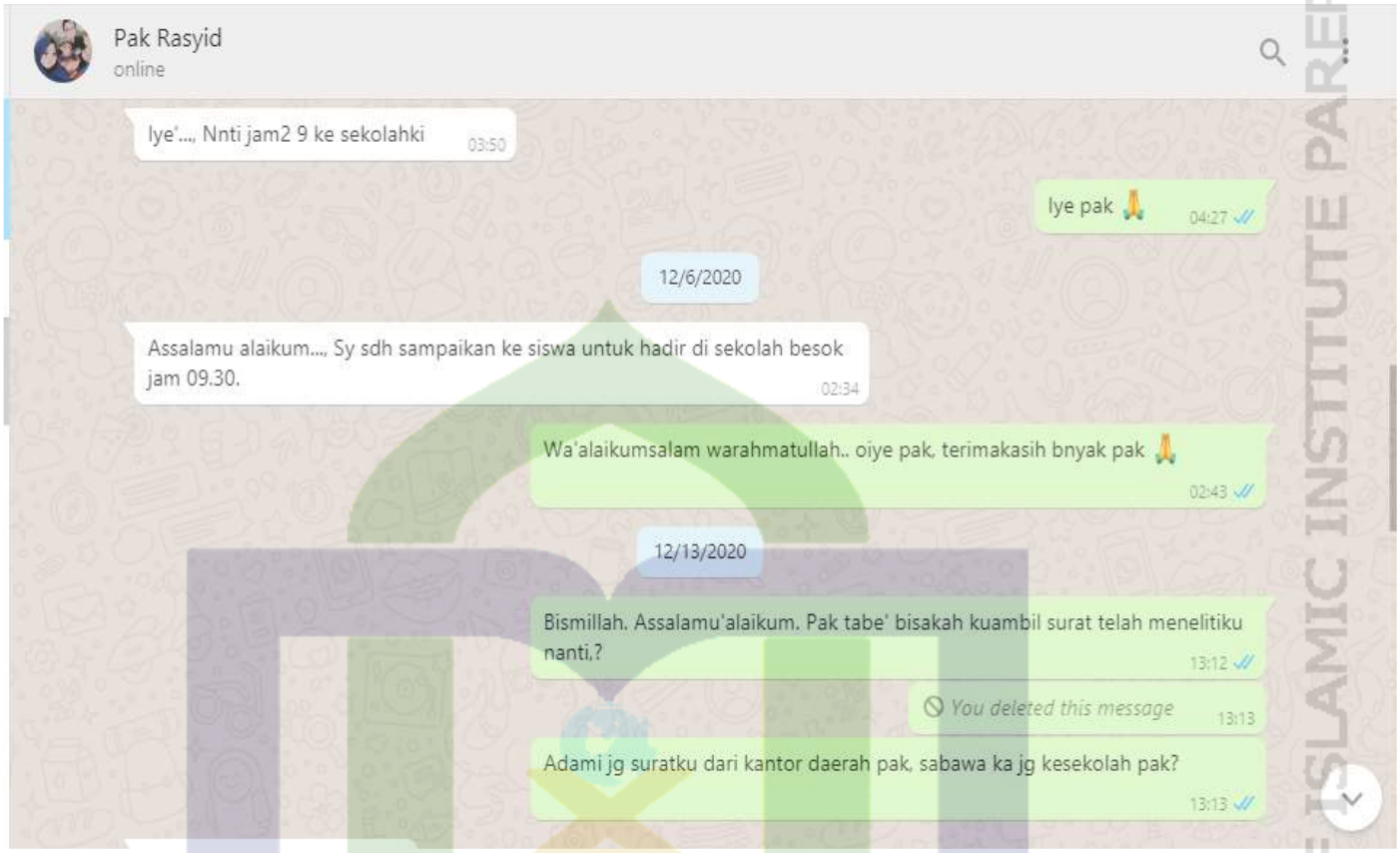
- Sangat Tidak Setuju
- Tidak Setuju
- Ragu-ragu
- Setuju
- Sangat Setuju

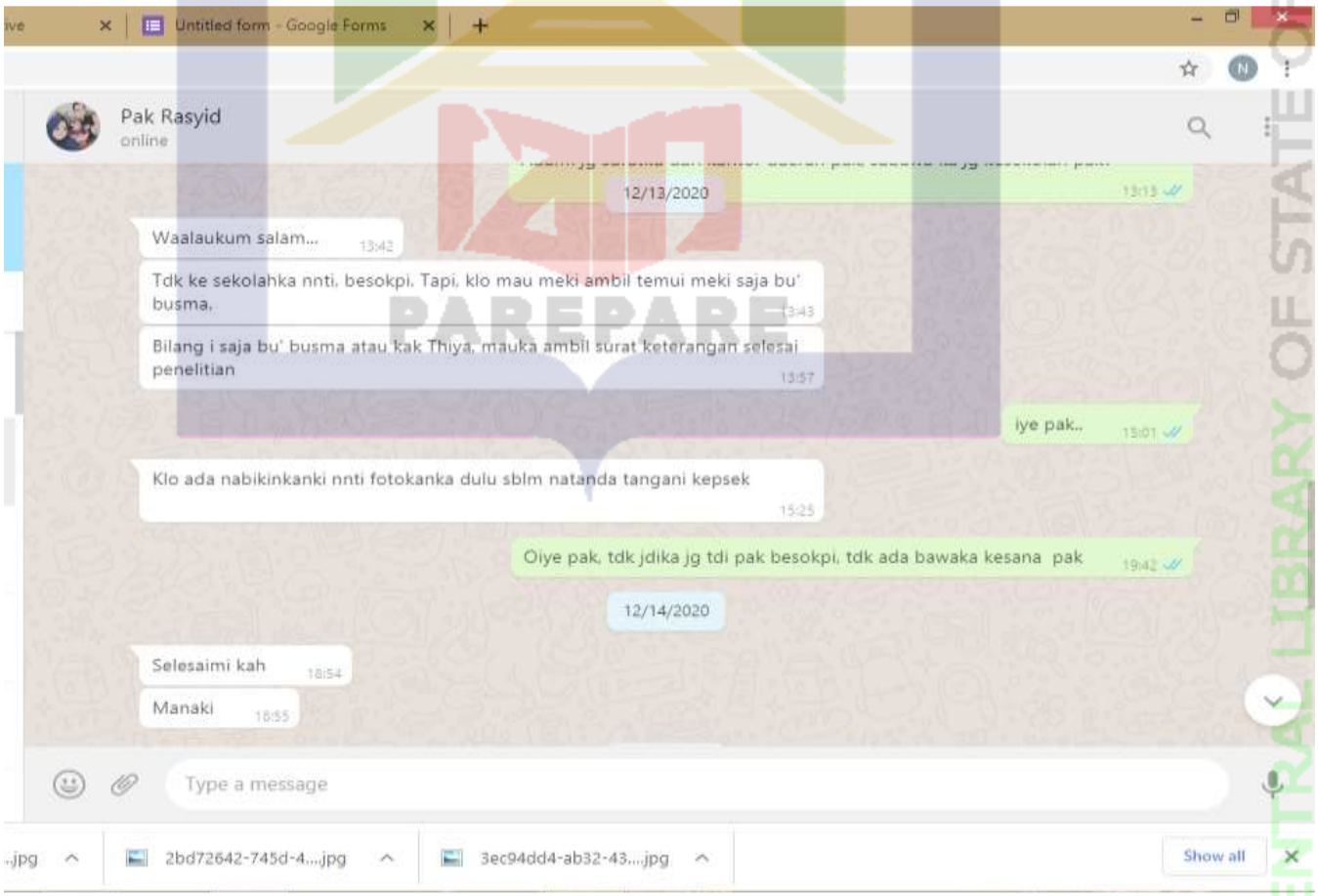
Appendix 2: Documentation from WhatssApp Chat

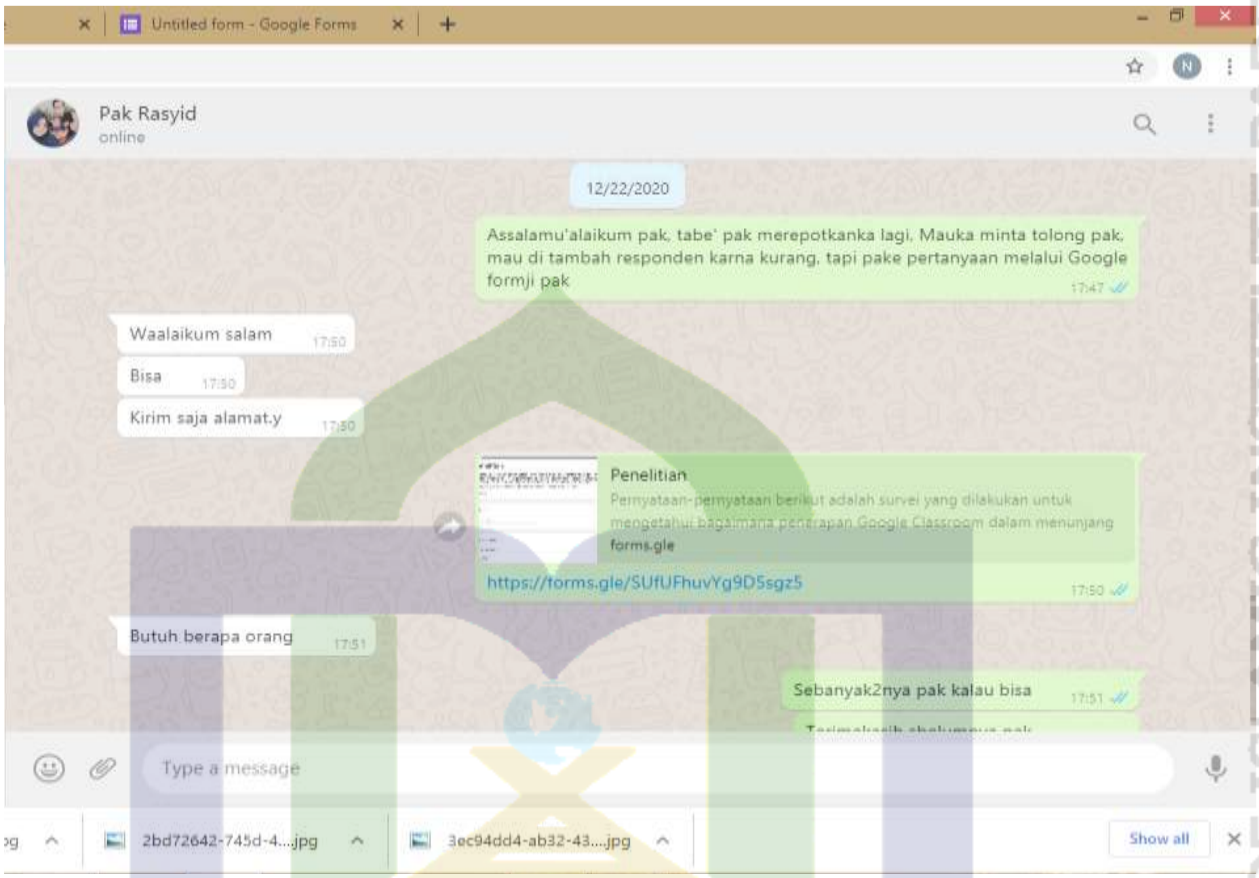
Documentation from chat WhatsApp with the teachers of SMAN Matakali











Appendix 3 : Recommendation of the Research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.2611 /In.39.5.1/PP.00.9/12/2020
Lampiran : 1 Bundel Proposal Penelitian
H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Polewali Mandar
C.q. Kepala Kesatuan Bangsa dan Politik
di,-
Kab. Polewali Mandar

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Nadila Dahlan
Tempat/Tgl. Lahir	: Induk Makkombong, 25 Februari 1998
NIM	: 16.1300.031
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: Desa Induk Makkombong, Kec. Matakali, Kab. Polewali Mandar

Bermaksud akan mengadakan penelitian di wilayah Kabupaten Polewali Mandar dalam rangka penyusunan skripsi yang berjudul :

"The Students' Acceptance On The Google Classroom In English Learning At SMAN Matakali Polewali Mandar"

Pelaksanaan penelitian ini direncanakan pada bulan Desember sampai bulan Januari Tahun 2020.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 01 Desember 2020
Wakil Dekan I,

Muh. Dahlan Thalib

Tembusan :
1. Rektor IAIN Parepare
2. Dekan Fakultas Tarbiyah

Appendix 4: Research Agreement

PEMERINTAH KABUPATEN POLEWALI MANDAR

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl.Manunggal NO. 11 Pekkabata Polewali, Kode Pos 91315

IZIN PENELITIAN

NOMOR : 503/528/IPL/DPMPTSP/XII/2020

Dasar :

1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Izin Penelitian;
2. Peraturan Daerah Kabupaten Polewali Mamasa Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
3. Memperhatikan :
   a. Surat Permohonan Sdr (i) NADILA DAHLAN
   b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor : B-0523/Bakesbangpol/B.1/410.7/XII/2020,Tgl.10-12-2020

MEMBERIKAN IZIN

Kepada :

Nama	:	**NADILA DAHLAN**
NIM/NIDN/NIP	:	**16.1300.031**
Asal Perguruan Tinggi	:	**IAIN PAREPARE**
Fakultas	:	**TARBIYAH**
Jurusan	:	**PENDIDIKAN BAHASA INGGRIS**
Alamat	:	**INDO MAKKOMBONG KEC. MATAKALI KAB. POLMAN**

Untuk melakukan Penelitian di SMAN Matakali Kabupaten Polewali Mandar, yang dilaksanakan Pada Bulan Desember 2020 Sampai Januari 2021 dengan Proposal berjudul **"THE STUDENTS' ACCEPTANCE ON THE GOOGLE CLASSROOM IN ENGLISH LEARNING AT SMAN MATAKALI POLEWALI MANDAR"**

Adapun Rekomendasi ini dibuat dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil Penelitian kepada Bupati Polewali Mandar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian Izin Penelitian ini dikeluarkan untu k dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar
Pada Tanggal, 10 Desember 2020

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

ANDI MASRI MASDAR, S.Sos., M.Si
Pangkat : Pembina
NIP : 19740206 199803 1 009

Tembusan:
1. Unsur Forkopinda di tempat;
2. Ka. Disdikbud Kab. Polman di tempat;
3. Ka. SMAN Matakali di tempat.

Appendix 5: Research Information / SK of SMAN Matakali

PEMERINTAH PROVINSI SULAWESI BARAT
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI MATAKALI
Alamat : Jl. poros SalurebongKec. Matakali Kab. Polewali Mandar 91352

SURAT KETERANGAN
TELAH MELAKUKAN PENELITIAN
No.421/069/SMA.Mtk/2020

Yang bertanda tangan dibawah ini, kepala SMAN Matakali menerangkan bahwa:

Nama : NADILA DAHLAN
NIM : 16.1300.031
Fakultas : Tarbiyah
Jurusan : Pendidikan Bahasa Inggris

Pada bulan Desember 2020 sampai Januari 2021 telah melaksanakan penelitian di SMAN Matakali untuk keperluan penulisan skripsi yang berjudul **"The Students' Acceptance On The Google Classroom In English Learning At SMAN Matakali Polewali Mandar"**

Bersama ini kami sampaikan pula bahwa mahasiswa tersebut telah melaksanakan penelitian dengan baik dan sesuai dengan aturan yang telah ditetapkan pihak Fakultas dan pihak sekolah.

Matakali, 30 Desember 2020
Kepala SMAN Matakali

PEMERINTAH PROV. SULAWESI BARAT
SMA NEGERI MATAKALI
DINAS PENDIDIKAN DAN KEBUDAYAAN

Drs. Rustam Latief, M.Si
NIP. 19620714 199002 1 005

SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 437.24 TAHUN 2020
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang :
a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2020;
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

Mengingat :
1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

Memperhatikan :
a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2019, tanggal 12 November 2019 tentang DIPA IAIN Parepare Tahun Anggaran 2020;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 139 tahun 2020, tanggal 27 Januari 2020 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah.

MEMUTUSKAN

Menetapkan :
a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2020;
b. Menunjuk saudara: 1. Dr. H. Saepudin, S.Ag., M.Pd.
2. Hj. Nurhamdah, S.Ag., M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Nadila Dahlan
NIM	:	16.1300.131
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Students' Acceptance On The Google Classroom In English Learning at SMAN Matakali

c. Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
e. Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 10 Februari 2020
Dekan,

Dr. H. Saepudin

CURRICULUM VITAE

Nadila Dahlan, the writer was born on February 25nd 1998 in Polman West Sulawesi She is the first child from two children in her family, her father's name is Dahlan and her mother's name is Hamida. She is student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her educational background, she began her study on Kindergarten HS MUCHDAR Makkombong and 2004 at SDN 009 Indok Makkombong, and graduated 2010. While at the same year she study the junior high school 1 Matakali and finish on 2013, the continued her study in Senior High School Matakali and graduated on 2016. The continued her study at Tarbiyah Faculty of IAIN Parepare and completed her study with her skripsi in the title "The Students' Acceptance on the Google Classroom in Learning English at SMAN Matakali West Sulawesi".