

A THESIS

**THE STUDENTS' PERCEPTION IN USING GOOGLE
CLASSROOM IN LEARNING ENGLISH AT THE
SECOND GRADE OF VOCATIONAL HIGH
SCHOOL (SMK) 1 PAREPARE**



BY :

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REG NUM. 16.1300.075**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

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Submitted to the English Education Program of Tarbiyah Faculty of State
Islamic Institute of Parepare in Partial of Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)

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Skripsi

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2021

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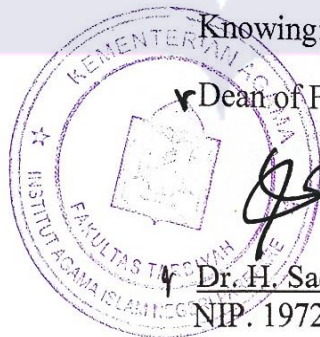
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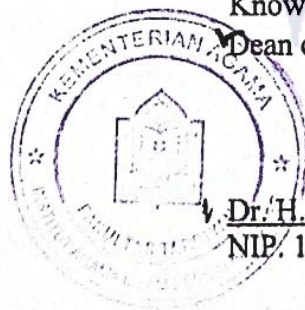
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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All praise be to Allah the Lord of the world, who gives blessing and mercy upon the writer completing this *skripsi*. Peace and blessing from Allah always be upon to His messenger, Prophet Muhammad, his families, his relatives and his followers

The researcher wants to thank all people who have supported and helped her. She realizes that without their support and help, she would not be able to finish this “Skripsi”. So in this opportunity, the writer would like to express especially the great thanks to her beloved parents Muh. Nasir and Syamsuria. Therefore, the researcher wishes to express a lot of thanks to:

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Researchers realize that this skripsi is far from perfect. Therefore, the researcher hopes for some corrections, suggestions, or criticism and improves it. The suggestions or criticism will be accepted to make this Skripsi better. Hopefully this thesis is useful for researcher and the readers generally.

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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Stated this thesis is her own writing and if it can be proved that it was copied, duplicate or compiled by any other people, this thesis and the degree that has been gotten would be postponed.

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ABSTRACT

Yunarsi .*The Students' Perception in Using Google Classroom in Learning English at The Second Grade of Vocational High School (SMK) 1 Parepare.*(Supervised by Abdul Haris SunubiandKalsum).

Google classroom is a media platform that the teacher can use in learning process especially in the learning english process. Because nowadays, internet literacy has become the most important role to develop in our basic life. Google classroom is free access facilitated to the teacher and an e-learning process. Furthermore, this platform offers a lot of advantages for the user. In addition, this platform, known as the user-friendly tools by smartphone or laptop, creates the same opportunities all the students and make encourages students to study more about internet literacy.

The research method used in this research was quantitative approach with description-survey technique by using questionnaires in collecting data through five likert scales. The subjects were the students of SMKN 1 parepare. As a sample it was random samsplng which were 30 students

Herresults showed that more than half of the students were satisfied. Assignments factor is the most important aspect when they use Google Classroom to learn English from the three aspects discussed by percentage 60%, followed with rating 58,5% and smooth communication 58,1%.

Keywords: *perception, google classroom*

TABLE OF CONTENTS

COVER	i
PAGE OF TITLE	ii
SUBMISSION PAGE	iii
APPROVAL OF CONSULTANT COMMISSIONS	iv
ACKNOWLEDGMENT	v
DECLARATION OF THE AUTHENTICITY OF THE THESIS	viii
ABSTRACT	ix
TABLES OF CONTENT	x
LIST OF TABLES	xii
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION	1
A. Background	1
B. Research Questions	3
C. Objective of the Research	3
D. Significance of the Research	3
CHAPTER II PREVIOUS RELATED LITERATURE	5
A. Description of Theories	5
B. The concept of Perception	16
C. Previous Literature	19
D. Conceptual Framework	20
CHAPTER III METHODOLOGY OF THE RESEARCH	22
A. Research Design	22
B. Variables and Operational Definition of Variable	22
C. Source of Research	23
D. Instrument of the Research	24
E. Technique of Collecting Data	26
CHAPTER IV FINDING AND DISCUSSION	29
A. Research Findings	29
B. Discussion	46
CHAPTER V CLOSING	54
A. Conclusion	54

B. Suggestion.....	54
BIBLIOGRAPHY	56
APPENDICES	



LIST OF TABLES

Number of Table	The Tittle of Tables	Pages
1	The likert scale rating	28
2	Responses from the questions	30
3	Item Number 1 (Using Google Classroom allows me to complete tasks faster, like that)	31
4	Item Number 2 (Google Classroom Less can Helpful in The Process of Learning English)	33
5	Item Number 3(Google Classroom improved my academic performance)	33
6	Item Number 4(Effective Use of Google Classroom or Learning)	33
7	Item Number 14(I need to learn some troubleshootingtechnology task to help my self when usinggoogle classroom)	34
8	Item Number 16 (Google classroom support cooperative learning through working in group)	35
9	Item Number 5 (Google Classroom reduced my learningefficiency)	36
10	Item Number 6 (Using Google Classroom makes it difficult forme to complete homework)	37
11	Item Number 11 (When Absent I Can Easily Access Material AndAssignment Through Google Classroom)	38

12	Item Number 12 (I Get Frustrated By Using Google Classroom Mobile Because Of The Slow- Speed Internet)	39
13	Item Number 17(I dislike using google classroom mobile because the small sized screen causes me difficulty in navigation and typing)	40
14	Item Number 13(I lack access to computers or any mobile devices at home)	41
15	Item Number 7 (Google Classroom meets my needs, such as mobility and social communication)	41
16	Item Number 8 (Google Classroom provides me with more opportunities to interact with teachers and peers outside the classroom)	42
17	Item Number 9 (Shy students usually communicate more confidently online through Google Classroom)	42
18	Item Number 10 (When using Google Classroom, there are often misunderstandings between teachers and students)	43
19	Item Number 15 (Google classroom allows me to get immediate feedback from my teacher)	44
20	Item Number 18 (Google classroom requires long time to master its use)	44
21	Students Response	45

LIST OF APPENDICES

No	The Tittle of Appendices
1.	Instrument
2.	The Result Of The Instruments
3.	Students Respons
4.	Research Allowence
5.	Curriculum Vitae



CHAPTER 1

INTRODUCTION

A. Background

In today's modern world, teaching is no longer limited to chalk and talking methods. Many changes have taken place in the teaching process In the past two decades. According to research by Patrick and Sturgis, “today’s teachers are expected to provide a better learning environment internally. Learning outside the classroom can also be called "outside the classroom". Learning outside the classroom ensures a personalized, ability-based and student-centered environment”.¹

In order to provide such an environment, the first challenge is the increasing reliance on technology, which has become the core of the lives of the younger generation². As the world is surrounded by technology and the internet, young people today are part of the digital age, they use mobile phones, computers, tablets and e-readers every day. Since gadgets are increasing every day, it leads to technology addiction among children.

With the rapid development of information dissemination, education has been digitalized and technical tools. The teacher is not using traditional teaching methods, but Implemented new methods, namely computer-assisted language learning and today’s mobile Assisted language learning. Teachers can use these

¹Patrick, Susan and Chris Sturgis. "Maximizing Competency Education and Blended Learning: Insights from Experts", 2015 <https://files.eric.ed.gov/fulltext/ED557755.pdf> (Accessed 2th november 2020).

²Curtis, Sophie. "How Technology is Changing Childhood", (International Journal of Psycho-Educational Sciences,2018), p.4

methods to maintain and maintain students' interest Make students in learning and make the learning process learner-centered.³

Young people and even toddlers are spending more and more time using digital technology. Some students like the use of gadgets so much that they can't control their use of gadgets even in the classroom, which distracts teachers and learners in many ways. Parents and teachers are very anxious about this generation of touch screens.

As the application of mobile technology is constantly developing, why not use electronic devices to provide learners with the choice of learning anytime, anywhere? With this in mind, Google plans to introduce a technology-based learning platform in 2014, through which they can use their beloved gadgets to spend most of the day and night these young generations who love gadgets .

Google Classroom transforms this young generation's technological dependence problem into a solution. It can be used not only as an online learning platform itself, but also as a positive example of technology, because it can enhance personalized, learning effects anytime, anywhere, similar to learning outside the classroom.

Using technology for teaching English is not a new trend. Computer aided language learning started in the 1960s. In today's smartphone era, smartphones are very common among students, and mobile phones can do more than laptops or computers.

³Sadequle Islam, *Bangladeshi University Students' Perception on Using Google Classroom for Teaching English*, (International Journal of Psycho-Educational Sciences, London Academic Publishing, 2019), p. 57 – 65.

Based on the problem above and researcher observation in SMKN 1 Parepare, the writer conclude thatbecause the coronavirus pandemic forced all departments in the country to cease operations, especially during education, Indonesia (currently suffering from an increase in corona positive cases) requested that the previous face-to-face education system be moved to online/daring. It is usually not possible to conduct face-to-face teaching and learning activities in multiple regions or regions in Indonesia, so online or daring learning alternative methods can also be used to force the teaching and learning process.

This method plays an important role in the implementation of the learning process, one of which is Google Classroom. In Google Classroom, teachers and students of SMKN 1 Parepare can interact and make online learning more productive. Therefore the writer wants to know how the students' perception of google classroom in learning english at SMKN 1 Parepare.

B. Research Question

In relation with the background, the problem of the research can be stated as follows:How are the Students' Perception in Using Google Classroom in Learning English at the Second Grade of Vocational High School (SMK) 1 Parepare?

C. Objective of Research

Based on the research question above, this research aimed to find out the students' perception in using google classroom in learning English at the second grade of vocational high school (SMK) 1 Parepare.

D. Significances of the Research

1. For the teacher

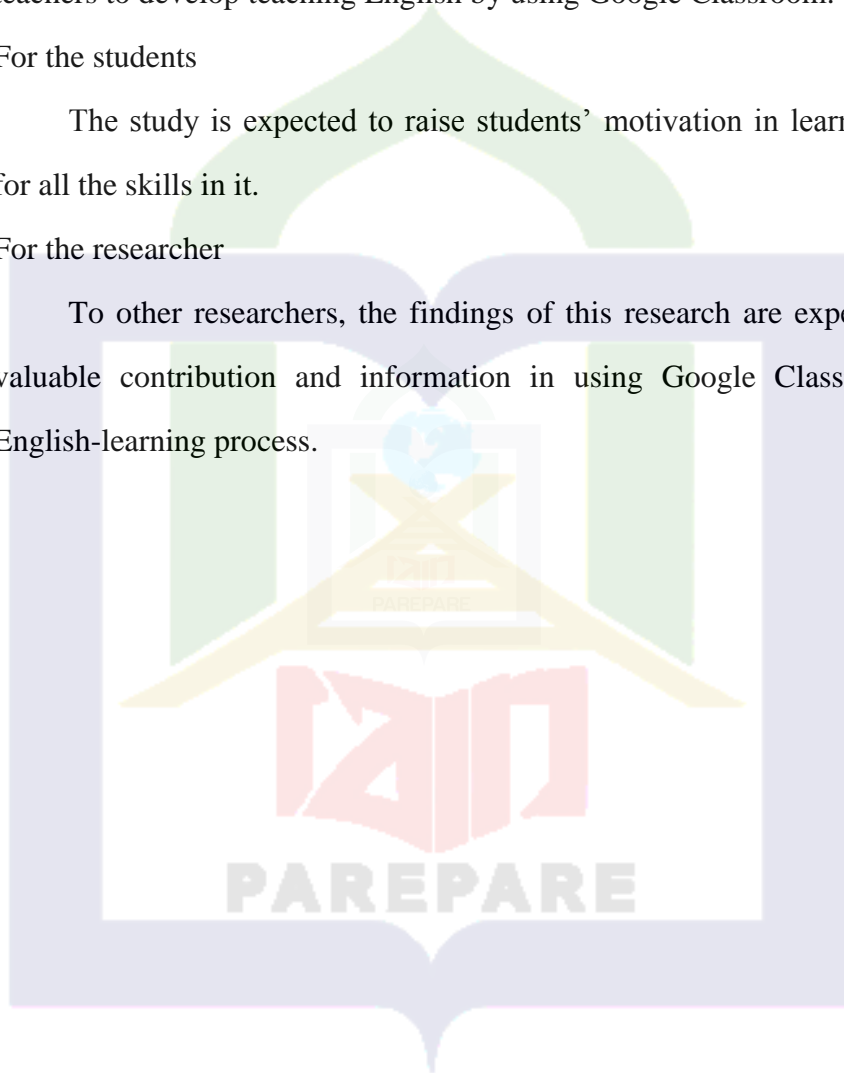
This result of study is expected to give a contribution to the English teachers to develop teaching English by using Google Classroom.

2. For the students

The study is expected to raise students' motivation in learning English, for all the skills in it.

3. For the researcher

To other researchers, the findings of this research are expected to give valuable contribution and information in using Google Classroom in the English-learning process.



CHAPTER II

PREVIOUS RELATED LITERATURE

This chapter discuss about previous related research findings, some pertinent idea, theoretical framework and hypothesis

A. Description of Theories

1. The Definition of Google Classroom

Google Classroom is an application that can be used in Cyberspace. In addition, Google Classroom can be used to assign assignments, Submit assignments and even evaluate already submitted assignments (Herman in Hammi). Therefore, this application can help promote learning for lecturers and students The process is deeper. This is because both students and lecturers can collect homework, Assign homework without time constraints, evaluate homework at home or anywhere Limit or class time. The main goal of Google Classroom is to simplify the process of sharing files Between the teacher and the student. Google Classroom combines Google Drive for distribution Creation and distribution, Google documents, forms, slides for writing, Gmail for communication, Plan with Google Calendar. Students can be invited to participate in courses through private passwords, Or automatically imported from the school domain.⁴

The classroom is a version of Google's online learning management system that helps educators save time and organize courses. Teachers can create online courses, assign assignments, easily collect and grade tasks, send

⁴ Gilang Purnama, *Comparison of Junior High School Students Mathematics Learning Results between Students Who Learned Using Whatsapp Group Media with Students Which Learning Using Google Classroom Media in Pandemic Time Covid-19*, (Journal of Education Experts, 2020). P. 6

students' learning feedback, conduct moderate discussions, and more. Students can see everything in one place and submit their work directly. They can start communicating with the whole class, or they can send private questions to the teacher.⁵

Google Classroom is an online learning platform Developed by Google, it allows teachers and Learners participate in "outside the classroom" learning in the classroom Innovative way.⁶ Google classroom is a mixed learning platform for the scope of education that can make it easier for teachers to create, share and classify each paperless assignment. Such software has been introduced as privileges of google apps for education which was released on august 12, 2014 According to the official website of google, the google classroom application is a free productivity tool covering email, document and storage. Classrooms are designed to make it easier for teachers to save time, manage classes and improve communication with their students and teachers to connect with each other inside and outside of school. Rosemarie Deloro, a teacher from New York, said that during her 60 years of teaching she never used a computer. However, since having chromebook and googleclassroom in it, he has made it easy to provide digital homework to his students and provide feedback directly, anytime and anywhere.⁷

Based on the explanation from the experts above the researcher concluded that google classroom is a media platform that the teacher can use in

⁵ Anurak Khopadung, Et. Al, *A Designing of Google Classroom as an Online Productive Flipped Classroom Tool*, (Journal of WCSE, Tokyo Japan, 2016), pp. 434-438.

⁶ Sadequle Islam, *Bangladeshi University Students' Perception on Using Google Classroom for Teaching English*, (International Journal of Psycho-Educational Sciences, 2019), Vol. 8, No. 2.

⁷ Eka Afrianti, *Penerapan Google Classroom dalam Pembelajaran Akuntansi*, (Yogyakarta, 2018) Unpublished Skripsi Universitas Islam Yogyakarta. P. 18.

learning process especially in learning English process. Because nowadays, internet literacy has become the most important role to develop in our basic life. Google classroom is free access facilitated to the teacher and as e-learning process. Furthermore, this platform offers a lot of advantages for the user. In addition, this platform, known as the user-friendly tools by smartphone or laptop, creates the same opportunities for all students and make encouragement for student to study more about internet literacy.

2. Use of Google Classroom for Teaching English

It has been already mentioned how Google classrooms basically work. Since this paper is about the use of Google classroom for learning English, some important points can be mentioned about the use of it for teaching and learning English. Learning English language is more or less about learning the four basic skills of English: Listening, reading, writing & speaking. So, for learning these four skills of English, Google classroom can be used as a medium in a very innovative way. Since the researcher has conducted this research among the tertiary level learners of English language those who use Google classroom for learning English, the possible tasks and activities which can be accomplished in the Google classroom for teaching these four skills are mentioned here.⁸

a. Writing

For practicing English writing skill, students can be asked to write something on any topic based on their own experience and they are asked

⁸Sadeque Islam, *Bangladeshi University Students' Perception on Using Google Classroom for Teaching English*, (International Journal of Psycho-Educational Sciences, 2019), Vol. 8, No. 2.

to upload those in the assignment section of Google classroom where only the teacher can see and read their write up. After submitting their write up, the teachers can also give feedback to the learners. Another way of engaging them for writing through Google classroom is to give them various interesting English videos in the Google classroom including movie clips, reality shows, speeches, documentaries etc. and they can be instructed to write their own review on those videos. Students often like these interesting videos and enthusiastically they engage in the writing activity.

b. Speaking

First of all, Learners can be given some suggestions on some techniques for becoming a better speaker. Video clips of famous orators or public speakers can also be uploaded for their convenience. Now, they will be asked to make their own video where each will be assigned to talk on any familiar but specific topic. They can also be asked to make English short documentaries/films on interesting and contemporary issues. They can make the documentary/film in groups so that their conversational skill will also be improved

c. Listening

For listening practice students can be given various listening practice audio along with practice sheets available on the internet. To make listening a bit interesting and to engage them enthusiastically they can be given English songs or interesting movie clips. Considering the learners' level of English proficiency, teachers have to make questions from the lyrics of the

song and students can be asked to answer those questions by listening to the songs or movie clips. A quiz can also be arranged in the Google classroom.

d. Reading

There are enormous passages for practicing reading. Students can be provided those reading texts along with multiple choices or fill in the gaps questions. These will help them to improve reading skills. Apart from that, story books can be assigned to them. After reading the book they have to submit a book review. So these are some of the tasks associated with the four skills of English which can be incorporated through Google classroom for ensuring a better English learning environment to students.

3. Google Classroom Features

Google Classroom provides many conveniences, such as Google Drive, Google Docs, Sheets and Slides, and Gmail, which will help educational institutions to teach more easily without physical materials such as classrooms, whiteboards and stationery. The following are some features that really support this online learning:⁹

a. Assignments

Each downloaded task will be saved in the Google Productivity Suite and evaluated by the application that makes this online collaboration possible. Not just sharing a document stored with the teacher in the student's Google Drive, which is hosted on the student drives and then sent for evaluation. The teacher can choose the file as a template that allows each

⁹Maria Tinungki, Et Al. *The Implementation of Google Classroom as the E-Learning Platform for Teaching Non-Parametric Statistics during COVID-19 Pandemic in Indonesia*, (International Journal of Advanced Science and Technology, 2020), Vol. 29, No. 4

student to edit their own copy and submit it for evaluation. Therefore, all students can view, copy or edit the same document. Students can also choose Attach other documents from their Drive to the assignment.

b. Rating (Grading)

Google Classroom supports different assessment methods. The lecturer can monitor the progress of each student in each assignment, and can also send comments and edits. The revised homework can be graded by the teacher with comments for students to revise the homework and return. After the assessment, unless the teacher returns the work, the work can only be edited by the teacher.

c. Smooth communication

Lecturers can post announcements to the class stream, and students can comment on them, allowing two-way communication between lecturers and students. Students can also attend classes, but there is no high priority announced by the lecturer and can be hosted. Various media from Google products (such as YouTube videos and Google Drive files) can be attached to announcements and posts to share content. Gmail also provides an email option for lecturers to send emails to one or more students in the Google Classroom interface. You can access courses online or through the Android and iOS Class mobile apps.

4. Google classroom application

To start using the Google Classroom application, users can download the application from the Play Store and application Store. For desktop use, this application can be accessed on classroom.google.com. Users can log in to the

system using Gmail accounts. Afterwards, instructors will have the option to create flexible and adjustable courses. After creating the class, the lecturer can invite students to join the class by sharing a unique code (a combination of letters and numbers).¹⁰

One of the main functions of Google Classroom is that you can insert many master files, just like on the homepage. Google Classroom provides a place for lecturers to describe the course introduction. In this section, the instructor can also insert a syllabus, classroom rules or other guidelines. In addition, Google Classroom also provides an announcement function.¹¹ With this feature, lecturers can easily share important announcements for all students. In the homework function, Google Classroom also makes it easy for lecturers to do homework. The instructor can also use other information (such as description, deadline) to complete the assignment and insert a lot of images, instructions, and videos.¹²

Google Classroom provides four options, you can choose according to your needs. The first option is information flow or forum. With this class option, teachers and students can directly interact for discussion. The next option is Classwork. Through this class, teachers and students will find it easier to assign tasks. In addition, Google Classroom also displays the "Achievements" section, which is used to summarize the student's assessment.

¹⁰ M.G. Rae, and D. A'Malley, *Using an Online Student Response System, Socrative, to Facilitate Active Learning of Physiology by First Year Graduate Entry to Medicine Students: a Feasibility Study*, (MedEdPublish, 2017), vol. 6, no. 1,

¹¹ P. Wash, *Taking Advantage of Mobile Devices: Using Socrative in the Classroom*, (Journal of Teaching and Learning With Technology, 2014) vol. 3, no. 1, pp. 99-101.

¹² S. Muir, L. Tirlea, B. Elphinstone, and M. Huynh, *Promoting Classroom Engagement through the Use of an Online Student Response System: A Mixed Methods Analysis*, (Journal of Statistics Education, 2020) vol. 28, no. 1, (2020), pp. 25 – 31.

With all the features of Google Classroom, lecturers and students can continue teaching activities without having to meet face-to-face. Note that through Google Classroom, teachers and students can easily convey information, work, and discuss.¹³

5. The Benefit of Google Classroom in Implementing Education in Indonesia

With the passage of time, the use of communication technology has been facilitated by the Indonesian people who are constrained by the learning process organized by relevant educational institutions. Considering that Indonesia is an archipelago country, the implementation of distance education already has applicable laws, so distance education is very helpful for overcoming education problems in Indonesia. Distance education is also supported by facilities and infrastructure that guarantee the quality of graduates. It is expected that future plans will enable all educational institutions in Indonesia to further develop remote management in accordance with national education standards. According to the provisions of Article 31, paragraphs 1 to 4 of Law No. 20 of 2003 on "Distance Education":¹⁴

- a. Distance education can be carried out in all ways, types of education and all levels.
- b. The function of distance education is to provide education services for people who cannot receive education regularly or face to face.

¹³A.R. Trees, and M.H. Jackson, *The Learning Environment in Clicker Classrooms: Student Processes of Learning and Involvement in Large University-Level Courses Using Student Response System*, (Journal of Learning, Media and Technology, 2007) vol. 32, no. 1, pp. 21 – 40.

¹⁴Ketut Sudarsana, *The Use of Google Classroom in the Learning Process*, (Journal of Physics: Conf. Series 1175, 2019), Conf. Series 1175.

- c. Implement distance education with learning services, which is an evaluation system that ensures the quality of graduates in accordance with national education standards, and provides various forms of coverage with the support of facilities, infrastructure and models.
- d. The implementation of distance education regulations described in paragraphs 1 to 1.

6. With government regulation.

According to the interpretation of Article 31, Paragraph 1 of Law No. 20 of 2003, it can be explained that both education providers and teachers of educational institutions can use communication technology through the use of education-based applications (ie, Google Classroom). Using Indonesia's Google Classroom as a learning management system (LMS) to implement distance education has some benefits, as described below.

- a. By using Google Classroom to improve the learning of educational institutions based on teachers' quality information technology, this will provide teachers in Indonesia with the best experience in the learning process. This learning model is one of the innovative learning models based on e-learning, because the use of the Google classroom application will have an impact on improving the quality of Indonesian teachers to adapt to the development of technology and science.
- b. Students use the Internet wisely. Google Classroom is very useful for students in Indonesia to use technology wisely. With the rapid development of technology, today's children not only use technology to play games, they can even easily get negative things. Therefore, children must be guided to

use the Internet or active technology through the use of education-based applications (ie Google Classroom).

- c. Time-Saving Google Classroom can save most of the time for students and teachers because the process of setting up Google Classroom is very fast and easy to use. No time wasting to distribute physical documents, because students can complete the tasks the teacher gave them on time online. Because all work is paperless, they can complete tasks quickly and easily according to their daily plans so that they can learn online according to the established deadline.
- d. Eco-Friendly In a healthy environment, e-learning-based learning through Google Classroom will be very useful. Teachers and participants do not need to go to campus or school to participate in the learning process. Due to the implementation of this education-based technology, pollution caused by car smoke will begin to decrease. If the teacher is testing in terms of printing test questions, assigning homework, printing student attendance, etc., it will waste paper if it is not used again. The existence of Google Classroom is very helpful to the learning process of teachers and students, because it does not require paper, also known as paperless. Teachers can access Google Classroom and can start sharing tasks and teaching materials. Therefore, with the help of this technology, paper and other waste generated during the learning process can be overcome.
- e. Facing the distance of residence, it can be proposed to improve the quality of Indonesian national education to justify the development and application of information and communication technology. It is generally recommended

that Indonesia's geographical conditions, including many scattered islands and the generally unfriendly surface contours of the earth, are used to take advantage of the development and application of ICT to rely on Indonesia's distance learning capabilities for education as soon as possible. Using Google Classroom to implement education in Indonesia is very helpful for distance education (especially higher education). Students can learn from distance education through lecturers, and lecturers use the Google Classroom app to teach. This online-based education requires that each student's residence must have a good Internet network/signal, wireless network, and students must have smartphones/laptops/ and facilities that support e-learning. If implemented, distance learning will be very practical and efficient, but it also has a disadvantage.

- f. Improve cooperation and communication without a time limit. Teachers can send notifications to students when starting online discussions or introducing them to certain online learning activities. When discussing in Google Classroom, students have the opportunity to provide feedback to colleagues by posting directly. If they need help when finding difficult tasks to find more knowledge about a specific topic, they can get direct input from virtual classmates.
- g. Document Storage Teachers and students do not need to worry about file loss, homework, attendance lists, materials, grades and other issues. Because all documents are stored in LMS (Learning Management System) for free. Learners can view all their tasks in Google Classroom. In some folders, you can view Yunnian's activities, all grades, assignments, and

materials in the app, and teachers can store e-learning materials in centralized data.

The advantage of using Google Classroom to implement education in Indonesia is to improve the quality of teachers and students so that they can use technology wisely, especially in the learning process, saving time, environmental protection, overcoming living distance, increasing collaboration between students, and achieving eternity Communication and serve as a safe document storage space.

B. The Concept of Perception

A. The definition of perception

Perception is how people react to objects through their senses. According to Longman perception is the knowledge and understanding of events, objects and things Stimulated by using the senses (sight, hearing, touch, etc.).¹⁵ In addition, according to The perception ability of Oxford University is the ability to perceive things, observe or understand.¹⁶ Some experts are trying to make a definition of perception, consist by:

- a. Elizabeth A. Styles pointed out that sensory processing is a perception term. Sense organs from The external world, which is encoded by sensory neurons and transmitted to the brain Explained by the perceptual system. Sensory analysis is thus perfected Move through the visual path. This information can be used to judge Distance, specify the spatial layout of the scene, recognize faces and objects or guide Eye movement or reaching out.

¹⁵ Richards et al, *Longman Dictionary of Language Teaching and Applied Linguistics* (Cambridge: Cambridge Univ. Press, 1992), p. 391.

¹⁶Oxford Learner's Pocket Dictionary (Oxford: Oxford University Press, 2011), 4th ed, p. 325.

The earliest stage of perceptual processing is Automatic and unconscious. A more specific definition of perception refers to This kind of conscious or extraordinary experience of seeing, hearing, touching, etc.¹⁷

- b. A part of Markus Raab's information processing system is called perception. This is a complex phenomenon that provides input for the so-called high-end Processes such as creative choices. From an ecological perspective Directly perceive stimuli.¹⁸

According to the definition of the experts above the reader can conclude that Perception refers to the act of collecting, identifying, and interpreting sensory information to provide an overview and understanding of the environment. Perception includes all signals in the nervous system, which are the result of physical or chemical stimulation of sensory organs.

2. The types of perception

According to the Longman dictionary, perception is divided into three types:¹⁹

- a. Visual perception

The perception of visual information or stimuli is accepted by the eyes. of Almost spherical eyes with a diameter of 2-2.5 cm are a group of structures that convert light into codes that the brain can understand.

¹⁷ Elizabeth A. Styles, *Attention, Perception and Memory an Integrated Introduction* (Canada:Psychology Press, 2005), p. 7.

¹⁸ Markus Raab, et al., *Performance Psychology Perception, Action, Cognition, and Emotion*(Cologne: Elsevier Inc., 2016), p. 4.

¹⁹Walgito, *Psikologi Umum* (Yogyakarta: ANDI, 1981), p. 90.

b. Auditory perception

The perception of information and stimuli is received through the ears. Auditory perception requires listeners to detect different types of sound signals, And judge the difference between them based on the acoustic difference Features such as frequency, amplitude, duration, order of occurrence and rate of occurrence Presentation.

c. Speech perception

Speech perception is the product of auditory processing, namely speech perception It can be understood within the framework of auditory perception. Speech perception It is necessary to deal with the speaker's intention expression, and need to deal with motor representation.²⁰

3. Factors influencing perception

By looking at the above definition, it can be inferred that perception is the process of someone's understanding and understanding of environmental conditions. Davidoff pointed out that perception is a complex process that depends on the environment. In the process of perception, knowledge about the world is combined with the constructive ability, psychology and experience of the perceiver. Bootzin, Bower, and Zajonc pointed out that a person's perception is affected by his/his expectations, motivation, and previous experiences.²¹

²⁰Richards et al, *Longman Dictionary of Language Teaching and Applied Linguistics* (Cambridge: Cambridge Univ.Press, 1992), p. 391.

²¹Dewi Pratiwi, *Students Perception Towards Teachers Written Fedback Among 11th Grade Students at SMA.N 1 Wedi Klaten*, (Yogyakarta, 2013), Unpublish Thesis of Universitas Negeri Yogyakarta. P. 26

Depdikbud divides the factors that affect a person's perception into two parts:

- a. Internal factors from the students themselves, such as thoughts, feelings, willingness, gender, needs, motivation, and
- b. External factors from outside the student, such as educational background, experience, environment, culture, beliefs.

C. Previous Literature

The following are some studies on student perception. This research was written by Gusmi Wena Selti, and it gave students a sense of the implementation of classroom interaction strategies in the online micro-teaching course of the Department of English Language Education, Islamic University of Indonesia. This article considers the students' cognition in the implementation of classroom interaction strategies in the online micro-teaching part of the English Language Education Department of Indonesian Islamic University. This paper briefly describes the feelings of students in the learning process of online micro-classroom teaching, and describes the factors that lead to students' success and failure.

The second researcher is Jf Williams. In this study, two types of thought development patterns are focused on, and the inherent differences between these two online interactions are highlighted, and the difference between the two fundamental differences. The development method of asynchronous and synchronous discussion, and provide suggestions that can be implemented to improve the effectiveness of the two as communication media in the educational environment

The third researcher is Shomoossi, Amouzadeh and Ketab (2008). These researchers proposed this study, which aims to study classroom interaction from a

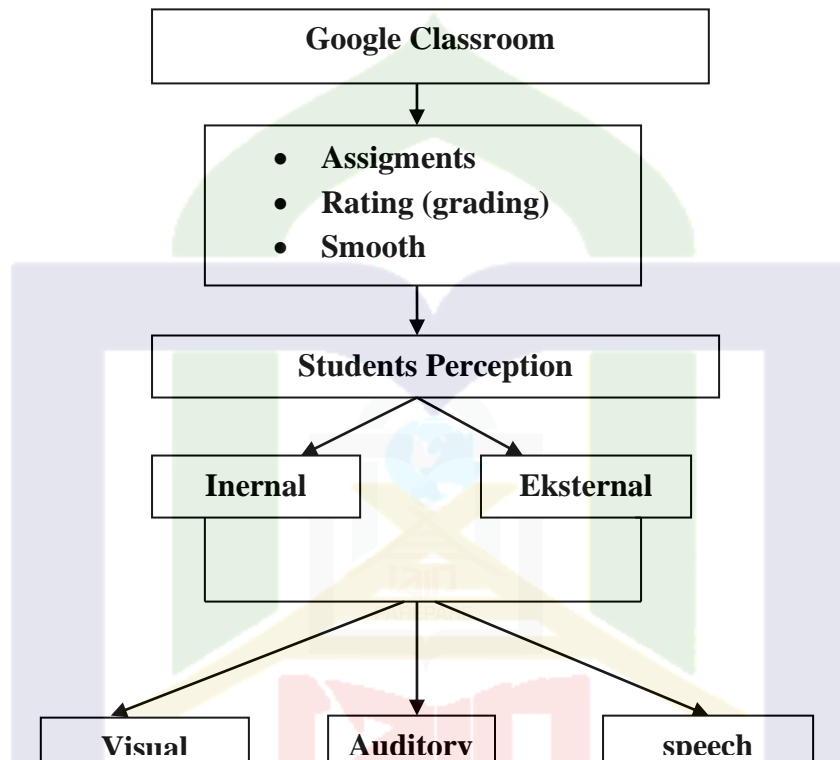
gender and technical perspective. The result of this study is that interaction patterns are only related to gender to some extent. Similarly, the interactive mode in the laboratory course is similar to, but different from, the whole-class discussion mode proposed in the early literature. However, the main difference between the two is that the role of teachers in controlling and confirming volunteers' contributions to the discussion is clearly visible.

A recent study is inverted. In his research, he focused on the ways in which teacher speeches create learning opportunities for EFL classrooms. In addition, it also determines how a teacher's speech can lead to more and more learners participating in the EFL context. The study also determined the type of teacher speech. This can reduce learning foreign languages.

This research can conclude that Google Classroom is of great significance. Increase the potential for learning and education at a lower cost. Google Classroom is very helpful, assist teachers to convey academic information to students. Students can report Their work on the page provided by the teacher and can be done anytime, anywhere According to the deadline agreed by the student and teacher.

D. Conceptual Framework

The conceptual framework underlying this research is presented in the following diagrams:



In diagram above, there are three steps of the research will explain more :

1. Questionnaires Form

Researcher used Google Classroom to disseminate questioners' views on learning on Google Forms. Questionnaires' questions will find positive and negative aspects in the process of learning English in SMK N 1 Parepare.

2. Analyzing data

The researcher would analyze data about the students' answer from questionnaires.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

This study conducted an analysis supported by quantitative methods. According to Creswell, quantitative research is a type of research. Explain some problems by collecting numerical data, and the method of analysis is to use statistical methods.

The purpose of this research is to determine the challenges of using Google Classroom as a learning tool in SMKN 1 Parepare. Surveys are a form of research conducted by many people. One of the reasons why many researchers use this method is because the research is considered flexible and easy.

This survey is a study that collects information or data by using standard questionnaires managed over the phone or face-to-face, or it can also use a pencil-and-paper questionnaire or more modern methods to collect information or data through Web or email-based Suryana. Siyoto & Sodik definition survey research As a method of critical observation or investigation, it can clearly and well describe a specific problem in a specific area.²²

B. Variables and Operational Definition of Variable

Research usually involves relationships between variables (variables can be viewed as structures of interest to researchers, operable structures, or specific attributes). An independent variable is an input variable that partially or fully leads to

²²Rosytawati Reza, *A Survey Study of Students Perception in Using Google Classroom In english Education Departemen*, (Yogyakarta,2018) Unpublished Thesis of Islamic University of Indonesia, p.18

a specific result. It is a stimulus that affects the response, prerequisites, or factors that can be modified (for example, under experimental or other conditions) that affect the outcome. On the other hand, the dependent variable is the outcome variable, which is caused in whole or in part by the input previous variable. This is a basic concept in many statistics.²³

1. Variable

There are two variables in this research, namely dependent variables and independent variables.

- a. Dependent variable is students' perception of google classroom
- b. Independent variable is learning english.

2. Operational Definition of Variable

This research aims to determine the student's perception in using google classroom in learning English, which would be measured from three factors, assignments, rating (grading), and smooth communication. Students' Perception of Google Classroom Students'

- a. Perception of Google Classroom is where the students issue their opinions regarding the use of Google Classrooms in their learning process.
- b. Learning English Learning english is learning English includes speaking, reading, writing, and listening aspects.

3. Source of research

The population of this research was the students of SMKN 1 parepare at the second grade. Total of the number by the population of the Perkantoran class is 90, male 24 and female 66.

²³ Cohen, I. Et, al. *Research Method In Education 6th Ed*, (Routledge Publishers, Oxford, UK, 2007), P. 504

While, the sample researcher took 30 students of the population by using simple random sampling in order to get perfect data where simple random sampling means that each member of the subject has an equal probability of being sampled, in order to get proper data.

According to the definitions above, the writer can say that the population is a group of people who have characteristics which the writer is able to get data needed. The population of this research is the students of the Students at SMK N 1 Parepare of the academic year of 2020/2021 as follow:

The sample of this research is the students of the Students at SMK N 1 Parepare of the academic year of 2020/2021. The researcher would select a class of Otomatisasi dan Tata Kelola Perkantoran 60 which is 25% from the population.

4. Instrument of the Research

a. Questionnaire

In this part of the study, the instrument used to collect data, to find research results. According to Arikunto, the tool is the way researchers choose and use among the ways to collect such activities becomes system.²⁴

Spreading questionnaires by using google form to the students would be a great way to get information about students' perception by using Google Classroom or learning English on Otomatisasi dan Tata Kelola Perkantoran class. This questionnaire consists of 18 questions, it contains both positive and negative perceptions that might be felt by the students, that need to be answered honest according what they think about it. In this instrument the students answered the alternative questionnaires that

²⁴Rosytawati Reza, *A Survey Study of Students Perception in Using Google Classroom In english Education Departemen*, (Yogyakarta,2018) Unpublised Thesis of Islamic University of Indonesia, p.21.

delivered by researcher and the data from the questionnaire aim to answer the research question about the students' perception

5. Technique of Collecting Data

In this study, the author used the questionnaire to provide several advantages in data collection. According to Selinger and Shohamy, these include: "a) They are self-administered and can be administered to a large number of subjects at the same time. Therefore, they are less expensive to manage than other procedures (such as interviews). b) When the failure is determined, subjects tend to share sensitive information more easily; c) Because the same questionnaire is used for all subjects, the data is even more d) Because they are usually provided at the same time All topics are studied, so the data is more accurate"²⁵

Observing these benefits, the questionnaire used in the collection of data. The statements designed to elicit participants' agreement or disagreement. Participants respond according a 5 point likert scale ranging from one to five (1 = strongly disagree; 2 = disagree; 3 = have no idea; 4 = agree; 5 = strongly agree. Participants instructed to circle the response that best corresponded to their level of agreement per each statement. Questionnaire consists of 20 questions that need to be answered honest by the students.

For preliminary analysis using a simple distribution tables for each variable by using the following criteria:

1. Strongly agree, it shows the highest grade. The score given is 5 for that condition

²⁵ Seliger, H. W. Et Al. *Second Language Research Methods*, (Oxford: Oxford University Press, 1990).

2. Agree, it shows lower grade in comparison with that adding “strongly” word. It was given 4 scores for this condition.
3. Neutral (have no idea), it shows a lower rate in comparison with agree. Then it was given 3 scores.
4. Disagree, it shows lower rate in comparison with neutral. Then it was given 2 scores.
5. Strongly disagree, it shows the lowest grade. The score was given is 1 for this condition.

In this study, researchers used lists to collect data. The list means that the answers to the data are placed in a table and summarized in the form of frequency and percentage. Then all collected data selected and sorted. In this case, all the data collected by the researchers were quantitative data. The percentage formula to be used is as follows:

$$P = \frac{F}{N} \times 100\%$$

Annotation:

P= Percentage

F= Frequency of the respondents

N= The Total Number of The Respondents.

To collect data in this research, the researcher used the questionnaire as instruments

a. Questionnaire

Questionnaire is an indirect data collection technique (researchers do not directly ask questions of respondents). The instrument or data collection tool is called a questionnaire, which contains many questions or statements

that must be answered by the respondent. Together with the interview guide, the format of the questions can vary, namely open questions, structured questions and closed questions. In the questionnaire with unresolved questions, the questionnaire contains key questions or statements, and the respondent is free to answer or answer. In a structured questionnaire, the question or statement has been structured. In addition to the main question or statement, there are sub-questions. In closed questionnaires, questions or statements have alternative answers for respondents to choose. Except for answers that can be used as alternative answers, no other respondent can provide answers or other answers.²⁶

“Questionnaire items can be relatively closed or opened ended. A closed item is one in which the range of possible responses is determined by the researcher, for example: ‘Foreign languages should be compulsory in high school. Agree/neutral/disagree’. An opened item is one in which the subject can decide what to say and how to say it, for example: ‘what do you think about the proposal that foreign languages should be compulsory in high school?’. The questionnaire can consist entirely of closed questions, entirely of opened questions, or a mixture of closed and opened questions. While responses to closed questions are easier to collate and analyse, one often obtains more useful information from opened questions. It is also likely that responses to opened questions will more accurately reflect what the respondent wants to say”²⁷

²⁶Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung: Remaja Rosdakarya, 2008), p. 216-221

²⁷David Nunan, *Research Methods in Languages Learning* (Cambridge: Cambridge University Press, 1992), p. 143

The questionnaire used in this study is a closed questionnaire because Respondent's choice of question/statement Available answers. Each question or statement in the questionnaire has five answers selected. In the questionnaire, students check statements against their own statements on using Google Classroom to learn English.

The percentage of the students answer by using the formula of the Likert scale asfollowed:

Tabel 1. The Likert Scale Rating

Classification	Positive Statement	Negative Statement
Strongly agree	5	1
Agree	4	2
Natural	3	3
Disagree	2	4
Strongly disagree	1	5

(Source of Data: Sugiyono. *Metode Penelitian Pendidikan*, 2014)

The data for this study was collected through the following procedures:

- a. The researcher introduced the purpose of the research to the students.
- b. Researchers gave students questionnaires and asked them to answer Questionnaires.

CHAPTER IV

FINDING AND DISCUSSION

This chapter includes the results of the survey and its discussion. It provides information about the results of the data collected through the questionnaire, and the observations that can be discussed in this section below:

A. Research Finding

To find out the results of this study, the researcher gave a questionnaire survey to students of SMKN 1 Parepare in class XI Ap. 1 In this section, the findings obtained through quantitative data collection procedures will be presented in the following discussion chapter.

1. The Result of the Questionnaire of Students Perception in Using Google Classroom in Learning English at the Second Grade of Vocational High School (Smk) 1 Parepare
2. Response of Questions

The data below is the result of the questionnaire. There were 30 participants responding to the questions which consisted of 18 items (9 positive statements and 9 negative statements), and each item represented the 3 aspects of google classroom.

Table 2.(Responses from the questions)

NO	NAMA LENGKAP	KELAS	PERNYATAAN																	
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	Fitri n	XI Ap 1	1	1	1	1	5	1	1	1	3	1	1	1	1	3	3	1	3	1
2	Citra Oktaviani	XI Ap 1	2	2	2	4	3	4	2	4	2	1	4	2	4	1	2	2	4	2
3	Dita Anggreni	XI AP 1	3	3	3	3	2	3	3	2	4	2	3	1	4	1	3	3	4	3
4	Fitri	XI AP 1	2	2	4	4	4	5	4	2	4	2	4	2	4	3	2	2	4	2
5	Farida	XI Ap 1	5	4	5	4	4	4	4	2	5	5	5	1	3	2	4	3	1	3
6	Desty Kurnia sari	XI Ap 1	3	3	4	4	4	4	3	3	5	2	4	1	5	2	5	2	4	4
7	Asmita selviani	XI Ap 1	4	4	3	4	3	2	2	2	5	1	3	1	3	2	4	2	4	2
8	Azis Hidayatullah	XI AP 1	3	3	3	3	2	3	3	3	3	3	3	2	3	3	4	3	2	2
9	Dhea Armanda	XI AP 1	3	3	3	4	5	5	3	3	4	1	4	1	4	1	4	3	5	5
10	Andi Nilang Salsabillah	XI Ap 1	1	1	1	1	5	5	1	1	1	5	1	5	5	5	1	1	5	5
11	Erika	XI Ap 1	1	1	1	1	5	5	1	1	1	5	1	5	5	5	1	1	5	5
12	Farida	XI Ap 1	1	1	1	3	2	4	2	2	5	2	3	4	3	3	4	3	3	2
13	Fahrul Ramadhan	XI Ap 1	1	1	1	2	5	5	1	1	2	4	3	5	4	4	3	2	4	4
14	Haikal	XI ap 1	2	2	1	2	4	4	1	2	1	5	3	4	4	4	2	2	3	4
15	Alif Pratama Putra	XI Ap 1	3	3	3	3	2	4	3	2	4	2	4	3	4	2	4	3	4	4
16	Aliza Rachman	XI Ap 1	3	3	4	2	4	5	3	2	2	2	4	4	5	2	4	3	5	5
17	Ahmad raizky ramadhan	XI Ap 1	4	2	3	2	1	5	2	4	3	4	1	1	1	5	5	1	1	4
18	Akmal rusli	XI AP 1	5	2	2	3	4	4	1	2	1	2	2	2	1	2	3	3	1	4
19	Alfina. S	XI AP 1	4	2	3	1	1	1	1	3	2	2	2	5	1	5	2	4	3	3
20	Alma Mulyana Harmona	IX AP 1	4	4	3	4	4	2	4	2	4	2	4	2	2	2	4	2	4	2
21	Dewi Sapitry	XI AP 1	5	5	4	4	2	2	2	3	3	3	5	2	4	3	3	2	2	4
22	Alpiah	XI AP 1	5	5	5	5	1	4	5	2	4	2	4	1	2	2	4	2	4	2
23	Andi Batara. Am	XI Ap 1	5	5	5	5	1	1	5	5	5	1	5	1	1	1	5	5	1	1
24	Dicky	XI AP 1	5	5	4	4	2	1	3	3	2	1	2	2	3	1	2	2	5	5
25	Dita Puja Lestari	XI AP 1	5	5	4	3	1	1	5	3	5	3	3	3	2	3	2	5	5	4
26	Apri Amirsa	XI AP 1	4	4	3	3	2	2	5	5	5	2	3	1	2	2	5	4	2	1
27	Arjun Jahilul Ilham	XI AP 1	5	4	4	4	2	2	4	3	3	1	4	2	1	1	4	4	2	1
28	Awalindah Ramadhani	XI AP 1	5	5	4	4	1	2	4	4	3	2	4	2	2	2	4	4	2	2
29	Deslianti vris milyan	XI AP 1	5	4	4	3	2	2	3	4	4	2	4	1	2	2	3	4	2	2
30	Desra Syam	XI AP 1	4	4	4	4	2	2	3	3	3	2	3	1	2	2	4	4	2	2
TOTAL			103	93	92	94	85	94	84	79	98	72	96	68	87	76	100	82	96	90

1. Statements With Regard To Assignments

This section shows the results of the statement in terms of assignments. There are six items in total, including two negative statements and four positive statements. The results can be seen in the table below:

Tabel 1. Item Number 1 (Using Google Classroom allows me to complete tasks faster, like that).

The students' answer to the statement above can be seen in the following table:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	10	50
2	Agree	4	6	24
3	Neutral	3	6	18
4	Disagree	2	3	6
5	Strongly Disagree	1	5	5
Total			30	103

Based on the result above, it shows that there are 10 students that strongly agree there are 6 both of agree and natural, to be valid data can be shown below: :

0	1-20%	21-40%	41-60%	61-80%	81-100%
	SL	L	N	S	VS

The table above shows that the students agree to the statement refers to assignments aspect, namely $\frac{103}{150} \times 100 = 68,7\%$ where 103 is the total of score from the statement beside 150 from maximum score. So it categorized strongly

Tabel 2. Item Number 2(Google Classroom Less can Helpful in The Process of Learning English)

The students' answer to the statement above can be seen in the following table:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	5	5
2	Agree	2	6	12
3	Neutral	3	6	18
4	Disagree	4	7	28
5	Strongly Disagree	5	6	30
Total			30	93

Based on the result above, it shows that there are 7 students that disagree there are 6 bouth of agree, natural and strongly disagree, to be valid data can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	SL	L	N	S	VS

The table above shows that the students agree to the statement refers to assignments aspect, namely $\frac{93}{150} \times 100 = 62\%$ where 93 is the total of score from the statement beside 150 from maximum score. So it can be categorized strongly.

Tabel 3. Item Number 3 (Google Classroom improved my academic performance)

The students' answer to the statement above can be seen in the following table:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	3	15
2	Agree	4	10	40
3	Neutral	3	9	27
4	Disagree	2	2	4
5	Strongly Disagree	1	6	6
Total			30	92

Based on the result above, it shows that there are 10 students that agree and there are 9 of neutral , to be valid data can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	SL	L	N	S	VS

The table above shows that the students agree to the statement refers to assignments aspect, namely $\frac{92}{150} \times 100 = 61,3\%$ where 92 is the total of score from the statement beside 150 from maximum score. So it can be categorized strongly.

Tabel 4. Item Number 4 (Effective Use of Google Classroom or Learning)

The students' answer to the statement above can be seen in the following table:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	2	10
2	Agree	4	12	48
3	Neutral	3	8	24
4	Disagree	2	4	8
5	Strongly Disagree	1	4	4
Total			30	94

Based on the result above, it shows that there are 12 students that agree and there are 8 of neutral , to be valid data can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	SL	L	N	S	VS

The table above shows that the students agree to the statement refers to assignments aspect, namely $\frac{94}{150} \times 100 = 62,7\%$ where 94 is the total of score from the statement beside 150 from maximum score. So it can categorized strongly.

Tabel 5. Item Number 14 (I need to learn some troubleshooting technology task to help my self when using google classroom)

The students' answer to the statement above can be seen in the following table:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	6	6
2	Agree	2	12	24
3	Neutral	3	6	18
4	Disagree	4	2	8
5	Strongly Disagree	5	4	20
Total			30	76

Based on the result above, it shows that there are 12 students that agree and there are 6 both of strongly agree and neutral, to be valid data can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	SL	L	N	S	VS

The table above shows that the students agree to the statement refers to assignments aspect, namely $\frac{76}{150} \times 100 = 50,7\%$ where 76 is the total of score from the statement beside 150 from maximum score. So it can be categorized strongly.

Tabel 6. Item Number 16 (Google classroom support cooperative learning through working in group)

The students' answer to the statement above can be seen in the following table:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	2	10
2	Agree	4	6	24
3	Neutral	3	8	24
4	Disagree	2	10	20
5	Strongly Disagree	1	4	4
Total			30	82

Based on the result above, it shows that there are 10 students that agree and there are 8 of neutral, to be valid data can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	SL	L	N	S	VS

The table above shows that the students agree to the statement refers to assignments aspect, namely $\frac{82}{150} \times 100 = 54,7\%$ where 82 is the total of score from the statement beside 150 from maximum score. So it can be categorized strongly.

2. Statements With Regard To Rating (grading)

This section shows the results of the statement in terms of Rating (grading) there are six items in total, including two negative statements and four positive statements. The results can be seen in the table below:

Tabel 7. Item Number5 (Google Classroom reduced my learning efficiency)

The students' answer to the statement above can be seen in the following table:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	6	6
2	Agree	2	10	20
3	Neutral	3	2	6
4	Disagree	4	7	28
5	Strongly Disagree	5	5	25
Total			30	85

Based on the result above, it shows that there are 10 students that agree and there are 7 of disagree, to be valid data can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	SL	L	N	S	VS

The table above shows that the students agree to the statement refers to assignments aspect, namely $\frac{85}{150} \times 100 = 56,7\%$ where 85 is the total of score from the statement beside 150 from maximum score. So it can be categorized strongly.

Tabel 8. Item Number 6 (Using Google Classroom makes it difficult forme to complete homework)

The students' answer to the statement above can be seen in the following table:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	5	5
2	Agree	2	8	16
3	Neutral	3	2	6
4	Disagree	4	8	32
5	Strongly Disagree	5	7	35
Total			30	94

Based on the result above, it shows that there are 8 students that agree and disagree and than thereare 7 of strongly disagree , to be valid data can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	SL	L	N	S	VS

The table above shows that the students agree to the statement refers to assignments aspect, namely $\frac{94}{150} \times 100 = 62,7\%$ where 94 is the total of score from the statement beside 150 from maximum score. So it can be categorized strongly.

Tabel 9. Item Number 11 (When Absent I Can Easily Access Material AndAssignment Through Google Classroom)

The students' answer to the statement above can be seen in the following table:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	3	15
2	Agree	4	11	44
3	Neutral	3	9	27
4	Disagree	2	3	6
5	Strongly Disagree	1	4	4
Total			30	96

Based on the result above, it shows that there are 11 students that agree and there are 9 of neutral, to be valid data can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	SL	L	N	S	VS

The table above shows that the students agree to the statement refers to assignments aspect, namely $\frac{96}{150} \times 100 = 64\%$ where 96 is the total of score from the statement beside 150 from maximum score. So it can be categorized strongly.

Tabel 10. Item Number 12 (I Get Frustrated By Using Google Classroom Mobile Because Of The Slow- Speed Internet On My Mobile Phone)

The students' answer to the statement above can be seen in the following table:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	12	12
2	Agree	2	9	18
3	Neutral	3	2	6
4	Disagree	4	3	12
5	Strongly Disagree	5	4	20
Total			30	68

Based on the result above, it shows that there are 12 students that strongly agree and there are 9 of agree, to be valid data can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	SL	L	N	S	VS

The table above shows that the students agree to the statement refers to assignments aspect, namely $\frac{68}{150} \times 100 = 45.3\%$ where 68 is the total of score from the statement beside 150 from maximum score. So it can be categorized strongly.

Tabel 11. Item Number 13 (I dislike using google classroom mobile because the small size screen causes me difficulty in navigation and typing)

The students' answer to the statement above can be seen in the following table:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	6	6
2	Agree	2	7	14
3	Neutral	3	5	15
4	Disagree	4	8	32
5	Strongly Disagree	5	4	20
Total			30	87

Based on the result above, it shows that there are 8 students that disagree and there are 7 of agree, to be valid data can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	SL	L	N	S	VS

The table above shows that the students agree to the statement refers to assignments aspect, namely $\frac{87}{150} \times 100 = 58\%$ where 87 is the total of score from the statement beside 150 from maximum score. So it can be categorized strongly.

Tabel 12. Item Number 17 (I lack access to computers or any mobile devices at home)

The students' answer to the statement above can be seen in the following table:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	4	4
2	Agree	2	7	14
3	Neutral	3	4	12
4	Disagree	4	9	36
5	Strongly Disagree	5	6	30
Total			30	96

Based on the result above, it shows that there are 9 students that disagree and there are 7 of agree, to be valid data can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	SL	L	N	S	VS

The table above shows that the students agree to the statement refers to assignments aspect, namely $\frac{96}{150} \times 100 = 64\%$ where 96 is the total of score from the statement beside 150 from maximum score. So it can be categorized strongly.

3. Statements With Regard To Smooth Communication

This section shows the results of the statement in terms of Smooth Communication. There are six items in total, including two negative statements and four positive statements. The results can be seen in the table below:

Tabel 13. Item Number 7 (Google Classroom meets my needs, such as mobility and social communication)

The students' answer to the statement above can be seen in the following table:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	4	20
2	Agree	4	5	20
3	Neutral	3	9	27
4	Disagree	2	5	10
5	Strongly Disagree	1	7	7
Total			30	84

Based on the result above, it shows that there are 9 students that neutral and there are 7 of strongly disagree, to be valid data can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	SL	L	N	S	VS

The table above shows that the students agree to the statement refers to assignments aspect, namely $\frac{84}{150} \times 100 = 56\%$ where 84 is the total of score from the statement beside 150 from maximum score. So it can be categorized strongly.

Tabel 14. Item Number 8 (Google Classroom provides me with more opportunities to interact with teachers and peers outside the classroom)

The students' answer to the statement above can be seen in the following table:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	2	10
2	Agree	4	4	16
3	Neutral	3	9	27
4	Disagree	2	11	22
5	Strongly Disagree	1	4	4
Total			30	79

Based on the result above, it shows that there are 11 disagree and there are 9 of neutral, to be valid data can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	SL	L	N	S	VS

The table above shows that the students agree to the statement refers to assignments aspect, namely $\frac{79}{150} \times 100 = 52.7\%$ where 79 is the total of score from the statement beside 150 from maximum score. So it can be categorized strongly.

Tabel 15. Item Number 9 (Shy students usually communicate more confidently online through Google Classroom)

The students' answer to the statement above can be seen in the following table:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	7	35
2	Agree	4	7	28
3	Neutral	3	7	21
4	Disagree	2	5	10
5	Strongly Disagree	1	4	4
Total			30	98

Based on the result above, it shows that there are 7 students that strongly agree, agree and neutral but based on the sum of score strongly agree has a higher score. and there are 5 of disagree, to be valid data can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	SL	L	N	S	VS

The table above shows that the students agree to the statement refers to assignments aspect, namely $\frac{98}{150} \times 100 = 65,3\%$ where 98 is the total of score from the statement beside 150 from maximum score. So it can be categorized strongly.

Tabel 16. Item Number 10 (When using Google Classroom, there are often misunderstandings between teachers and students)

The students' answer to the statement above can be seen in the following table:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	7	7
2	Agree	2	14	28
3	Neutral	3	3	9
4	Disagree	4	2	8
5	Strongly Disagree	5	4	20
Total			30	72

Based on the result above, it shows that there are 14 agree and there are 7 of strongly agree, to be valid data can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	SL	L	N	S	VS

The table above shows that the students agree to the statement refers to assignments aspect, namely $\frac{72}{150} \times 100 = 48\%$ where 72 is the total of score from the statement beside 150 from maximum score. So it can be categorized strongly.

Tabel 17. Item Number 15 (Google classroom allows me to get immediate feedback from my teacher)

The students' answer to the statement above can be seen in the following table:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	4	20
2	Agree	4	12	48
3	Neutral	3	6	18
4	Disagree	2	6	12
5	Strongly Disagree	1	2	2
Total			30	100

Based on the result above, it shows that there are 12 agree and there are 6 of both neutral and disagree, to be valid data can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	SL	L	N	S	VS

The table above shows that the students agree to the statement refers to assignments aspect, namely $\frac{100}{150} \times 100 = 66,7\%$ where 100 is the total of score from the statement beside 150 from maximum score. So it can be categorized strongly.

Tabel 18. Item Number 18 (Google classroom requires longtime to master its use)

The students' answer to the statement above can be seen in the following table:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	4	4
2	Agree	2	10	20
3	Neutral	3	3	9
4	Disagree	4	8	32
5	Strongly Disagree	5	5	25
Total			30	90

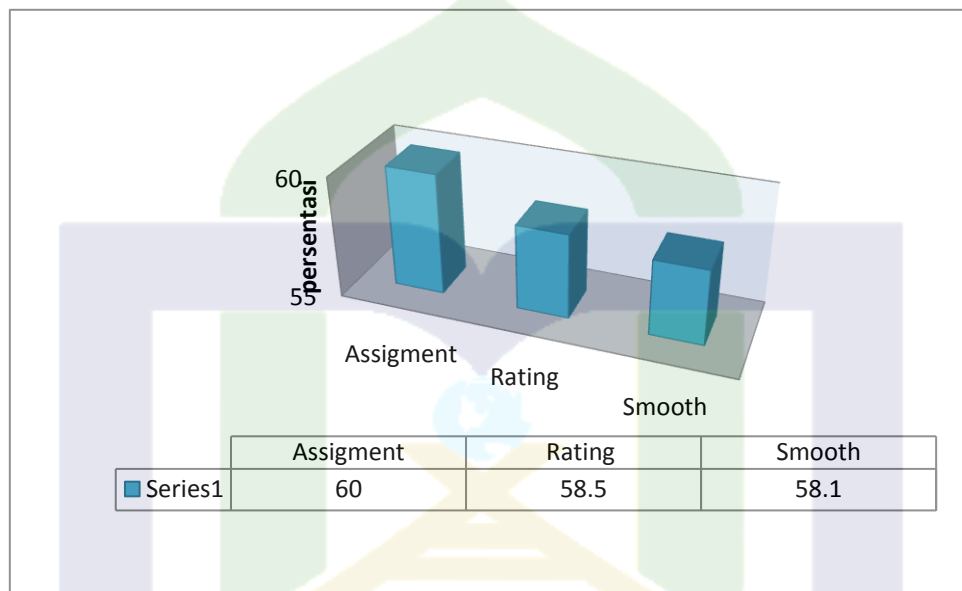
Based on the result above, it shows that there are 10 agree and there are 8 of disagree, to be valid data can be shown below:

0	1-20%	21-40%	41-60%	61-80%	81-100%
	SL	L	N	S	VS

The table above shows that the students agree to the statement refers to assignments aspect, namely $\frac{90}{150} \times 100 = 60\%$ where 90 is the total of score from the statement beside 150 from maximum score. So it can be categorized strongly.

4. Distribution Percentage from the Students Perception in Using Google Classroom in Learning English

On the diagram below, it can be shown that assignments aspect is the higher perentation to be valid data can be shown on the diagram below:



As can be clearly seen from the above picture, when they learn English in Google Classroom, all aspects are important, but the dominant factor for them is the assignment aspect.

B. Discussion

In this section, the researcher describes the discussion of the students' perception in using google classroom in learning english at the second grade of vocational high school (smk) 1 parepare. Based on the existing theory in the background, the researcher used an instrument questionnaire by likert scale to find out students' perceptions of using google classroom in learning English. The number of students studied was 30 students, out of 90 total population majoring in office administration IX, of which 24 were male and 66 were female.

The data analysis technique used is descriptive analysis using a percentage calculation. Researchers have prepared questions in the google form application, there are 18 questions that researchers make, and divided between negative and positive questions, 9 negative questions and 9 positive questions. Then the researcher sends a questionnaire link to students via messages on WhatsApp, the researcher sends the link one by one to students to get the attention of students so that students can answer questions according to the feelings they experience when using google classroom in learning English.

Data collection in this study took approximately 2 weeks. The process in this research can be said to run smoothly, even though there are things that hinder researchers from collecting data, when researchers share links sometimes researchers have difficulty contacting related students, but thanks to the support of all parties the researchers can overcome all the problems they face. There are other difficulties faced by researchers, namely when students do not respond or are less motivated in filling out the google form that is shared by researchers because they think it is not

important so that researchers need to repeatedly send links to these students, and when students want to fill out a questionnaire but do not have internet quota.

From the results of data collection, each student has different perceptions of the perception of using google classroom in learning English, there are three aspects that are examined by researchers, namely aspects of assignments, rating (grading) and smooth communication, there for aspects of assignments are aspects of student perceptions in doing assignments. using google classroom, another aspect, namely the aspect of rating (grading) aspects of student perceptions in the usefulness or function of the google classroom application, can it help facilitate students in learning English, and the last is the aspect of smooth communication is the aspect of student perceptions of communicating in the learning process using google classroom both with its groups and with the teacher.

Based on the research results, the highest score on the first questionnaire (Using Google Classroom allows me to complete tasks faster, like that). The total of the statement is 103 score, 68.7% so it indicates strongly, it means that more than half of the students in the IX. Ap 1 SMKN 1 Parepare think that using google classroom helps them complete their assignments quickly, the second grade of questionnaire score is the fifteen (Google classroom allows me to get immediate feedback from my teacher) where in this statements the score is 100 and percentage 66,7% its means that more than half of the students think that Google classroom allows to get immediate feedback from their teachers.

From the results of the first and fifteen questions, the researcher can draw the conclusion that more than half of the students enjoy using google classroom in learning English and it can make it easier for students to collect assignments and

communicate with their teachers. In addition, the researcher also found that the question with the lowest score from the questionnaire item was located in Item fourteen (Google classroom support, cooperative learning through working in group) with a total score of 68 and 45.3%. Fair assignments in Google Classroom.

For the statements of assignments consist of six statements there are five negative statements and one positive statements, where from this statements the researcher has found that assignment was become the dominant aspect when the students learning english by google classroom and became the higher percentage is 60% from students perception of it. The researcher can say that learning english on google classroom can be easily sends their homework by used google classroom.

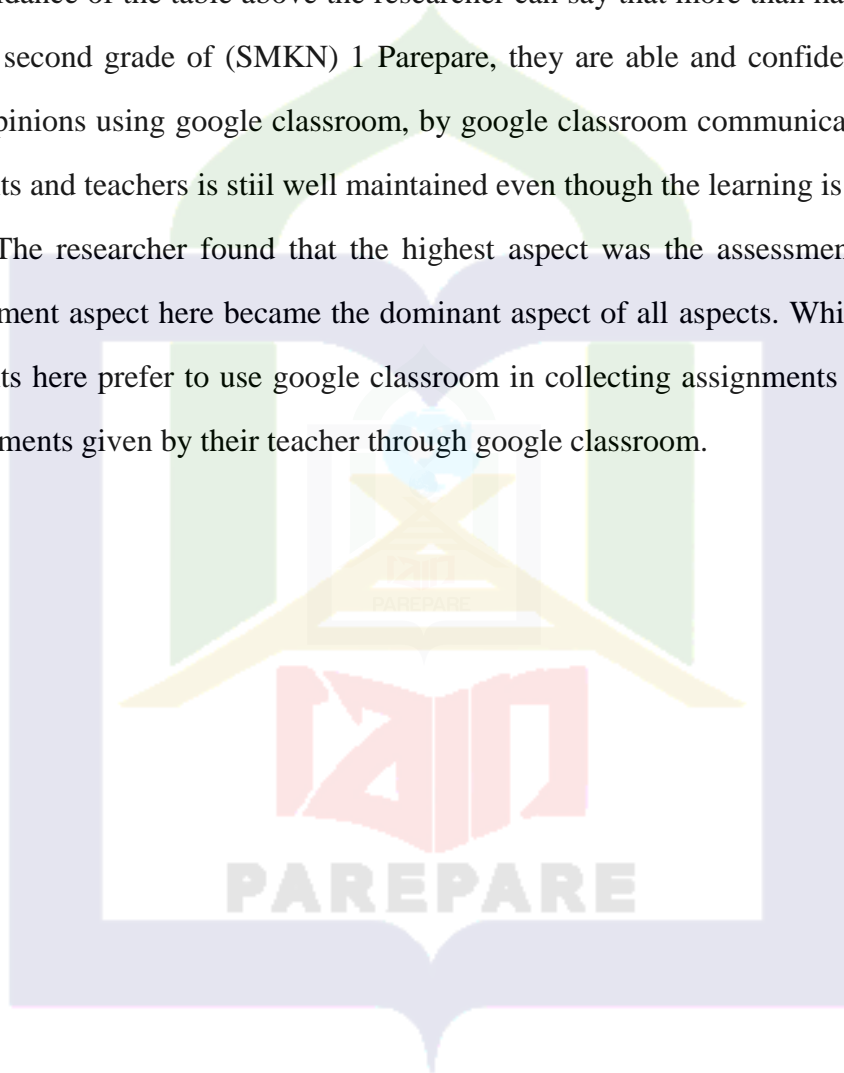
In previous research finding by Reza Rosyitawati,²⁸ based on his data analysis. From all the data calculated, it is interpreted as the perception from students of English language department batch 2014, 2015 and 2016 is Google classroom save time and effort by doing and submitting an assignment electronically. This is the positive effect from Google classroom, or we also can say it is the convenience from Google Classroom.

On the other side the second is rating (grading) aspects with the percentage 58,8%. Was become the second dominant aspects of the students perception about google classroom when the student used google classroom they are consider that google classroom is an application that can help in learning english. And the performance of google classroom is quite good and only takes up little space in storage on students' smartphones.

²⁸ Reza Rosyitawati "A Survey Study of Students Perception in Using Google Classroom in English Language Education" (Unpublished A Thesis Islamic University of Indonesia Yogyakarta, 2018)

The third is smooth communication aspects, the researcher has found with percentage 58,1%. Form the statements, there are six statements with smooth communication with two negative statements and four postive statements. Base on the evidance of the table above the researcher can say that more than half of students in the second grade of (SMKN) 1 Parepare, they are able and confident to express ther opinions using google classroom, by google classroom communication between students and teachers is stiil well maintained even though the learning is done online.

The researcher found that the highest aspect was the assessment aspect, the assessment aspect here became the dominant aspect of all aspects. Which states that students here prefer to use google classroom in collecting assignments and in doing assignments given by their teacher through google classroom.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented two parts namely conclusion and suggestion. The conclusion was based on the researcher finding and the discussion. The suggestion was based on the conclusion

A. Conclusion

After the writer analyzed the data in chapter IV the writer conclude:

The research question is, How are the Students' Perception in Using Google Classroom in Learning English at the Second Grade of Vocational High School SMKN 1 Parepare. The result of the research found that the students of the second grade perkantoran XI. Ap 1 in SMKN 1 Parepare perceives the assignments aspect as more important than others when learning english on google classroom. It means that the students are more interested in learning by showing the object.

B. Suggestions

There are some suggestions to offer to the students, the other research in the future:

1. For students

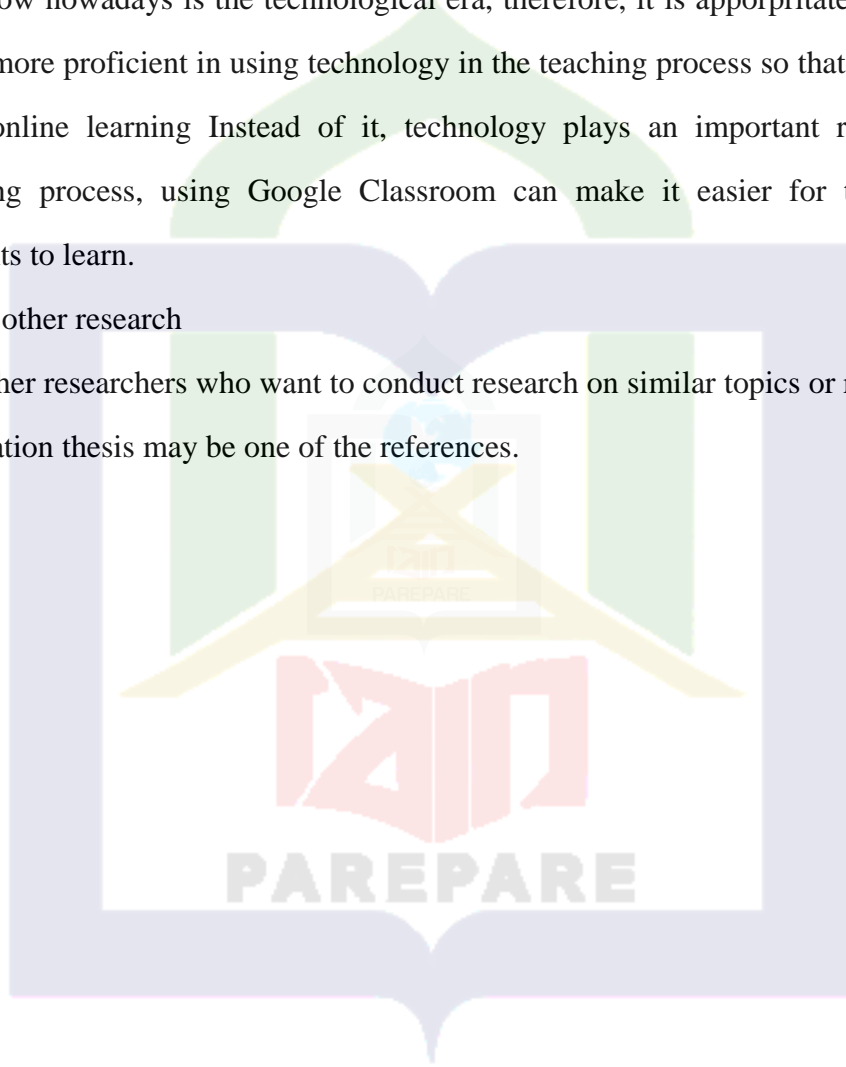
Based on the findings, every students has a different perception when they are learning english on google classroom, but most of them shown. Google classroom is a media platform that the teacher can use in learning process especially in learning english process. Because we nowadays, internet literation became the most important role to develop in our basis life.

2. For teachers

students can feel comfortable and happy in the learning process, because we know that Indonesia is currently exploding, so face-to-face learning eliminates this as we know nowadays is the technological era, therefore, it is appropriate for teachers to be more proficient in using technology in the teaching process so that, process and uses online learning. Instead of it, technology plays an important role. For the learning process, using Google Classroom can make it easier for teachers and students to learn.

3. For other research

For other researchers who want to conduct research on similar topics or research, this graduation thesis may be one of the references.

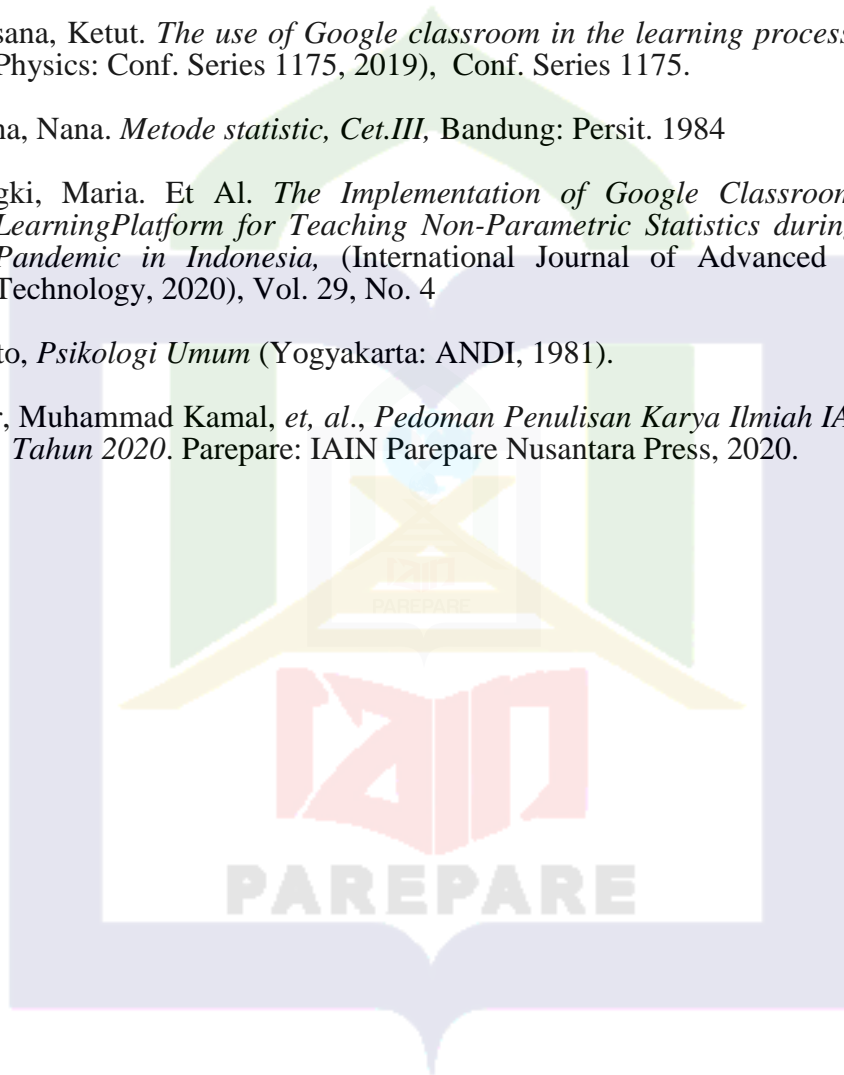


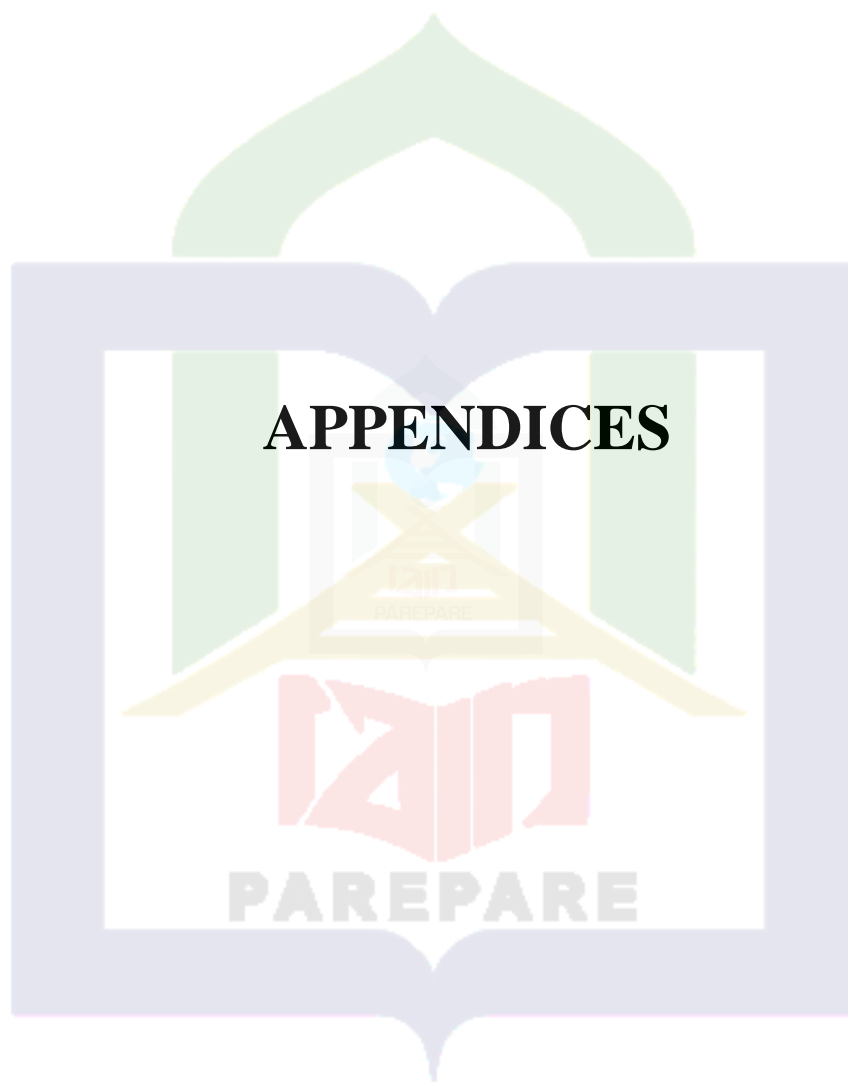
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APPENDICES

PAREPARE

APPENDICES. 1 INSTRUMENT

	<p style="text-align: center;">KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti No. 8 Soreang 911331 Telepon (0421)21307, Faksimile (0421) 2404</p>
<p style="text-align: center;">VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>	

NAMA MAHASISWA : YUNARSI

NIM/JURUSAN : 16.1300.075/PBI

FAKULTAS : TARBIYAH

JUDUL : THE STUDENTS' PERCEPTION IN USING GOOGLE CLASSROOM IN LEARNING ENGLISH AT THE SECOND GRADE OF VOCATIONAL HIGH SCHOOL (SMK) 1 PAREPARE

Instrumen Penelitian

Dalam penelitian ini, peneliti akan menggunakan angket yang dilengkapi dengan instruksi dan instrumen sebagai berikut:

I. Respondents' Identity

Name :

Semester :

II. Instructions of Fulfillment

Choose the right answer, by checking (√) one of the answer columns provided.

III. The answers' statement

SA = Strongly agree

A = Agree

N = Neutral

D = Disagree

SD = Strongly Disagree

IV. Statements

No	Statements	The Answers				
		SA	A	N	D	SD
1.	Using Google Classroom allows me to complete tasks faster					
2.	Google Classroom is less in the process of learning English					
3.	Google Classroom improved my academic performance					
4.	Effective use of Google Classroom for learning					
5.	Google Classroom reduced my learning efficiency					
6.	Using Google Classroom makes it difficult for me to complete homework					
7.	Google Classroom meets my needs, such as mobility and social communication					
8.	Google Classroom provides me with more					

	opportunities to interact with teachers and peers outside the classroom					
9.	Shy students usually communicate more confidently online through Google Classroom					
10.	When using Google Classroom, there are often misunderstandings between teachers and students					
11.	When Absent I Can Easily Access Material And Assignment Through Google Classroom					
12.	I Get Frustrated By Using Google Classroom Mobile Because Of The Slow-Speed Internet On My Mobile Phone					
13.	I dislike using google classroom mobile because the small sized screen causes me difficulty in navigation and typing					
14.	I need to learn some troubleshooting technology task to help myself when using google classroom					
15.	Google classroom allows me to get immediate feedback from my teacher					
16.	Google classroom supports cooperative learning through working in groups					
17.	I lack access to computers or any mobile devices at home					

18.	Google classroom requires long time to master its use					
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APPENDIX. 2 THE RESULT OF THE INSTRUMENTS

NO	NAMA LENGKAP	KELAS	PERNYATAAN																	
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	Fitri n	XI Ap 1	1	1	1	1	5	1	1	1	3	1	1	1	1	3	3	1	3	1
2	Citra Oktaviani	XI Ap 1	2	2	2	4	3	4	2	4	2	1	4	2	4	1	2	2	4	2
3	Dita Anggreni	XI AP 1	3	3	3	3	2	3	3	2	4	2	3	1	4	1	3	3	4	3
4	Fitri	XI AP 1	2	2	4	4	4	5	4	2	4	2	4	2	4	3	2	2	4	2
5	Farida	XI Ap 1	5	4	5	4	4	4	4	2	5	5	5	1	3	2	4	3	1	3
6	Desty Kurnia sari	XI Ap 1	3	3	4	4	4	4	3	3	5	2	4	1	5	2	5	2	4	4
7	Asmita selviani	XI Ap 1	4	4	3	4	3	2	2	2	5	1	3	1	3	2	4	2	4	2
8	Azis Hidayatullah	XI AP 1	3	3	3	3	2	3	3	3	3	3	3	2	3	3	4	3	2	2
9	Dhea Arnanda	XI AP 1	3	3	3	4	5	5	3	3	4	1	4	1	4	1	4	3	5	5
10	Andi Nilang Salsabillah	XI Ap 1	1	1	1	1	5	5	1	1	1	5	1	5	5	5	1	1	5	5
11	Erika	XI Ap 1	1	1	1	1	5	5	1	1	1	5	1	5	5	5	1	1	5	5
12	Farida	XI Ap 1	1	1	1	3	2	4	2	2	5	2	3	4	3	3	4	3	3	2
13	Fahrul Ramadhan	XI Ap 1	1	1	1	2	5	5	1	1	2	4	3	5	4	4	3	2	4	4
14	Haikal	XI ap 1	2	2	1	2	4	4	1	2	1	5	3	4	4	4	2	2	3	4
15	Alif Pratama Putra	XI Ap 1	3	3	3	3	2	4	3	2	4	2	4	3	4	2	4	3	4	4
16	Aliza Rachman	XI Ap 1	3	3	4	2	4	5	3	2	2	2	4	4	5	2	4	3	5	5
17	Ahmad razky ramadhan	XI Ap 1	4	2	3	2	1	5	2	4	3	4	1	1	1	5	5	1	1	4
18	Akmal rusli	XI AP 1	5	2	2	3	4	4	1	2	1	2	2	2	1	2	3	3	1	4
19	Alfina. S	XI AP 1	4	2	3	1	1	1	1	3	2	2	2	5	1	5	2	4	3	3
20	Alma Mulyana Hamona	IX AP 1	4	4	3	4	4	2	4	2	4	2	4	2	2	2	4	2	4	2
21	Dewi Sapitry	XI AP 1	5	5	4	4	2	2	2	3	3	3	5	2	4	3	3	2	2	4
22	Alpiah	XI AP 1	5	5	5	5	1	4	5	2	4	2	4	1	2	2	4	2	4	2
23	Andi Batara. Am	XI Ap 1	5	5	5	5	1	1	5	5	5	1	5	1	1	1	5	5	1	1
24	Dicky	XI AP 1	5	5	4	4	2	1	3	3	2	1	2	2	3	1	2	2	5	5
25	Dita Puja Lestari	XI AP 1	5	5	4	3	1	1	5	3	5	3	3	3	2	3	2	5	5	4
26	Apri Amirsa	XI AP 1	4	4	3	3	2	2	5	5	5	2	3	1	2	2	5	4	2	1
27	Arjun Jalilul Ilham	XI AP 1	5	4	4	4	2	2	4	3	3	1	4	2	1	1	4	4	2	1
28	Awaindah Ramadhani	XI AP 1	5	5	4	4	1	2	4	4	3	2	4	2	2	2	4	4	2	2
29	Desianti vrisimlyan	XI AP 1	5	4	4	3	2	2	3	4	4	2	4	1	2	2	3	4	2	2
30	Desra Syan	XI AP 1	4	4	4	4	2	2	3	3	3	2	3	1	2	2	4	4	2	2
TOTAL			103	93	92	94	85	94	84	79	98	72	96	68	87	76	100	82	96	90

*PINK COLUMN : NEGATIVE STATEMENTS

*WHITE COLUMN : POSITIVE STATEMENTS

APPENDIX. 3 STUDENTS RESPONS

Apects		Total	Persentase	
Assigments	Item 1	103	68.7%	60
	Item 2	93	62%	
	Item 3	92	61.3%	
	Item 4	94	62.7%	
	Item 14	76	50.7%	
	Item 16	82	54.7%	
Rating (Grading)	Item 5	85	56.7%	58.5
	Item 6	94	62.7%	
	Item 11	96	64%	
	Item 12	68	45.3%	
	Item 13	87	58%	
	Item 17	96	64%	
Smooth Communication	Item 7	84	56%	58.1
	Item 8	79	52.7%	
	Item 9	98	65.3%	
	Item 10	72	48%	
	Item 15	100	66.7%	
	Item 18	90	60%	

Hotspot pribadi : 1 koneksi,Digunakan666,33M

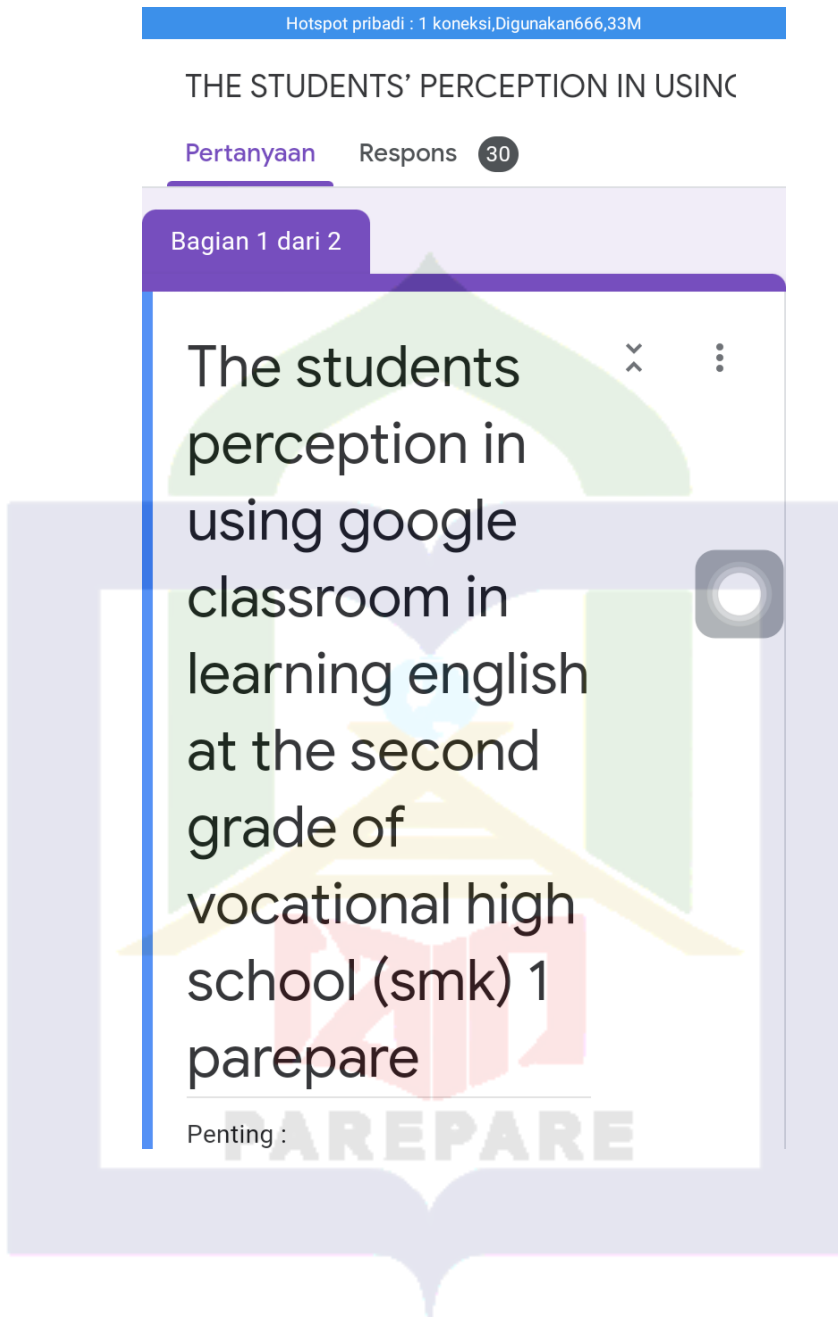
THE STUDENTS' PERCEPTION IN USING

Pertanyaan Respons **30**

Bagian 1 dari 2

The students perception in using google classroom in learning english at the second grade of vocational high school (smk) 1 parepare

Penting :

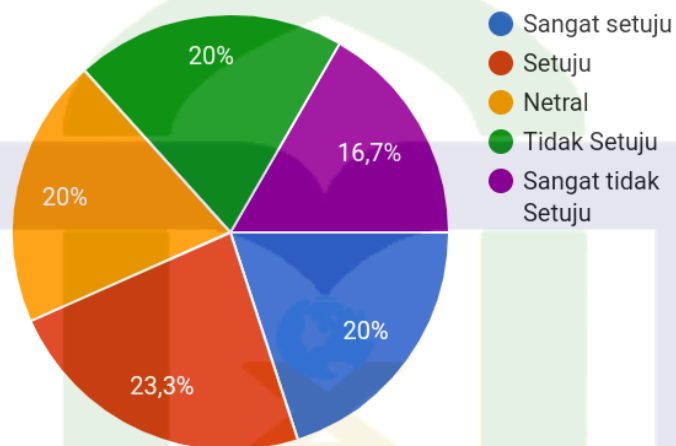


Hotspot pribadi : 1 koneksi,Digunakan675,89M

2. Google Classroom sangat berguna dalam proses belajar bahasa Inggris.

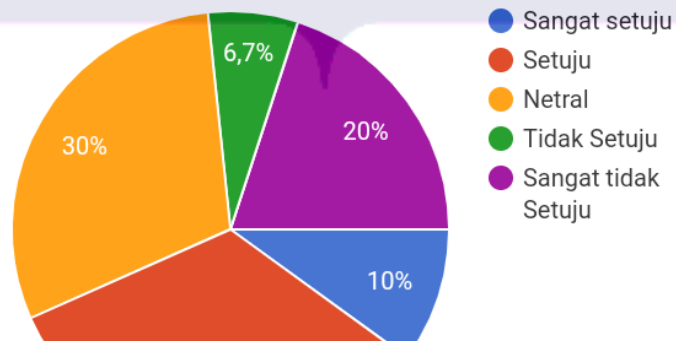


30 tanggapan



3. Google Classroom meningkatkan hasil atau pencapaian belajar saya.

30 tanggapan

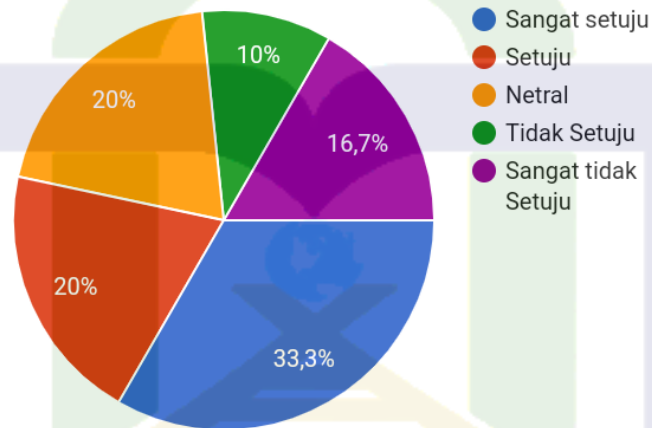


Hotspot pribadi : 1 koneksi,Digunakan673,30M

1. Menggunakan Google Classroom memungkinkan saya menyelesaikan tugas lebih cepat.

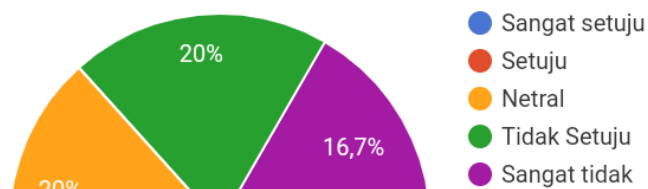


30 tanggapan



2. Google Classroom sangat berguna dalam proses belajar bahasa Inggris.

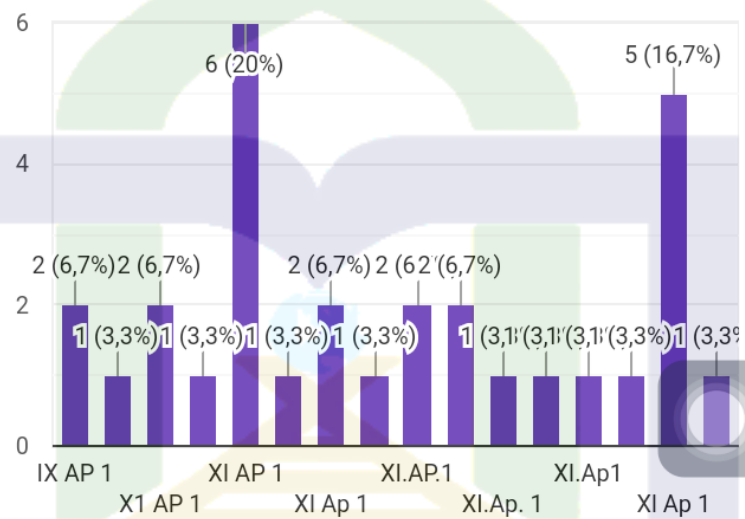
30 tanggapan



4G 2,21MB/s Hotspot pribadi : 1 Koneksi, Digunakan 673,30M 45%

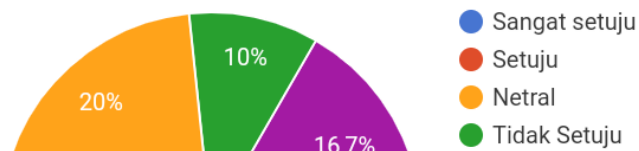
KELAS

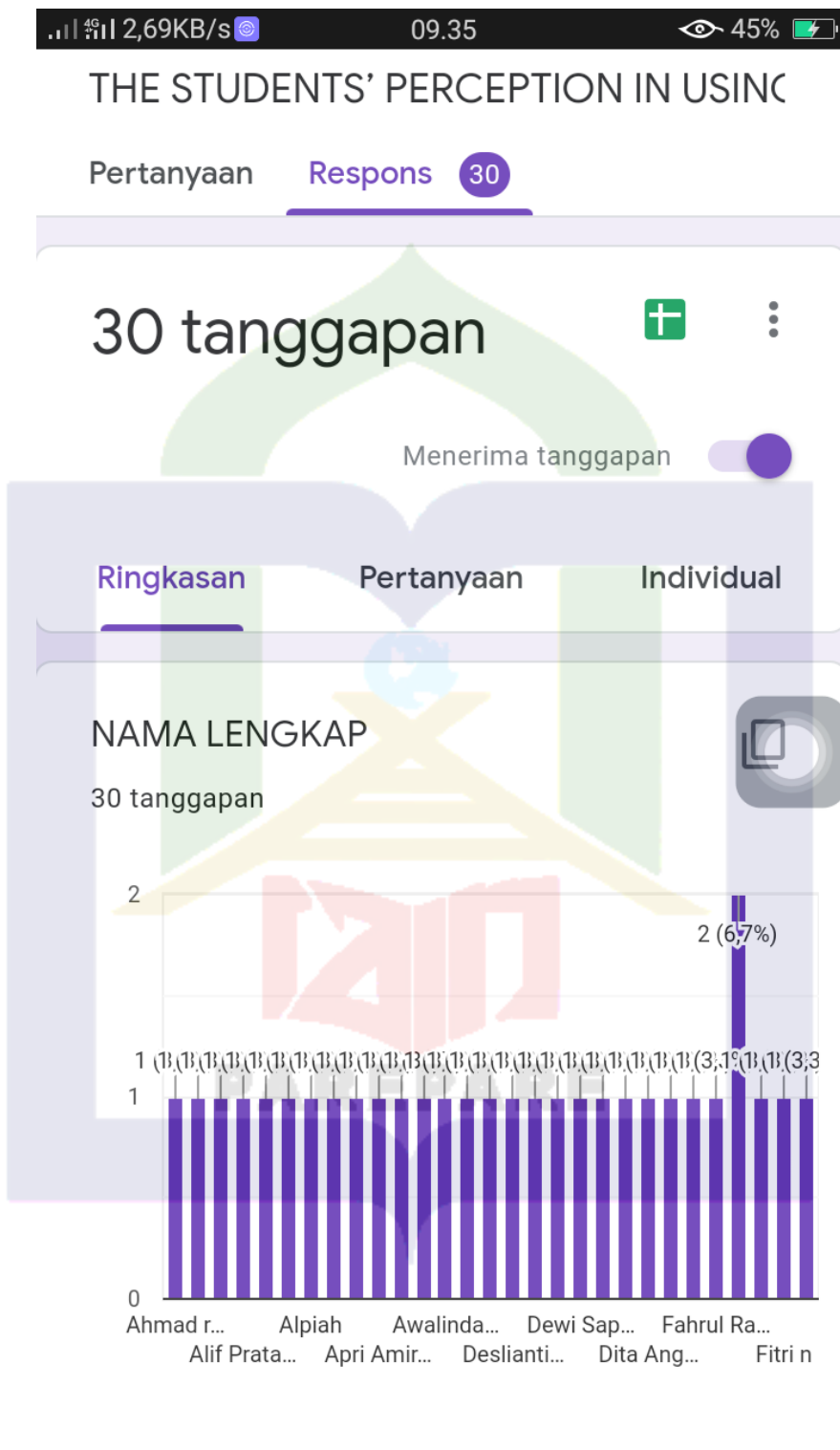
30 tanggapan



1. Menggunakan Google Classroom memungkinkan saya menyelesaikan tugas lebih cepat.

30 tanggapan





Hotspot pribadi : 1 koneksi,Digunakan666,33M

Penting :
Diharapkan mengisi pernyataan sesuai dengan perasaan adik-adik sekalian, setelah belajar menggunakan google classroom

- perhatikan nama dan kelas
- cukup klik jawaban pernyataan yang ada di bawah
- apa bila ada tanda (*) maka wajib untuk diisi

NAMA LENGKAP *

Teks jawaban singkat

KELAS *

Teks jawaban singkat

1. Menggunakan Google Classroom memungkinkan saya menyelesaikan tugas lebih cepat. *

Hotspot pribadi : 1 koneksi,Digunakan675,89M

APPENDIX. 4 RESEARCH ALLOWENCE

		SRN IP0000144
PEMERINTAH KOTA PAREPARE		
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU		
Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpstp@pareparekota.go.id		
REKOMENDASI PENELITIAN		
Nomor : 146/IP/DPM-PTSP/3/2021		
<p>Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.</p> <p>2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.</p> <p>3. Peraturan Walikota Parepare No. 7 Tahun 2019 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.</p> <p>Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :</p>		
MENGIZINKAN		
KEPADA		
NAMA	: YUNARSI	
UNIVERSITAS/ LEMBAGA	: INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE	
Jurusan	: PENDIDIKAN BAHASA INGGRIS / TARBIIYAH	
ALAMAT	: JL. H. M. YUSUF KEC. BACUKIKI KOTA PAREPARE	
UNTUK	: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :	
	JUDUL PENELITIAN	: THE STUDENT'S PERCEPTION IN USING GOOGLE CLASROOM IN LEARNING ENGLISH AT THE SECOND GRADE OF VOCATIONAL HIGH SCHOOL (SMK) 1 PAREPARE
	LOKASI PENELITIAN	: KANTOR CABANG DINAS PENDIDIKAN WILAYAH VIII PAREPARE (SMKN 1 PAREPARE)
	LAMA PENELITIAN	: 24Februari 2021 s.d 24 Maret 2021
	<p>a. Rekomendasi Penelitian berlaku selama penelitian berlangsung</p> <p>b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan</p>	
	<p>Dikeluarkan di: Parepare Pada Tanggal : 02 Maret 2021</p>	
	<p>KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE</p>	
	<p> HJ. ANDI RUSIA, SH.MH Pangkat : Pembina Utama Muda, (IV/c) NIP : 19620915 198101 2 001</p>	
Biaya: Rp. 0.00		



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMKN 1 PAREPARE

Jl. Bau Massepe No. 34 (0421) 3310382 - Fax. (0421) 3310382 Parepare (91123)
Email : smkn1_pare@yahoo.com Website : www.smkn1pare.id

SURAT KETERANGAN PENELITIAN

Nomor : 422/155 -UPT SMKN.1/PRP/DISDIK

Yang bertanda tangan dibawah ini,

N a m a : **ANWAR NUR, S.Pd., M.Si**
NIP : 19730428 199903 1 003
Pangkat/Golongan : Pembina Tingkat I, IV/b
Jabatan : Kepala Sekolah


Dengan ini memberikan keterangan kepada :

N a m a : **YUNARSI**
Tempat/tgl Lahir : Parepare, 26 Juni 1997
Nomor Pokok : 161300075
Program Studi : Pendidikan Bahasa Inggris / Tarbiyah
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswa
Alamat : Jl. H.M.Yusuf Kec.Bacukiki Kota Parepare

Benar telah melakukan penelitian di UPT. SMKN 1 Parepare dengan Judul " **THE STUDENT'S PERCEPTION IN USING GOOGLE CLASSROOM IN LEARNING ENGLISH AT THE SECOND GRADE OF VOCATIONAL HIGH SCHOOL SMK NEGERI 1 PAREPARE** "

Demikian surat keterangan ini kami buat dengan sesungguhnya dan sebenarnya untuk dipergunakan sebagaimana mestinya.

Parepare, 24 Maret 2021
Kepala UPT. SMKN 1 Parepare



ANWAR NUR, S.Pd., M.Si
NIP. 19730428 199903 1 003


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

Nomor : B. 562/In.39.5.1/PP.00.9/02/2021
 Lampiran : 1 Bundel Proposal Penelitian
 Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Cabang Dinas Pendidikan Wilayah VIII
 Provinsi Sulawesi Selatan
 di,
 Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Yunarsi
Tempat/Tgl. Lahir	: Parepare, 26 Juni 1997
NIM	: 16.1300.126
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: X (Sepuluh)
Alamat	: Jl. H. M. Yusuf, Kel. Lemoe, Kec. Bacukiki, Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul :


"The Students' Perception In Using Google Classroom In Learning English At The Second Grade Of Vocational High School (SMK) 1 Parepare"

Pelaksanaan penelitian ini direncanakan pada bulan Februari sampai bulan Maret Tahun 2021. Demikian permohonan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 24 Februari 2021
 Waki Dekan I,

 Muh. Dahlan Thalib



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

CURRICULUM VITAE



YUNARSI, The researcher was born on June 26th 1997 in Parepare, Kecamatan Bacukiki, Kota Parepare. She is the first child of the third siblings, she has two sister. Her father name is Muh. Nasir and her mother name is Syamsuria. her educational background began 2003 in SDN 51 Parepare and graduated on 2009. She continued her study at SMPN 7 Parepare Kota Parepare and graduated on 2012. At the same year, the researcher continued her study at SMKN 1 Parepare Kota Parepare and graduated on 2015. She continued her education at State Islamic Collage (STAIN) Parepare, but now become State Islamic Institute (IAIN) Parepare. She took Tarbiyah Faculty and focused on English Education Program. She completed her skripsi on 2021 with the title "The students' perception in using google classroom in learning english at the Second grade of vocational high School (smk) 1 parepare".

