

**STUDENTS' PERCEPTION ON ENGLISH ONLINE
LEARNING THROUGH THE USE OF GOOGLE
CLASSROOM**

SKRIPSI



**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
JURUSAN BAHASA ASING
FAKULTAS BAHASA DAN SENI
UNIVERSITAS PENDIDIKAN GANESHA
SINGARAJA
2024**

**DIAJUKAN UNTUK MELENGKAPI TUGAS DAN
MEMENUHI SYARAT-SYARAT UNTUK MENCAPAI
GELAR SARJANA PENDIDIKAN**

Menyetujui

Pembimbing I,

Kadek Sintya Dewi, S.Pd., M.Pd
NIP : 19880323015042004

Pembimbing II,

G.A.P Supriani, S.Pd., M.Pd.
NIP : 1990022014042001

Skripsi oleh Prawoto Satryo Durakim ini
telah dipertahankan di depan dewan penguji
pada tanggal 16 Juli 2024

Dewan Penguji,

Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd. M.Pd (Ketua)
NIP 198104192006042002

Gede Mahendrayana, S.Pd., M.Pd. (Anggota)
NIP 199007252015041002

Kadek Sintya Dewi, S.Pd., M.Pd. (Anggota)
NIP 19880323015042004

G.A.P. Suprianti, S.Pd., M.Pd. (Anggota)
NIP 199002242014042001

Diterima oleh Panitia Ujian Fakultas Bahasa dan Seni
Universitas Pendidikan Ganesha
guna memenuhi syarat-syarat untuk mencapai gelar sarjana pendidikan

Pada :

Hari : Senin

Tanggal : 22 Juli 2024

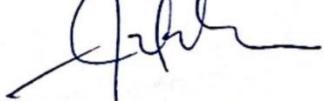
Mengetahui,

Ketua Ujian

Sekretaris Ujian,



Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd. Dr. I G A Lokita Purnamika Utami,
M.Pd. S.Pd., M.Pd.
NIP 198104192006042002 NIP 198304022006042001



Mengesahkan
Dekan Fakultas Bahasa dan Seni



Drs.I Gede Nurjaya, M.Pd
NIP 196503201990031002

PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul “*Students’ Perception On English Learning Through The Use Of Google Classroom*” beserta isinya adalah benar-benar karya saya sendiri, dan saya tidak melakukan peniplakan dan mengutip dengan cara-cara yang tidak sesuai dengan etika yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko apapun atas sanksi yang dijatuhkan kepada saya apabila dikemudian hari ditemukan adanya pelanggaran atau etika dalam karya saya ini, atau ada klaim terhadap keaslian karya ini.

Singaraja, 16 Juli 2024

Yang membuat pernyataan



Prawoto Suryo Durakim

NIM 1712021051

v

DEDICATION

This thesis is highly dedicated to:

Allah S.W.T

Myself:

Prawoto Satryo Durakim

My Parents:

Durakim and Parmini

My Sisters :

Putri Alfianti Durakim., S.Pd.

Intan Pratiwi Durakim

My Big Family :

Durakim's Family

My Supervisors and Examiners:

Gede Mahendrayana, S.Pd., M.Pd.

Kadek Sintya Dewi, S.Pd., M.Pd.

G.A.P. Suprianti, S.Pd., M.Pd.

“ I WAS BORN TO BE BRAVE ”



ACKNOWLEDGEMENTS

First of all, the author would like to say thanks to the Almighty God, Allah S.W.T for all blessing that has been given to the author, to complete this research entitled “**STUDENTS’ PERCEPTION ON ENGLISH ONLINE LEARNING THROUGH THE USE OF GOOGLE CLASSROOM**”.

The author also admits that this research paper or thesis will never be achieved without any support, motivation, advice and guidance from some people. The author would like to express her deepest gratitude and appreciation to all who have given her great support during the process of writing this research paper. The special thanks and deepest appreciation dedicated to:

1. Kadek Sintya Dewi, S.Pd., M.Pd., as the first supervisor, who had kindly given valuable supports, advice, suggestion, cares along the completion of this thesis,
2. G.A.P. Suprianti, S.Pd., M.Pd, as the second supervisor for the beneficial feedback, motivation, suggestion during the process of making this thesis,
3. Gede Mahendrayana, S.Pd., M.Pd., for the beneficial and insightful suggestion at the thesis exam,
4. All of English Language Education students class A and E 2021/2022 who have guided the writer with knowledge and experience along the years and in completing the thesis,
5. Si Kutjit such as Anggi, Ivana, Laras, and Ages that always be there since the first study.
6. Talenta who always give me the best support when completed this thesis in a hectic schedule.
7. The author’s beloved family (Bapak Durakim, Mama Parmini, Kak pia, Intan, Opa, Nenek, Mama Cik, Mbak Novi, Pak Midi) who give me endless prayer and support in all situations.
8. The author’s friends, classmates, organization mates cannot be mention one by one ; Araso (Nocan, Nopik, Danu, Ika, Safira, Pikjul and Kiso), Wina Sari, Kuda Liar Team, Talenta Soild Team, who had motivated the author to the beginning until finished.

The author is fully aware that what is presented in this thesis is still far from *perfect* because of the limitation of the author's abilities. Therefore, the author expects all constructive criticism and suggestion from various parties to be highly appreciated and expected of this study. The author hopes that this thesis can be used effectively in the future for the development of the English teaching and learning process

Singaraja,

Prawoto Satryo Durakim



TABLE OF CONTENTS

Acknowledgements	xiii
Abstract	x
Table of Contents	xii
List of Tables.....	xiv
List of Figures	xv
List Of Appendices	xvii
CHAPTER I INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Problem Identification	4
1.3 Research Questions	5
1.4 The Objective of the study	5
1.5 The Significance of the Study	5
1.6 Scope of the Study.....	6
CHAPTER II LITERATURE REVIEW	7
2.1 Theoretical Review	7
2.1.1 Definition of Perception	7
2.1.1.1 Aspect of Perception.....	7
2.1.1.2 Factors Affecting the Perception	8
2.1.2 The Rule of KEMENDIKBUD about Online Learning	8
2.1.3 Asynchronus and Synchronus	9
2.1.3.1 Asynchronus.....	9
2.1.3.2 Synchronus.....	10
2.1.4 Google Classroom.....	10
2.1.4.1 Definition of Google Classroom.....	10
2.1.4.2 Advantages of Google Classroom.....	11
2.1.4.3 Disadvantages of Google Classroom.....	12
2.1.4.4 Google Classroom in TEFL.....	12
2.2 Empirical Review	13
CHAPTER III RESEARCH METHODOLOGY	14
3.1 Research Design	14
3.2 Research Setting	16

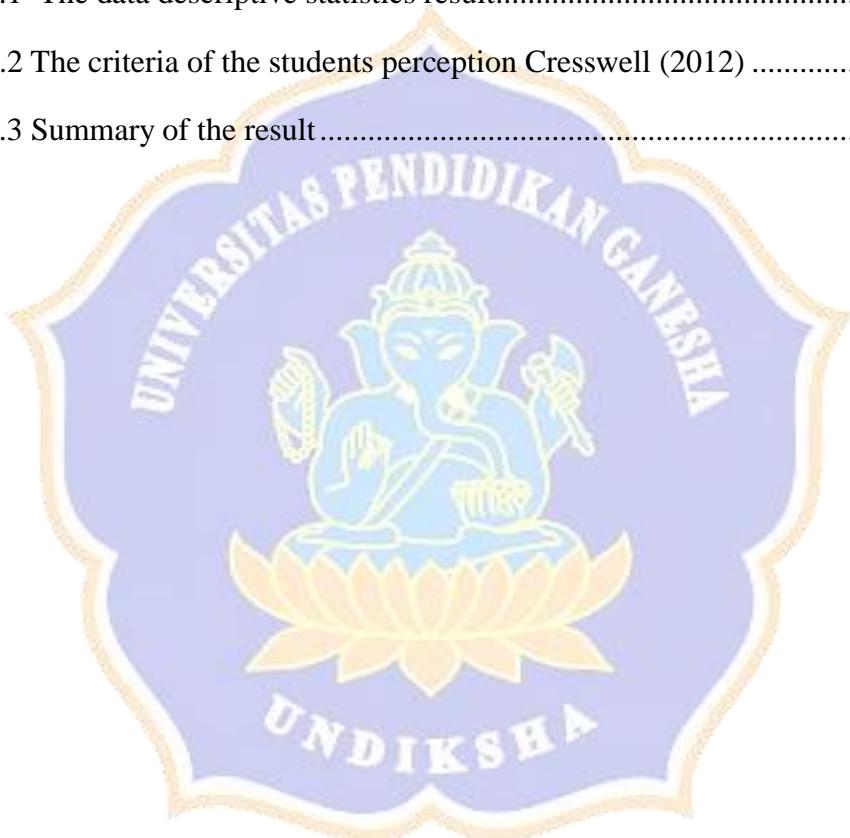
3.3	Research Subject and Object	16
3.4	Data Collection Method	17
3.5	Research Instrument	17
3.5.1	Questionnaire.....	17
3.5.2	Interview.....	19
3.6	Data Analysis.....	23
3.6.1	Data Collection.....	23
3.6.2	Data Reduction.....	24
3.6.3	Data Display.....	24
3.6.4	Data Triangulation.....	24
	CHAPTER IV FINDING AND DISCUSSION	27
4.1	Findings.....	27
4.1.1	Students Perception on Google Classroom assisted learning from the result of the questionnaire.....	27
4.1.2	Students Perception on Google Classroom assisted learning from the result of interview	53
4.1.3	Teachers and Students Perceive Factors in Remote Teaching.....	58
4.2	Discussion.....	63
4.3	Implication.....	68
	CHAPTER V CLOSURE.....	69
5.1	Summary.....	69
5.2	Conclusion.....	69
5.3	Suggestion	70

REFERENCES

APPENDICES

LIST OF TABLES

Table 3.1 Questionnaire blueprint.....	18
Table 3.2. Interview guide blueprint for students	20
Table 3.3 Expert Judge.....	22
Table 3.4 The formula of the criteria of students Cresswell (2012)	25
Table 3.5. The criteria of the students perception Cresswell (2012)	26
Table 4.1 The data descriptive statistics result.....	52
Table 4.2 The criteria of the students perception Cresswell (2012)	53
Table 4.3 Summary of the result	62



LIST OF FIGURES

Figure 3.1 Interactive model data analysis by Miles and Hubberman (1994).....	23
Figure 4.1 The result statement 1.....	28
Figure 4.2 The result statement 2.....	29
Figure 4.3 The result statement 3.....	30
Figure 4.4. The result statement 4.....	31
Figure 4.5 The result statement 5.....	32
Figure 4.6 The result statement 6.....	33
Figure 4.7 The result statement 7.....	34
Figure 4.8 The result statement 8.....	35
Figure 4.9 The result statement 9.....	36
Figure 4.10 The result statement 10.....	37
Figure 4.11 The result statement 11.....	36
Figure 4.12 The result statement 12.....	39
Figure 4.13 The result statement 13.....	40
Figure 4.14 The result statement 14.....	41
Figure 4.15 The result statement 15.....	42
Figure 4.16 The result statement 16.....	43
Figure 4.17 The result statement 17.....	44
Figure 4.18 The result statement 18.....	45
Figure 4.19 The result statement 19.....	46
Figure 4.20 The result statement 20.....	47
Figure 4.21 The result statement 21	48
Figure 4.22 The result statement 22.....	49
Figure 4.23 The result statement 9.....	50

Figure 4.24 The result statement 24 51

Figure 4.25 The result statement 25 52



LIST OF APPENDICES

Appendix 1. The Blueprint Questionnaire and Expert Judges	76
Appendix 2. The Example of the Questionnaire	82
Appendix 3. The Correlation of the Students' Questionnaire Respons	86
Appendix 4. The Result of Students Questionnaire Response.....	98
Appendix 5. The Blueprint of The Interview and Expert Judge	102

