

**THE USE OF GOOGLE CLASSROOM IN TEACHING  
DURING DISTANCE LEARNING: AN OVERVIEW OF  
PRESERVICE TEACHERS' PERCEPTION**

Ungraduate Thesis  
Submitted as a partial fulfillment of the Requirements of the Degree  
of  
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## ABSTRACT

Due to the number of students that got infected by Covid-19, more than 160 countries have implemented national closures, affecting more than half the world's student population. While other countries, 165 countries in Africa, Asia, Europe, the Middle East, North America, and South America have announced or imposed restrictions on school and university learning. Following this lead, in order to reduce the spread of Covid-19 Indonesian government released new regulations such as; physical distancing, working from home and learning from home. Due to these new regulations, almost all teaching and learning activities can no longer be continued in school.

However, even with this condition, teaching-learning activities need to continue. Therefore, to help this condition, online teaching and learning is the only option that can be used. In this study, the researchers looked for the use of Google Class Room in teaching writing during distance learning an overview of pre-service teachers' perception. The research method used in this study is a qualitative method, data collection was done through questionnaires and interview sessions with students from the English Education State University Islamic of Raden Intan Lampung.

in using the Google Classroom during the pandemic era the participants mentioned how convenient it was for them to use Google Classroom in the teaching-learning process. Besides being paperless Google Classroom also an online-based classroom both teachers and students can access it anytime and everywhere as long as they are connected to the internet. however, of the many advantages of using the google class room, there are bound to be drawbacks, such as some students explaining that they sometimes find it difficult to get a good connection to access their assignments due to signal not all students were having a good internet connection and device constraints that support the teaching and learning process in the pandemic era.

**Keywords : Distance Learning, Google Classroom, Perception, Preservice Teachers.**

## DECLARATION

Hereby the researcher declares that this graduating paper is written by the researcher herself. It does not contain any materials which have been published by other people and other peoples idea except the information from the references.

Bandar Lampung, 21 Jan 2023

The researcher



Nia Aulina Hutabarat





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**ADMISSION**

A thesis entitled: **The Use Of Google Classroom In Teaching During Distance Learning: An Overview Of Preservice Teachers' Perception**, by: **Nia Aulina Hutabarat, NPM: 1711040101**, Study Program: **English Education** was tested and defended in the examination session held on: **Friday, March 31<sup>th</sup> 2023**.

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## MOTTO

مَا وَدَّعَكَ رَبُّكَ وَمَا قَلَىٰ وَلِآخِرَةُ خَيْرٌ لَّكَ مِنَ الْأُولَىٰ

Your Lord has not taken leave of you, nor has He detested [you].

And the Hereafter is better for you than the first [life].

(QS.Adh-Dhuhaa.3-4)



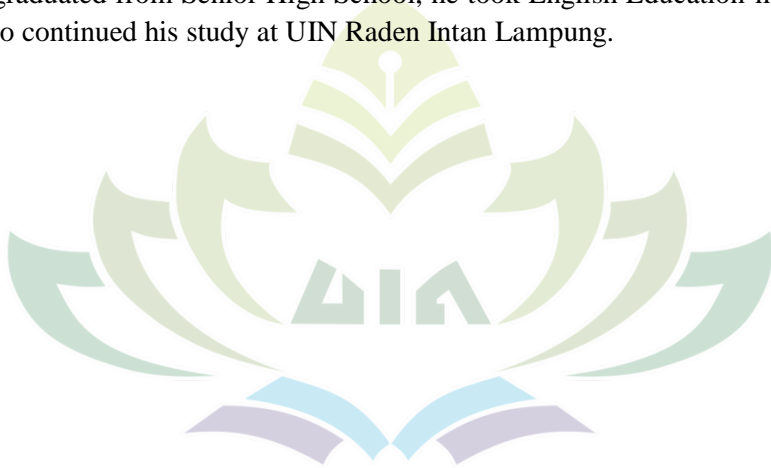
## DEDICATION

Praise and gratitude be to Allah the Almighty for His abundant blessing for me, and from my deep of heart and great of love, this thesis is dedicated to:

1. My beloved parents, my father ( Hi. Imran Halomoan Hutabarat) and my mom ( Hj.Siti Harahap) Thanks for supporting me from 0 until now I can reach this point fighting to get the title that I dreamed of I dedicate all of this to my parents and all this struggle to make my parents proud of all my achievements up to this point
2. My sibilings. Thanks for the support.
3. to Robiyul Dwi Darmawan, S.Pd the researcher wanna say thank you for contributing a lot in writing this thesis and for your continuos encouragement and support so that thesis can be completed. Thank you for being home and accompanying in any condition.
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5. Esmeralda, Thank you for being a fun comrade-in-arms during college.
6. My beloved almamater and lecturers of UIN Raden Intan Lampung. Thanks for having contribution for my self development.

## CURRICULUM VITAE

Nia Aulina Hutabarat. she was born in Kota Metro at November 23th 1998. She is the Third of four sibilings of Mr HI.Imran Halomoan Hutabarat and Mrs Hj.Siti Harahap. The eldest sister is named Herdina Mustika Sari Hutabarat, the second brother's name is Rony Rahmad Hutabarat, and the youngest sister is Chantika Ainun Nisa Hutabarat. She began Her study at public elementary school 3 metro barat. Then she continued her studies at MtsN Metro. After graduating from junior high school, she continued her studies at the Diniyyah Puteri Lampung Boarding School and after going up to grade 2, she moved to Kartikatama High School, Metro City, until she graduated. After graduated from Senior High School, he took English Education major to continued his study at UIN Raden Intan Lampung.





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and the writer hopes that this thesis will be useful for the readers.

Bandar Lampung, 21 January 2023

The researcher



Nia Aulina Hutabarat



## TABLE OF CONTENT

<b>TITLE .....</b>	<b>i</b>
<b>ABSTRACT.....</b>	<b>ii</b>
<b>DECLARATION.....</b>	<b>iii</b>
<b>ADMISSION.....</b>	<b>iv</b>
<b>APPROVAL .....</b>	<b>v</b>
<b>MOTTO .....</b>	<b>vi</b>
<b>DEDICATION.....</b>	<b>vii</b>
<b>CURRICULUM VITAE .....</b>	<b>vii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>ix</b>
<b>TABLE OF CONTENT .....</b>	<b>xi</b>
<b>LIST OF TABLES .....</b>	<b>xiii</b>
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
A. Title Confirmation.....	1
B. Background of the Problem.....	2
C. Focus and Sub Focus of the Research .....	4
D. Problem Formulation .....	4
E. Objective of the Research .....	4
F. Significance of the Research .....	5
G. Previous Studies .....	5
H. Research Method.....	9
I. Systematics of Discussion .....	14
<b>CHAPTER II LITERATURE REVIEW.....</b>	<b>17</b>
A. Concept of Online Learning .....	17
1. Online Learning .....	17
B. Concept of Google Classroom.....	23
C. Perception.....	26
<b>CHAPTER III DESCRIPTION OF THE RESEARCH OBJECT.....</b>	<b>35</b>
A. General Description of the Object .....	35
B. Facts and Data Display.....	36
1. Fact .....	36
2. Data display .....	38
<b>CHAPTER IV FINDING &amp; DISCUSSION .....</b>	<b>45</b>
A. Data Analysis .....	45
B. Research Finding .....	58

<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>63</b>
A. Conclusion .....	63
B. Suggestion.....	64

**REFERENCES**



## LIST OF TABLES

Table 1.1	Sample Criteria.....	11
Table 1.2	Specification of Questionnaire for Pre-Service Teacher's Perception.....	12
Table 3.1	Perceived Usefulness.....	37
Table 3.2	Perceived Easy to Use .....	38
Table 3.3	Behavioral Intention .....	38
Table 3.4	System Use.....	39
Table 3.5	Result of Perceived Usefulness.....	38
Table 3.6	Result Perceived Easy to Use .....	40
Table 3.7	Result Behavioral Intention .....	41
Table 3.8	Result System Use.....	42
Table 3.9	Pre-service Teachers' Perception .....	43
Table 4.1	Perceived Usefulness.....	47
Table 4.2	Perceived Easy to Use .....	48
Table 4.3	Behavioral Intention .....	50
Table 4.4	System Use.....	51
Table 4.5	Preservice Teachers' Perception.....	52

# CHAPTER I

## INTRODUCTION

### A. Title Confirmation

To understand and avoid misunderstanding this proposal's title, the researcher feels the need to explain this proposal. In addition, this step is a process of emphasizing the issues to be discussed. Due to the Covid-19 pandemic, there has been a change in the education field. Teaching-learning activities that usually carry offline situations need to be conducted online. This shifting can not be avoided because teaching-learning activities must be continued. In teaching-learning online, several platforms can be used. One of them is Google Classroom. *Google Classroom* is a tool that facilitates student learning and teacher collaboration; teachers can also create and distribute assignments for students in online classrooms provided for free <sup>1</sup>. With Google Classroom, the teacher could efficiently deliver the material while students could easily access it and do their assignments.

This online learning is implemented in every stage of education, including at the university level. There is an activity called teaching practice for Education students in the university. In this activity, students from education majors or called preservice teachers, need to do teaching practice in school to gain experiences before they graduate. This rule applies to English Education students from Raden Intan State Islamic University. Due to this pandemic, preservice teachers must conduct their teaching practice online. This online learning is applied to all subjects in school, including English.

In teaching English, four skills must be delivered to the students: speaking, reading, listening, and writing. Those skills are necessary to be mastered in learning English. Therefore, the preservice teachers need to be able to deliver those skills through online classes. On the contrary, teaching online is still new for

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<sup>1</sup> Beal, V. (2017, August 22). Google classroom. Webopedia. <http://www.webopedia.com/TERM/G/google-classroom.html>.

preservice teachers, and this teaching practice could be the first time for preservice teachers to teach online. However, they still need to conduct their teaching practice. Therefore, the researcher intended to find out preservice teacher opinions toward the use of Google Classroom in teaching writing during distance learning. This research focuses on writing because it is considered a complicated skill, especially when the teaching and learning process goes online.

## **B. Background of the Problem**

At the end of 2019, the world got infected by a new virus called Coronavirus 2019 (COVID-19). This virus spread quickly and infected almost all the countries in the world. In March 2020, Indonesia got affected by this virus. This virus changed many aspects of human life because it's affected many fields, from economics to education. In the education field, based on statistics from UNESCO (25/03/2020), 1,524,648,768 students were affected by the covid-19 virus from 87,1% of the total students enrolled. While in Indonesia on Wednesday (25/3/2020), as many as 68,265,787 students were affected by Covid-19<sup>2</sup>. The total number of students who are potentially at risk from pre-primary to high school education is 577,305,660. On the other hand, the number of students who are potentially at risk from higher education is 86,034,287 people<sup>3</sup>.

Due to the number of students that got infected by Covid-19, more than 160 countries have implemented national closures, affecting more than half the world's student population. While other countries, 165 countries in Africa, Asia, Europe, the Middle East, North America, and South America have announced or imposed restrictions on school and university learning. Following this lead, in order to reduce the spread of Covid-19 Indonesian

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<sup>2</sup> UNESCO, 2020

<sup>3</sup>Nugroho, R. S. (2020, March 14). Corona: 421 juta pelajar di 39 negara belajar di rumah, kampus di Indonesia Kuliah Online. Retrieved March 28, 2020, <https://www.kompas.com/tren/read/2020/03/14/120000765/corona-421-jutapelajar-di-39-negara-belajar-di-rumah-kampus-di-indonesia>

government released new regulations such as; physical distancing, working from home and learning from home. Due to these new regulations, almost all teaching and learning activities can no longer be continued in school. However, even with this condition, teaching-learning activities need to continue. Therefore, to help this condition, online teaching and learning is the only option that can be used. Online learning is a teaching-learning activity that allows students and teachers to interact with the internet's help<sup>4</sup>. For example, with the help of the internet, the teacher could deliver the material while students could easily access the material.

This online learning is implemented in every stage of education, from kindergarten to the university level. However, at the university level, there is an activity called *Praktik Pengalaman Lapangan* for education students and *Praktik Kerja Lapangan* for other university majors. In the education study program, the education students are called preservice teachers. They are required to do *Praktik Kerja Lapangan* or Teaching Practice in school as the requirements to graduate. This requirement is also applied to English Education students from Raden Intan State Islamic University. Unfortunately, with this pandemic still going on, teaching and learning in school cannot be performed offline, while this teaching practice still needs to be undertaken. Therefore, preservice teachers from the English Education study program still need to conduct their teaching practice

The teachers who do not have sufficient digital skills and knowledge of technology's characteristics will be hindered from fulfilling the learning objectives. Students who are not familiar with the variety of learning applications used will also face difficulties. Moreover, this maybe would be the first time for the preservice teacher to teach officially in school. Even though this may be the first time for the preservice teacher to teach online, as

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<sup>4</sup>Kurtanto, E, " Keefektifan Model Pembelajaran Daring Dalam Perkuliahan Bahasa Indonesia Di Perguruan Tinggi," *Journal Indonesian Language Education and Literature*, Vol. 3, no. 1(2017): 99-110.



the future teacher, they should be able to adapt to this new condition and should be able to teach using online tools. However, this tool might not be familiar enough to the preservice teacher, and they will need time to adapt to this teaching style. Accordingly, this study is designed to investigate the preservice teacher perspective using one of the online learning platforms, Google Classroom. This study will focus on the English preservice teacher perception in teaching using Google classroom.

### **C. Focus and Sub-Focus of the Research**

#### 1. Focus

In this research, the researcher focuses on preservice teacher perspectives in teaching writing through Google Classroom

#### 2. Sub focus

The sub-focus of this research is to find out the benefits and the obstacles in using Google classroom.

### **D. Problem Formulation**

Based on the explanation above, the researcher formulates two research questions as follows:

1. How preservice teachers' perceptions of using *Google Classroom* in teaching ?
2. What are the benefits and obstacles of using *Google Classroom* in teaching ?

### **E. The objective of the Research**

Based on the research questions above, this research aims to discover preservice teacher perspectives in using Google Classroom in teaching writing during their Teaching Practice in school. The second objective is to find the benefits and obstacles faced by preservice teachers during their teaching-learning process.

## **F. Significance of the Research**

The findings of this research are expected to contribute to the English teachers and readers.

### 1. English teachers

The researcher expects that this study helps teachers to understand how to teach English using E-Learning and could help them in improving their competencies in teaching

### 2. English Education Students

The researcher hopes that this study helps students of English Education to gain information on how to teach in an online situation.

### 3. Future Researcher

The researcher hopes the result of this research can be used to help future research on related topics.

## **G. Previous Studies**

The first study related to this title came from Abd. Syakur, Sugirin, & Widiarni, with the title "The Effectiveness of English Learning Media through Google Classroom in Higher Education." Their study aimed to analyze education implementation's effectiveness using blended learning-based learning in the Covid-19 pandemic situation. However, their research was a quantitative descriptive study with the explanatory survey method. Data from respondents are collected and then analyzed and processed using statistical theory to solve problems faced so that this method will provide certainty in decision making. Explanation survey methods in this research are used when the writer wants to know why a particular situation or condition occurs or influences something. The results achieved in their study describe blended learning, understanding Google Classroom as an alternative to learning English, and learning blended learning through Google Classroom. Therefore, the results in Cycle I are on average lower than Cycle II as measured by learning (69% to 100%), active student (27% to 100%), achievements (89% to 96%), learning

process (70% to 100 %), complete score 25% to 86%), not total (75% to 12%), success (45% to 75%). Thus, the use of Google Classroom can improve English material's average achievement for English education departments. Their study concludes that this application can run effectively to help facilitate lecturers and students in English education study programs in carrying out the learning process more deeply.<sup>5</sup>

The second study from Nugroho & Atmojo is titled "Digital Learning Of English Beyond Classroom: EFL Learners' Perception and Teaching Activities." Their research sheds some light on 71 EFL learners' perception of digital learning of English beyond the classroom and a range of English learning activities in social distancing measures. To shed some light on the" students' perception and attitudes toward the potential use of digital learning of English and online teaching activities beyond the classroom. Furthermore, the results indicated that the students positively perceived digital technology as a means of language learning amidst the global pandemic. It also revealed that digital knowledge of English beyond the classroom code conducted usings of available social networking sites such as Youtube, WhatsApp, Instagram, Google Classroom, and Facebook.<sup>6</sup>

The third study from Octaberlina & Muslimin titled "EFL Students Perspective towards Online Learning Barriers and Alternatives Using Moodle/Google Classroom during Covid-19 Pandemic". However, this study aims to depicted the online learning barriers students face and their alternatives to cope with them. The study implemented a descriptive mixed-method survey design with 25 students from the English Education Department. Thus, the instruments used to gather the data were questionnaires

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<sup>5</sup> Abd. Syakur., Sugirin.,& Widiarni, "The Effectiveness of English Learning Media through Google Classroom in Higher Education,"*Britain International of Linguistics Arts and Education (BioLAE) Journal*, Vol. 2, no. 1, (2020): 475–483, <https://doi.org/10.33258/biolae.v2i1.218>.

<sup>6</sup>Nugroho, A. & Atmojo, A. E. P, "Digital learning of English beyond classroom: EFL learners' perception and teaching activities,"*JEELS (Journal of English Education and Linguistics Studies)*, Vol. 7, no. (2020): 219-243, DOI:10.30762/jeels.v7i2.1993.

and interviews regarding the topics. Furthermore, the results showed that students experienced three barriers during online learning, including unfamiliarity of e-learning, slow internet connection, and physical condition, e.g., eye strain. On the other hand, the alternatives proposed provided training to implement the Learning Management System (LMS) before the actual class, converting high-definition or big-size files into smaller ones and giving a break during the online course. The conclusion stated that students had to be creative to find any solutions and innovations regarding learning barriers, including maintaining good communication with the educator and understanding the best learning styles individually.<sup>7</sup>

The fourth study was conducted by Sepyanda from Universitas Mahaputra Muhammad Yamin Solok with the title 'Students' Attitude Toward The Use of Google Classroom on Translation Subject in the English Department Of FKIP UMMY Solok.' Her study aims to know the students' attitudes toward using Google Classroom as an application used in collecting their assignments on Translation subjects. Moreover, Sepyanda conducted her research by using the descriptive method. This study's subject was third-year English Department FKIP UMMY Solok students in the 2017/2018 academic year consisting of 9 students. Her study instrument was a questionnaire. The questionnaire section is based on students' attitudes categorized into cognitive, affective, and behavioral. This study found that students' attitude toward using Google Classroom in collecting their assignments on Translation subjects was at a reasonable level. In other words, the student's attitude toward using Google Classroom on Translation subject in the third year of English Department students of FKIP UMMY in 2017/2018 academic year Solok was positive. The researcher concludes that Google Classroom can be a valuable tool in collecting students'

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<sup>7</sup>Octaberlina, L. R., & Muslimin, A. I, "EFL Students Perspective towards Online Learning Barriers and Alternatives Using Moodle/Google Classroom during COVID-19 Pandemic," *International Journal of Higher Education*, Vol. 9, no. 6 (2020): 1-9, DOI:10.5430/ijhe.v9n6p1

assignments, especially in Translation subjects.<sup>8</sup>

The previous study came from Alim, N., Linda, W., & Saad, M with the title 'The Effectiveness of Google Classroom as An Instructional Media: A Case of State Islamic Institute of Kendari, Indonesia.' This study explores the effectiveness of Google Classroom in the learning process at the State Islamic Institute of Kendari. Then, the method that they used in their research is qualitative, an in-depth interview. In this study, data collection did through interview sessions with students. Last, the findings showed that the use of Google Classroom was effective with various limitations: (1) not all students got an account of what was provided by the lecturers because they did not have a smartphone, (2) Wi-Fi available on the campus was limited and (3) the students did not have enough mobile data plan during the time of online discussion, and even some students submitted their assignments using their friends' account.<sup>9</sup>

From the explanation above, this thesis has some similarities to those previously. The similarity between this study and the other is the object of study uses Google Classroom as the online learning platform in the EFL classroom. Based on the research conducted, the result of those studies on online learning platforms in EFL classrooms is mostly positive. Those study online learning platforms positively affect students and the teachers in the teaching and learning process in all the skills they should learn. However, this study focused on preservice teachers' perspectives on the use of Google Classroom in EFL classes. The difference between this study to the previous study is that this study was conducted on the pandemic situation that forced both students and Preservice teachersto use Google Classroom fora long period of time, and this thesis conducted by the writers only focused on the

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<sup>8</sup> Sepyanda, M, "Students'attitude Toward The Use of Google Classroom on Translation Subject in English Department Of Fkip Ummu Solok," *English Language Teaching and Research*, Vol 2, no. 1.

<sup>9</sup> Alim, N., Linda, W., Gunawan, F., & Saad, M. S. M, "The effectiveness of Google classroom as an instructional media: A case of state islamic institute of Kendari, Indonesia," *Humanities & Social Sciences Reviews*, Vol. 7, no. 2(2019): 240-246.

writing skills.

## **H. Research Method**

### **1. Research Design**

Quantitative research is regarded as the organized inquiry about phenomenon through collection of numerical data and execution of statistical, mathematical or computational techniques. The source of quantitative research is positivism paradigm that advocates for approaches embedded in statistical breakdown that involves other strategies like inferential statistics, testing of hypothesis, mathematical exposition, experimental and quasi-experimental design randomization, blinding, structured protocols, and questionnaires with restricted variety of prearranged answers (Lee, as cited in Slevitch, 2011).

Quantitative research objectives are measurable and cannot be separated from variables and hypothesis; variables are concepts that have variations that can take numerous values while hypothesis are untested assumptions or propositions of relationship between variables. According to Håkansson (2013), survey, ex-post facto, case study and experimental research, are the most frequently used research strategies under quantitative research.

### **2. Survey Research**

According to Neuman (2014), the history of survey can be traced back to the ancient time census which involves government collection of data from the entire population in a certain geographical entity. The descriptive nature of survey research approach is dependent on the data collection procedure that involves gathering of data from a representative sample of the total respondents in order to generalize the results on the whole population under investigation. Survey is a data collection instruments for quantitative research and there are two all-encompassing categories of survey, these are *questionnaire* and

*interview*. The prompt adoption of technology has continued to keep transforming survey research dramatically in the past years. There are automated telephone surveys that employed random dialing methods, computerized kiosks in public places that gives people the chance to ask for input, completion of online survey when we visit websites.

### 3. Population and Sample

A group of people who have the same characteristic is called the population<sup>10</sup>. The target population for this research is the students batch 2017 and 2018 from English Education, Universitas Raden Intan Lampung. A sample is a small group that is being observed. Sample can be described as a subgroup of the target population that the researcher plans to observe<sup>11</sup>. While sampling is the way to take the sample. In this research, purposive sampling is used. Purposive sampling is the process of selecting samples based on specific purposes<sup>12</sup>. Purposive sampling is used because not all populations are eligible for this research. With purposive sampling, the researcher will be able to choose the sample that fits the characteristics of this research. The characteristics for this research are:

1. Students English Education (Batch 2017 & 2018), Raden Intan State Islamic
2. The preservice teacher uses Google Classroom as a teaching medium during their

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<sup>10</sup>Creswell, *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed*, (Yogyakarta; Pustaka Pelajar, 2012).

<sup>11</sup>Ibid.

<sup>12</sup>Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktek*, (Jakarta; Rineka Cipta, 2010)

<b>Sample Criteria</b>
<p><b>Criteria 1</b></p> <p>English Education batch 2017 who already completed the teaching practice program</p>
<p><b>Criteria 2</b></p> <p>Used Google Classroom as the teaching media during teaching practice</p>

### 3. Technique of Data Collection

The research instrument is an important thing to do while gathering the data. In this research, the researcher used questionnaires as the instrument in collecting the data. A questionnaire is a useful instrument for collecting survey information, providing structured, often numerical data. A questionnaire is an efficient instrument in collecting data if the researcher knows exactly what variables would be measured and what can be expected from the participant<sup>13</sup>. Cohen, Manion and Morrison also added that questionnaires could be cheap, reliable, valid, quick, and easy to complete.

In this research, the researcher used a Linkert scale questionnaire with a rating scale questionnaire. The Likert scale is used to measure the degree of subjects' agreement to each item. The level of agreement is graded on a four-point scale: strongly agree, agree, disagree, and strongly disagree.

In collecting the data, the researcher distributed the questionnaire to the pre-service teacher through Google form. The statements that use in the questionnaire consist of 23 positive statements based on four main factors; perceived usefulness, perceived ease of use, behavioural intention and system use that adapted from Rahayu and Wirza (2020), with the specification as

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<sup>13</sup>Sugiyono, *Memahami Penelitian Kualitatif*, (Bandung; Alfabeta, 2012)



follows:

**Table 1.2 Specification of Questionnaire for Pre-Service Teacher's Perception**

Aspects	Items
Perceive usefulness	8 statements
Perceive ease of use	5 statements
Behavioral Intention	5 statements
System use	5 statements
Total	23 statements

#### 4. Technique of Data Analysis

The researcher collected the data by using a questionnaire. Next, after collecting the data, the researcher analyzes the data that has been gained, the data will be analyzed in a qualitative approach. Wiersma explained that qualitative research data analysis is categorization, description, and synthesis. Meanwhile, data analysis also systematically processes to analyze data that have been collected<sup>14</sup>. Below are the steps of data analysis for this research



Figure 1 Steps of Data Analysis

1. After obtaining the preservice teachers' perceptions, the researcher will analyze the data. The analysis is then displayed in the form of numbers, and each participant's perception will be counted using Microsoft Excel. The main

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<sup>14</sup> Wiersma, W, *Research methods in education: An introduction*, (Boston: Allyn and Bacon, 1991).

findings can be deduced by examining the overall average score from the highest to the lowest result from each dimension.

2. The descriptive analysis percentage will be used to interpret the main findings' results.

This descriptive percentage is calculated by dividing the frequency by the number of respondents and multiplying by 100 percent.

3. Lastly, the researcher will conclude the result as descriptive and statistical forms related to the study.

## **6. Trustworthiness of the Data**

One of the important indicators addressed by positivist researchers is internal validity, which seeks to ensure that their study actually measures or tests what is intended. Lincoln and Guba argue that ensuring credibility is one of the most important factors in establishing trustworthiness. When it comes to reliability, positivists use techniques to demonstrate that if the research were repeated in the same context, with the same methods, and with the same participants, similar results would be obtained. To address the issue of dependability more directly, the processes within the study should be detailed, allowing a future researcher to repeat the work, if not necessarily obtain the same results.

As a result, the research design can be thought of as a "prototype model." This level of detail also enables the reader to assess the extent to which proper research practices were followed. The text should include sections devoted so that readers of the research report can develop a thorough understanding of the methods and their effectiveness following:

- a. the research design and implementation, referencing what was planned and executed on a strategic level;
- b. the implementation detail of data collection, addressing the minutiae of what was done in the field; and

- c. reflective appraisal of the project, evaluating the effectiveness of the process of inquiry undertaken.

## I. Systematics of Discussion

The researcher discusses the research into the structure as follows:

Chapter I : Present the introduction, which consists as follows:

- a. Title affirmation;
- b. Background of the problem;
- c. Focus and sub-focus of the research;
- d. Identification of the problem;
- e. The objective of the research;
- f. Significant of the research;
- g. Relevant of the research;
- h. Research method;
- i. Systematic discussion.

Chapter II : Present the literature review, which consists as follows:

- a. Online Learning
- b. Google Classroom
- c. Perception

Chapter III : Presents the description of the research object, which consist asfollows:

- a. General description of the object;
- b. Facts and data display.

Chapter IV : Presents the research data and research findings.

- a. Research data
- b. Research findings

Chapter V : Present the conclusion and suggestions of

the research.

- a. Conclusion
- b. Suggestion



## CHAPTER II

### LITERATURE REVIEW

#### A. Concept of online learning

##### 1. Online Learning

Online learning contains a range of technologies such as the worldwide web, e-mail, chat, new groups and texts, and audio and video conferencing presented to educate the students through computer networks. It helps the learner to learn at their own pace, according to their own convenience. Meanwhile, in online learning, the teachers are facilitators rather than transmitters of the content of knowledge, and information and communication technology is regarded as a resource that enhances students' learning experience. Additionally, the internet can be used as a tool to learn the latest news worldwide and get any kind of information that serves different purposes, such as learning more information about a hobby or health<sup>15</sup>. The students learn through e-learning tools that are available to all and it is accessible. However, when it comes to online education and learning, many factors help it succeed or cause it to fail. For online education to succeed, both students and instructors must see how it functions and trust the medium and the various online platforms.<sup>16</sup>

Meanwhile, according to Mohammadi., Ghorbani., & Hamidi, F, e-learning can be defined as the application of electronic systems such as the internet, computers, and multimedia to reduce expenses.<sup>17</sup> On the other hand, online learning is defined as "learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones,

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<sup>15</sup>Dogruer, N., Eyyam, R., & Menevis, I, "The use of the internet for educational purposes," *Procedia Social and Behavioral Sciences*, Vol. (2011): 606–611. <https://doi.org/10.1016/j.sbspro.2011.11.115>

<sup>16</sup> Moawad, R. A., "Online Learning during the COVID- 19 Pandemic and Academic Stress in University Students," *Revista Romaneasca Pentru Educatie Multidimensionala*, Vol. 12 (2020): 100–107, <https://doi.org/10.18662/rrem/12.1sup2/252>.

<sup>17</sup>Mohammadi, N., Ghorbani, V., & Hamidi, F, "Effects of e-learning on language learning," *Procedia Computer Science*, Vol. 3(2011): 464-468.

laptops, etc.).<sup>18</sup>From the above definitions, it can be understood that e-learning or online learning deals with the use of electronic media in transferring or supporting the teaching and learning process in EFL classroom. However, there are some experts that explain the types of online learning as follows below:

- a. Algahtani divided e-learning into two basic types there are consist of computer-based and internet-based learning<sup>19</sup>. Computer-based learning involves the use of a full range of hardware and software normally available for the use of information and communication technology, and then each component can be used in either one of two ways: computer-based instruction and computer-assisted learning. Computers are supporting teachers in the field of educational management without actually teaching. In computer-assisted learning, however, computers are used to provide support tools such as interactive software within the classroom or as a self-learning tool outside the classroom.

On the other hand, there is internet-based learning, it makes the information available on the internet, with links to related sources, e-mail services and references that students can use at any time and place, as well as the availability or absence of teachers with the help of an internet connection.

However, she also divided the fully online mode in the context of the timing of interaction into two types: "synchronous" or "asynchronous". "Asynchronous" by applying the optional timing of interaction. Synchronous timing includes alternate online access between teachers or instructors and learners, or between learners and asynchronous, allowing all participants to post

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<sup>18</sup> Dhawan, S, "Online learning: A panacea in the time of COVID-19 crisis" *Journal of Educational Technology Systems*, Vol. 49, no. 1 (2020): 5-22.

<sup>19</sup> Algahtani, A.F, "Evaluating the Effectiveness of the E-learning Experience in Some Universities in Saudi Arabia from Male Students' Perceptions"(Disertasi, Durham theses, Durham University, 2011).

communications to any other participant on the internet<sup>20</sup>. The synchronous type allows learners to discuss with instructors and, at the same time, to chat with one another via the internet using tools such as video conferencing and chat rooms. Asynchronous mode also allows learners to talk to teachers, as well as to talk to each other on the internet at different times. Therefore, there is no interaction at the same time, but later, with the use of tools such as thread discussion and e-mails<sup>21</sup>

- b. Internet-based learning, according to Almosaseems to be another improvement in computer-based learning and makes the content available on the internet, with links to related knowledge sources, examples of e-mail services and references which can be used by learners at any time and place, as well as the availability or absence of teachers or instructors<sup>22</sup>. Zeitouncategorized this by the extent to which such features are used in higher education, mixed or blended, assistant mode, and completely online mode. Assistant mode complements the traditional method as needed<sup>23</sup>. Made by mixing or blended mode offers a short-term degree to a partially traditional method. The most complete improvement in the online mode involves the exclusive use of the learning network.<sup>24</sup>E-learning uses an electronic application such as internet media or a computer line to support the learning process<sup>25</sup>. In this study, there are some characteristics of online learning. Rusmanproposed some characteristics of online learning are follows:

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<sup>20</sup> Almosa, A. & Almubarak, A, *E-learning Foundation and Applications*, (Saudi Arabia; Riyad, 2005).

<sup>21</sup>Ibid.

<sup>22</sup>Almosa, *Use of Computer in Education, 2 ed*,(Riyadah: Future Education Library, 2002).

<sup>23</sup> Zeitoun, H, *E-learning: Concept, Issues, Application, Evaluation*, (Riyadh: Dar Alsolateah publication, .2008).

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<sup>25</sup>Nurdiana, "Language Functions in English Language Teaching Materials : A Case Study of Indonesian Secondary School Textbooks of English" *Journal of English Language & Culture*, Vol. 6, no. 1 (2016): 42-65

- a. Interactivity in online learning means that more communication channels are accessible either directly (synchronous), such as chatting and messaging or indirectly (asynchronous), such as a forum, and so on.
- b. Independence, the aim of independency is flexibility in terms of time, place, teacher and materials. So, it causes learning to be centered on the student or known as student-centered.
- c. Accessibility, learning resources are made easier to access through a wide-ranging internet network than the distribution of learning resources in conventional learning.
- d. Enrichment, learning activities and presentation of materials are used for enrichment. It enables the use of technological devices such as video streaming, simulation, and animation.<sup>26</sup>

E-learning refers to the use of information and communication technologies to enable access to online learning/teaching resources for both teachers and students. There are some advantages of online learning as its ability to focus on the needs of individual learners. Online learning is considered a cap for the following reasons:

- a. This becomes flexible when time and place issues are taken into consideration. Every student has the option of choice the place and time that suits him or her. As said by Smedley, the adoption of e-learning gives institutions, as well as their students or learners, a great deal of flexibility in terms of time and place of delivery or in terms of learning information.<sup>27</sup>

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<sup>26</sup> Rusman, et al., *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi : Mengembangkan professional Guru*. (Jakarta: Rajawali Pers, 2013), p. 264

<sup>27</sup>Smedley, J.K, "Modelling the impact of knowledge management using technology" *OR Insight*, Vol. 23 (2010): 233-250.



- b. E-learning improves the effectiveness of knowledge and skills through easy access to a large amount of information.
- c. It is able to provide opportunities for relations among both learners through the use of discussion forums. Information and communication technology network tools, new opportunities are opening up: access to modern information and educational resources, educational and methodical and scientific information, wide use of training programs and electronic textbooks, organization of operational consulting assistance, simulation of research activities, conducting virtual training sessions (seminars , lectures) in real time.<sup>28</sup>
- d. E-learning always needs to take into account the differences between the individual learners. For example, some learners prefer to focus on certain parts of the course, while others are prepared to review the course as a whole.
- e. E-learning helps to compensate for the scarcity of academic staff, including educators as well as facilitators, lab technicians, etc.
- f. The use of e-learning enables self-pacing. For example, the asynchronous path allows each student to study at his or her own pace and speed, whether slow or fast. It therefore increases satisfaction and reduces stress <sup>29</sup>.

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<sup>28</sup>Sandybayev, A, "The Impact of E-Learning Technologies on Student's Motivation: Student Centered Interaction in Business Education,"*International Journal of Research in Tourism and Hospitality*, Vol. 6, no. 2(2020): 16-24. <https://doi.org/10.20431/2455-0043.0601002>

<sup>29</sup> Codone, S, *An E-Learning Primer*, (Raytheon Interactive, 2001).<http://faculty.mercer.edu>

Algahtani, A.F, "Evaluating the Effectiveness of the E-learning Experience in Some Universities in Saudi Arabia from Male Students' Perceptions"(Disertasi, Durham theses, Durham University, 2011).

There are also some disadvantages to its learning, despite the advantages that it has when adopted in education. Excessive use of technology, lack of proper implementation of e-learning can actually lead to a lot of problems such as poor communication, sense of isolation, frustration, stress, in some cases poor learning and teaching performance, wasted resources and loss of revenue. There are two sides to the same coin. The disadvantages of e-learning caused by the studies include the following:

- a. **Poor communication:** In online learning, there is does not have the opportunity to have face to face interaction with the teacher which is very significant for establishing a bond between the student and the teacher in teaching and learning process. There are some research that conducted by the International Review of Research in open and Distance Learning suggests that online learning can cause misunderstanding between the teachers and the students, which could have a negative effect on the learning process and student outcomes due to misinterpretation of the tasks.
- b. **Lack of motivation:** Online learners lack motivation while studying because they all are easily distracted by anything else. Working at their own pace is a disadvantage for students who have difficulty managing time and are procrastinating. These students tend to be more successful in the structure of traditional learning.
- c. **High Chances of Distraction**
- d. **Low accessibility in remote areas:** Hardware, software and connectivity facilities are pre-requisites that enable online teaching and learning. In the absences of any of these, online learning. Unable to achieve its objective

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Marc, J. R, "Book review: e-learning strategies for delivering knowledge in the digital age," *Internet and Higher Education*, Vol. 5 (2002): 185-188.

Klein, D., & Ware, M, "E-learning: New opportunities in continuing professional development," *Learned publishing*, Vol. 16, no, 1(2003): 34-46.

some other peoples do not have ready access to a computer and Internet connection, and some who do have the equipment they need feel do not fit to use.

## **B. Concept of Google Classroom**

Students and teachers need to master the newest technology in today's era. However, this online learning has its own role in education. There are many benefits of using an online learning platform, including communication, interaction between students, group development and higher access to knowledge. In online learning technology, both students and teachers can use some platform that has been provided, such as *Google Classroom*, Whatsapp, YouTube, and others.

*Google Classroom* is a tool that facilitates student learning and teacher collaboration; teachers can also create and distribute assignments for students in online classrooms provided for free<sup>30</sup>. It simply makes teachers build groups to share assignments and announcements. *Google Classroom* might be a tool that allows learners to become actively involved. Nagele mentioned that teachers could create productive lessons that are student-centered, collaborative and unforgettable through *Google Classroom*, because it provides easy-to-use learning features for students of all categories who could also cooperate around each other, which has some benefits, such as paperless, and one that can be accessed anywhere and everywhere as long as there is an internet connection and from any device, communication between teachers and students, feedback to students, and personalized learning. It has a learning features which make teachers actively create and manage assignments, and also provides feedback to students. *Google Classroom* makes it easier for teachers to work with students. It's very beneficial for both teachers and students, because it's easy to use.

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<sup>30</sup> Beal, V. (2017, August 22). Google classroom. Webopedia. <http://www.webopedia.com/TERM/G/google-classroom.html>. Retrieved April 25, 2017

Google Classroom education is one of the features provided by Google Apps for Education (GAFE) which was released to the public on August 12, 2014. Google Classroom is an application that allows the creation of classrooms in cyberspace. Google Classroom can be used as a means for the distribution of tasks, assignments submission as well as assessment. Google Classroom can be downloaded without any charge by registering themselves on the Google account application for education [19]. Google Classroom app is very useful for online teaching and learning, and can be obtained for free of charge and can be used on any device. One of the sophistications of this application is that it can be used collaboratively with other groups. There are so many advantages of using Google Classroom as one of the Learning Management Systems (LSM);<sup>31</sup>

### **Advantages of using Google Classroom**

#### **1. Quick and convenient setting**

The setup process of Google Classroom is very fast and convenient than having it installed or registered to local LMS or LMS provider. Teachers can access Google applications and can begin to share tasks and learning materials. Teachers can do this by adding a list of students or share a unique code that allows access to their online classes in Google Classroom. Google Classroom is simple and easy to use, making it ideal for lecturers although the levels of e-Learning experiences are diverse.

#### **2. Time saving** Students no longer have to download a particular task by the lecturers.

Teacher just need to create and distribute files of duty to their students online. Teachers can also determine the ranking, provide feedback for all the tasks and assess them using Google Classroom. Thus, there is the potential to save most of

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<sup>31</sup> Almio Susetyo Harjanto, Sri Sumarni 2019 TEACHERS' EXPERIENCES ON THE USE OF GOOGLE CLASSROOM

the time for both of them, both students and Teachers. Everything is paperless, so that no time is wasted distributing physical documents and that students can complete their tasks online on time, making it easier for them to meet the deadline and online learning can be tailored to daily schedule.

**3. Increase in cooperation and communication**

One of the most important benefits of using Google Classroom is the very possibility to achieve an efficient online collaboration. Teachers can send notifications to their students to start an online discussion or tell them about certain online learning activities. On the other hand, students have the opportunity to give feedback to their friends by posting directly to the flow of discussions in Google Classroom. Thus, if they need help because they have difficulties to

**4. Centralized data storage**

With Google Classroom, all participants including students and teachers are located in one centralized location. Students can view all their tasks in a specific folder, the teacher can keep learning materials and activities for the academic year in the cloud and all the scores/grades can be seen in this application. There is no need to worry about missing documents or missing votes, because it is all stored in this free LMS.

**5. Quick sharing of resources**

Online facilitator/lecturer has the power to share information and resources directly online with their students. Instead of having to update the e-Learning courses or sending individual emails to each student, they stay connected to Google Classroom and distribute links to online resources and e-Learning materials enhancements that can benefit their students. This gives students the opportunity to obtain timely updates related to the current lesson, so that they can better understand the material and access multimedia equipment that can improve their e-Learning experience.

### **Disadvantages of using GoogleClassroom**

Disadvantages of e- learning In spite of advantages of e-learning,it has some defects and disadvantages that are mentioned below.

1. E-learning decreases social relations among learners.
2. Some learners have little knowledge about using internet and computer so they are unable to work with them suitably.
3. Lack of face-to-face interaction with a teacher. Since e-learning happens in some virtual environments and is mostly based on using internet and can be done in different parts of the world,it reduces the amount of face-to-face interactions and reduces social relations.Also,since e-learning users need to be able to work with technologies like internet and computers,they have to be familiar with these things.lack of technical knowledge can be problematic for users.

### **C . Theory of perception**

#### **1. Definition of perception**

Perception is someone thought about something that they learn to measure how their attitude toward using something, whether they agree or not about that method or about something that they learn (Hong, K.-S.2003). In the science of psychology, there are terms of processing the information received from the observations, one of the term is perception. Perception is a psychological function that starts from the sensation, continued with the process of categorizing, classifying, interpreting and

linking multiple stimuli at once. Stimuli that have been received and are grouped in such a way is then interpreted into an individual subjective meaning. Sensation happens before brain interprets the received information from the sensory organs. All creatures have sensory organs, for instance, human. They have eyes, ears, skin, nose, and tongue to receive stimuli to feel the sensation. If one of the sensory organs has limited function or even worse, cannot work at all, the other sensory organs' ability

will increase (Santrock, 2005). The sensory organs which have the sensory receptor cells use to detect the sensory message which often called as stimulus based on its function. A stimulus refers to any aspects that can detect by the sensory organs. For example, light can be detected by eyes, smell can be detected by nose, sound can be detected by ears, taste can be detected by tongue and heat can be detected by skin (Lahey, 2009). After the sensory organ detected the stimuli, the transduction process happens from the sensory organ to the brain. Brain will interpret, organize and form the received stimuli to be the complete information actively and creatively. It will find the meaningful patterns of the sensory information. This process is known as perception.

## 2. Visual Perception Theory

In order to receive information from the environment we are equipped with sense organs e.g. eye, ear, nose. Each sense organ is part of a sensory system which receives sensory inputs and transmits sensory information to the brain. A particular problem for psychologists is to explain the process by which the physical energy received by sense organs forms the basis of perceptual experience. Sensory inputs are somehow converted into perceptions of desks and computers, flowers and buildings, cars and planes; into sights, sounds, smells, taste and touch experiences. A major theoretical issue on which psychologists are divided is the extent to which perception relies directly on the information present in the stimulus. Some argue that perceptual processes are not direct, but depend on the perceiver's expectations and previous knowledge as well as the information available in the stimulus itself (Leoad, 2007). Psychologists distinguish between two types of processes in perception: bottom-up processing and top-down processing. Bottom-up processing also known as data-driven processing, because perception begins with the stimulus itself. Processing is carried out in one direction from the retina to the visual cortex, with each successive stage in the visual pathway carrying out ever more complex analysis of the

input. Top-down processing refers to the use of contextual information in pattern recognition. For example, understanding difficult handwriting is easier when reading complete sentences than when reading single and isolated words. This is because the meaning of the surrounding words provides a context to aid understanding. Psychologist Richard Gregory argued that perception is a constructive process which relies on top-down processing. For Gregory (1970) perception is a hypothesis.

Gregory (1970) stated that perception involves making inferences about what we see and trying to make a best guess. Prior knowledge and past experience, he argued, are crucial in perception. When we look at something, we develop a perceptual hypothesis, which is based on prior knowledge. The hypotheses we develop are nearly always correct. However, on rare occasions, perceptual hypotheses can be disconfirmed by the data we perceive.

### 3. Changes of Perception

Perception is not something static, but can change. The first change process affected by the psychological processes of the nervous system in the human senses. If a stimulus not change, adaptation and habituation that will occur affect response to a stimulus is increasingly weak. Habituation tended psychology from receptor that be less sensitive after receiving a lot of stimulus. While adaptation is reduced concern if the stimulus appeared many times. Stimuli that appear regularly are more easily adapted than the appearance of irregular stimulus. The second change is a psychological processes. The change in psychology of perception, among others encountered in the formation and change of attitudes. Attitude is a response. Attitude formation and change in psychology is usually described as a learning process or as a process of consciousness (cognition).

In the learning process, the focus was on the presence of external stimuli (stimulus), while in the process of cognition is the main push or the will of the individual itself. Something that is



perceived by a person with another person can differ in meaning. This is because what is around captured by the five senses are not directly synonymous with reality. The understanding in people who perceive objects and situations presented around them. Based on the perception or giving meaning to what is captured by the five senses, the person doing the activity or perform certain behaviors. The purpose of perception has shifted meaning. As cited in Marr (1982) beliefs that the purpose of perception is to define information from outside world. Shifted purpose of perception comes from an evolutionary perspective who stated that perception is the way for creatures to enhance the chance of survival.

A creature has to be able to feel and react spontaneously and accurately. In fact, the way of creatures respond to the stimuli is different and will interpret the stimuli into something meaningful to each creatures based on their experiences. They will detect and give response if the stimulus is “positive” or “negative”.

#### 4. Student Perception

Below are some finding by Campbell et al. (2001) related to students perception about teaching and learning. Sidhu (2003) stated that students' perceptions are students' point of view toward something that happened in learning process class and produced it with suggestion or argument for teacher or classmate to improve their learning process. The observation process can be so challenging and interesting experience for students' perception that can increase their awareness of a whole process of teaching as well as their own learning. From the definition above, students' perception is how students' thought to response about what they have done or about what they learned. In terms of teaching, students with deep approaches to learning tended to describe a greater a variety of teaching strategies than did students with surface approaches, and to show more understanding of the active learning and higher order thinking that their teachers trying to encourage. Students with surface approaches to learning tended to

focus on the transmission and reproduction of information. Similar differences in understanding emerged when students were asked about what they thought their teachers wanted them to learn, with those with deep approaches to learning looking at broader objectives related to process as well as content. In terms of learning, students with deep approaches to learning generally reported taking a more active role in their own learning, using a greater variety of methods, while students with surface approaches tended to focus more narrowly on repetition and reproduction. Moreover, students basically expect teacher to implement an efficient teaching methods with a conducive environment and to have affordable assistance during the class. (Chang 2010) the students preferred to use learning strategies that enabled them to use time well and choose environments conducive to learning. Moreover, they preferred to seek assistance from their teachers or classmates when encountering learning difficulties. Students essentially need to know the objective of the class and assess the teacher teaching effectivity. students want to know the expectations for success in the classroom and value the teachers that provide them with concrete details (Akram et al, 2016).

##### 5. Teacher perception

Things should be considered about teacher perception is they eagerly adapt to the system applied such as curriculum as well as their responsibilities and actively develop their capacity as teacher. Without exception, they were willing to openly explore the role and responsibilities of teachers in the system. They eagerly sought to understand and improve their contributions to overall school success (Marble and Finley, 2000). In consequence of teacher hard works, it in sequence forms an expectation to the students' performance in the class. Teachers would like students to be more active in their own learning, and 'to work in an investigated way', but were 'curbed to some extent by the demands of the

curriculum' from adopting approach to teaching and learning

(Campbell et al, 2001). Found that teachers' opinions of what should be happening in the classroom approached an 'ideal' communicative classroom, where students communicate about meaningful topics, complete real-world tasks, use computer-based technologies, engage with the language outside of class, gain exposure to the culture in class, and work in groups or pairs (Victor and Brown, 2017).

## 6. Indicators of Perception

According to Robbins (2003) there are two indicators of perception:

### a. Acceptance/ Reabsorption

The process of acceptance or reabsorption is indicator of perception in physiology stage, it is about the function of the five sense in grasping external stimulus.

### b. Understanding/ Evaluation

The external stimulus that have been grasped will evaluate. It is a subjective evaluation. It will be different perception of each person in environment

Perception is the opportunity of an object, event, or relationship obtained by inferring information and interpreting information<sup>32</sup>. Perception, according to Koentjaningrat, is the realization of human brain processes that manifests as a viewpoint on phenomena. Many factors are involved in the process, including feelings, needs, motivation, educational background, experiences, and so on. The process is followed by a process in which a person's brain interprets stimuli in a meaningful way<sup>33</sup>. In line with this, Chairunnisa, in her thesis, proposed that perception is the interpretation of the stimulus in the senses so that it is meaningful and an integrated response within the individual. From all of those definitions, it can be inferred that perception is the

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<sup>32</sup> Rakhmat, Jalaluddin, *Psikologi Komunikasi*. (Bandung: PT Remaja Rosdakarya, 2007).

<sup>33</sup> Koentjaningrat, *Kebudayaan, Metalitas, dan Pembangunan*, (Jakarta: PT. Gramedia, 2010)

process in how humans think about a phenomenon after receiving a sensation from the environment via their sense organs.

Furthermore, she also proposed that in the process of perception, there are some components there are follows:

- a. Selection is the process of filtering by the senses to stimuli from the outside, the intensity and type in this process can be many or few;
- b. Interpretation is the process of organizing the information, so it has a meaning for someone;
- c. Interpretation and perception are translated into behavior as a reaction. The process of perception is the selection, interpretation and rounding up of information.<sup>34</sup>

## 1. Characteristics of Perception

Characteristics of Perception In order for a perceptual process to be produced by a meaningful sensing, the following are general features that exist in the perception process among other: a. Modality : a stimulus received must be in accordance with the modality of each individual sensing such as basic sensory properties. Including : light for sight, smell of smelling, temperature for feelers, sound to the ear, the nature of the surface as a touch and so forth. b. Spatial dimensions : perceptual processes have spatial dimensions that can provide a place or space such as high and low, foreground and background, up and down, broad and narrow or others.

## 2. Factors of Perception

According to Slameto, the factors of perception are divided into 2 factors which are;

### a. Internal Factors

An internal influence comes from inside a person.

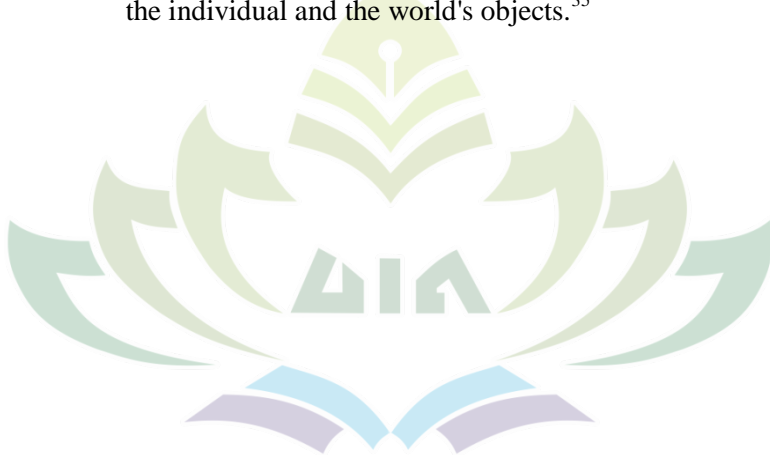
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<sup>34</sup> Chairunnisa, "Persepsi Siswa terhadap Metode Pembelajaran Guru dan Hasil Belajar Bahasa Indonesia di SMK Al-Hidayah Ciputat" (Skripsi, Uin Syarif Hidayatullah Jakarta, 2011).

Mental variables as thoughts, feelings, willingness, need, sex, attention, and motivation play a significant role. Every human being has a unique personality and temperament influenced by their family and surroundings.

b. External Factors

An external influence comes from outside of a person. External variables influence how people perceive things, while stimulation is an internal factor in monitoring. The stimulus will be transmitted by the sense organ or receptor, such as sight, sound, and hearing. It can be concluded that an individual's feeling of an organ serves as a link between the individual and the world's objects.<sup>35</sup>



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<sup>35</sup> Slameto, *Belajar dan Factor-faktor Yang Mempengaruhi*, (Jakarta: PT Rineka Cipta, 2010)

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