

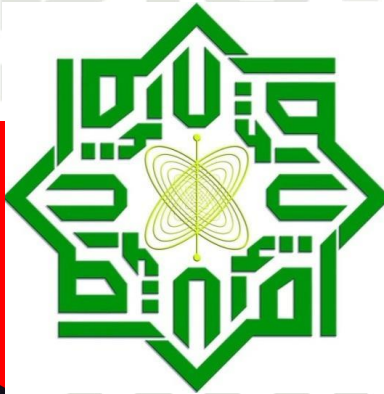
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THE USE OF GOOGLE CLASSROOM AS AN ONLINE LEARNING PLATFORM FOR ENGLISH AS A FOREIGN LANGUAGE (EFL) STUDENTS

THESIS

Submitted to The State Islamic University Sultan Syarif Kasim Riau
in Partial Fulfillment of The Requirements for The Degree of
Magister in English Education



By

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UIN SUSKA RIAU

**POST GRADUATE PROGRAM
STATE ISLAMIC UNIVERSITY
OF SULTAN SYARIF KASIM RIAU**

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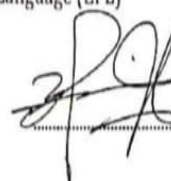
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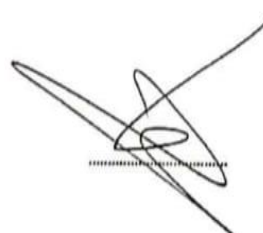
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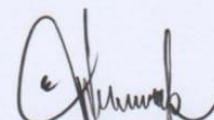
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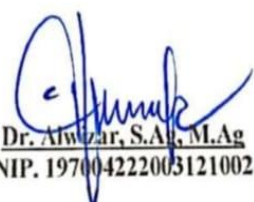
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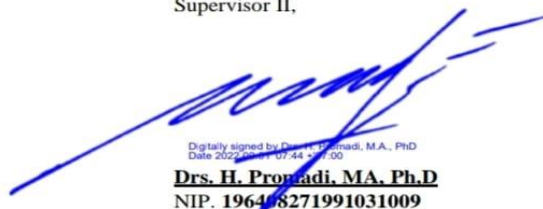
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of Allah the Most Gracious and the Most Merciful

Praise belongs to Allah Almighty, the Lord of the world, who has been giving the writer His guidance, mercy, blessing, and health to complete this academic requirement. Shalawat and salaam are forever for a noble character, the prophet Muhammad SAW., who has brought the human beings from the darkness to the lightness and from the bad character to the good one.

This thesis is written and intended to submit in partial requirements for the master degree in English Education at Postgraduate Program of State Islamic University Sultan Syarif Kasim Riau. The thesis entitled “**The Use Google Classroom as an Online Learning Platform for English as a Foreign Language (EFL) Students**”.

The researcher received suggestions, encouragements, inspiration, and assistance from a variety of sources while completing the study and writing this thesis. Therefore, in this chance, the researcher would like to express the great thanks to those who given a lot of things and sincere thanks to my beloved parents Amiruddin, S.Sos and Khairiah, S.Pd and my brother Arif Rahmanulhakim, S.Pd. Therefore, the researcher also would like to use this opportunity to convey heartfelt appreciation and gratitude to everyone who has helped the writer compose this thesis.



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Eventually, this graduating paper is expected to be able to provide useful knowledge and information to the readers. The writer is pleased to accept more suggestion and contribution for the improvement of this graduating paper.

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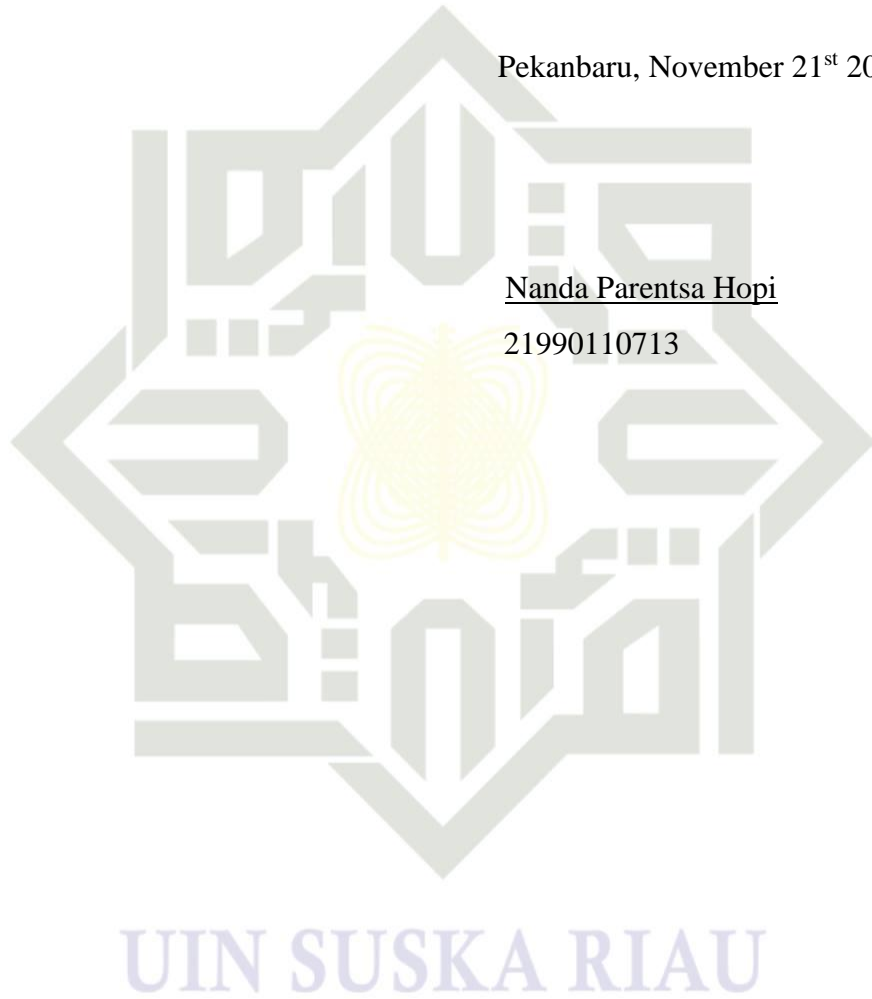


TABLE OF CONTENTS

TABLE OF CONTENTS.....	i
LIST OF TABLES	iii
LIST OF FIGURES	iv
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of the Study.....	1
B. Identification of the Problem.....	6
C. Limitation of the Problem.....	6
D. Formulation of the Problem.....	7
E. The Objectives of the Study	7
F. Significance of the Research	8
G. Definition of Terms	9
CHAPTER II.....	11
REVIEW OF RELATED LITERATURE.....	11
A. Online Learning	11
B. Online Learning Platform.....	16
C. Google Classroom	21
D. Operational Concepts.....	44
CHAPTER III	46
RESEARCH METHODOLOGY	46
A. Research Design	46
B. Research Site	47
C. Participants	47
D. Source of the Data	48
E. Data Collecting Technique	49
F. Data Analysis.....	51
CHAPTER IV.....	54
FINDINGS AND DISCUSSION.....	54
A. Findings.....	54

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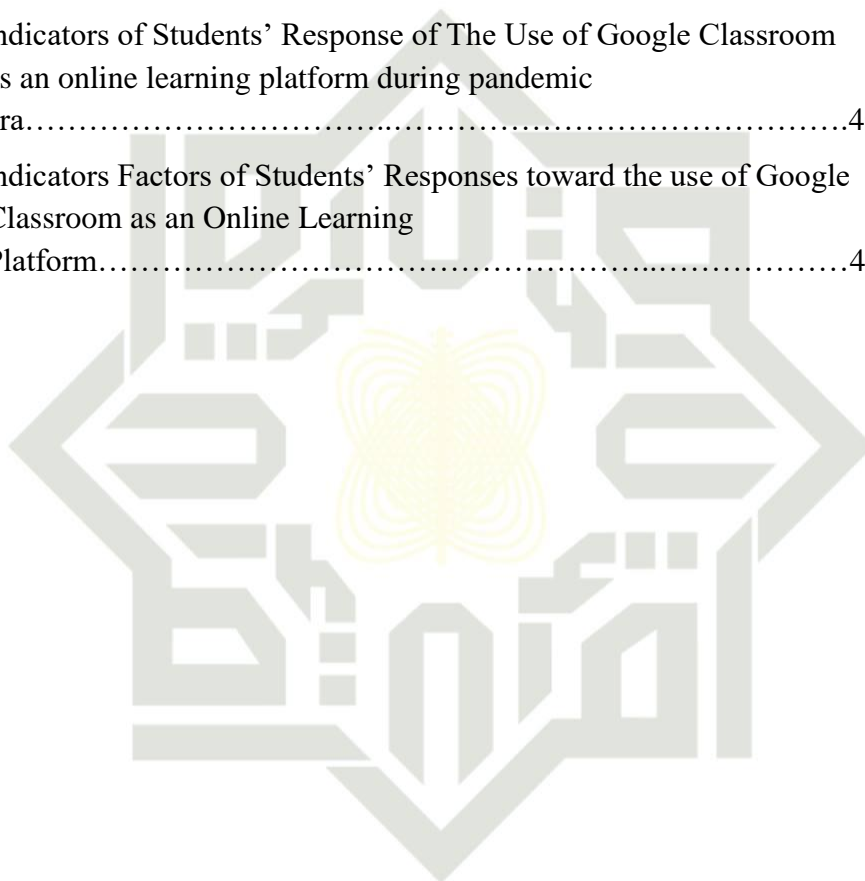


1.	The use of Google Classroom as an online learning platform by EFL students	49
	a. As a tool to get information.....	49
	b. As a tool to get and submit the assignments	65
	c. As a tool for communication	74
2.	The students' response toward the use of Google Classroom as an online learning platform	83
	a. Cognitive response	83
	b. Affective response.....	88
	c. Conative response	96
3.	Factors that affect students' response toward the use of Google Classroom as an online learning platform	99
	a. Internal factors.....	99
	b. External factors	106
4.	The students' possible solutions to overcome the problems of using of Google Classroom as an online learning platform	111
B.	Discussions.....	114
CHAPTER V		120
CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS.....		120
A.	Conclusions.....	120
B.	Implications	121
	Recommendations.....	122
REFERENCES.....		124

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LIST OF TABLES

Table 2.1 Indicators of The Use of Google Classroom as anOnline.....	35
Table 2.2 Indicators of Students' Response of The Use of Google Classroom as an online learning platform during pandemic era.....	40
Table 2.3 Indicators Factors of Students' Responses toward the use of Google Classroom as an Online Learning Platform.....	43



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LIST OF FIGURES

Figure 2.1 Operational Concepts for the use of Google Classroom as an Online Learning platform for English as a foreign language (EFL) student.....	45
Figure 4.1 Announcements in Google Classroom.....	58
Figure 4.2 The notifications from e-mail	59
Figure 4.3 Access the course materials in Google Classroom.....	64
Figure 4.4 Receive the assignments in Google Classroom.....	68
Figure 4.5 Submit the assignment in Google Classroom.....	73
Figure 4.6 Give comment on lecturers' updates.....	77
Figure 4.7 Discussion in Google Classroom	81

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TRANSLITERATION GUIDELINES

1. Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh
ض	Dhad	Dh
ط	Tha	Th
ظ	Zha	Zh
ع	'ain	'

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ح	Ghain	Gh
ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W
ه	Ha	H
ء	Hamzah	‘
ي	Ya	Y

2. Double Consonant

The double consonant is written double, for instance العامه written *alammah*.

3. Short Vowel

Fathah is written a, for instance ششيعت (Syari‘ah), Kasrah is written i, for instance الجبال (al-Jibali) and dhommah is written u, for instance ظلوما (zhuluman).

4. Double Vowel

aw is written aw, uo is written uw, ay is written ay, and iy is written iy.



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5. Ta' Marbutah

The stopped Ta' Marbutah in the last verse h, for instance الشَّيْعَتِ is written syaria`ah, unless it has been taken into the Indonesian standard, for instance mayit. However, when it is read out, it is written t, for instance al-maytatu in Arabic: الميتة

6. Article Alif Lam

The article Alif Lam followed by Qomariyah dan Syamsiah letters is written al, for instance المِغْمِ is written al-Muslimu, unless when it is the name of person followed by the word Allah, for instance, (عبدالله). (Abdullah)

7. Capital Letter

The capitalization is adjusted with the enhanced Indonesian spelling.

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ABSTRACT**Nanda Parentsa Hopi (2022): The Use of Google Classroom as an Online Learning Platform for English as a Foreign Language (EFL) Student**

The learning process nowadays has become different from the past since the new normal period. Even though the learning process can be carried out by face-to-face (offline), but online learning is still needed. Moreover, since the rapid development in information and communications technologies (ICT), the learning process these days closely related to the use of technology. This study aimed to explore information about the use of Google Classroom as an online learning platform for English as a foreign language (EFL) student. This study was conducted under the qualitative research with case study design. There were nine students as the participants which were selected by using purposive sampling technique. The data were collected by using observation, interview and documentation. The data were analyzed and interpreted through qualitative. The research findings were; (1) the students used Google Classroom as a tool to get information, get and submit assignment, and communication.; (2) the students have a relatively positive response toward the use of Google Classroom as an online learning platform because it was easy to use, easy to access, user-friendly, and increase positive attitude. On the other hand, the students felt that Google Classroom also had negative side such as delayed notification, difficult to understand the materials, and unclear instructions; (3) the successful and the failure of the use of Google Classroom as an online learning platform are affected by internal factors and external factors. The internal factors consist of students' understanding and students' motivation. While, the external factors consist of the platform and Internet connection; (4) there were various possible solution from the students to overcome the struggle that faced by them is using Google Classroom as an online learning platform.

Keywords: Online learning platform, Google Classroom, EFL students

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ABSTRAK**Nanda Parentsa Hopi (2022): Pemanfaatan Google Classroom Sebagai Platform Pembelajaran Online untuk Siswa Bahasa Inggris sebagai Bahasa Asing (EFL)**

Proses pembelajaran saat ini berbeda dengan masa lalu sejak masa new normal. Meskipun proses pembelajaran dapat dilakukan dengan tatap muka (offline), namun pembelajaran secara online tetap diperlukan. Apalagi sejak pesatnya perkembangan teknologi informasi dan komunikasi (TIK), proses pembelajaran dewasa ini sangat erat kaitannya dengan penggunaan teknologi. Penelitian ini bertujuan untuk menggali informasi tentang penggunaan Google Classroom sebagai platform pembelajaran online untuk siswa bahasa Inggris sebagai bahasa asing (EFL). Penelitian ini merupakan penelitian kualitatif dengan desain studi kasus. Terdapat sembilan siswa sebagai peserta yang dipilih dengan menggunakan teknik purposive sampling. Pengumpulan data dilakukan dengan observasi, wawancara dan dokumentasi. Data dianalisis dan diinterpretasikan secara kualitatif. Temuan penelitian adalah; (1) siswa menggunakan Google Classroom sebagai alat untuk mendapatkan informasi, mendapatkan dan menyerahkan tugas, dan komunikasi.; (2) siswa memiliki respon yang relatif positif terhadap penggunaan Google Classroom sebagai platform pembelajaran online karena mudah digunakan, mudah diakses, user-friendly, dan meningkatkan sikap positif. Di sisi lain, siswa merasa bahwa Google Classroom juga memiliki sisi negatif seperti pemberitahuan yang tertunda, materi yang sulit dipahami, dan instruksi yang tidak jelas; (3) Keberhasilan dan kegagalan penggunaan Google Classroom sebagai platform pembelajaran daring dipengaruhi oleh faktor internal dan faktor eksternal. Faktor internal terdiri dari pemahaman siswa dan motivasi siswa. Sedangkan faktor eksternal terdiri dari platform dan koneksi internet; (4) ada berbagai kemungkinan solusi dari siswa untuk mengatasi kesulitan yang mereka hadapi saat menggunakan Google Classroom sebagai platform pembelajaran online.

Kata kunci: Platform pembelajaran online, Google Classroom, siswa EFL

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ملخص

ناندا بارنيسا هويي، (2022): استخدام جوجل كلاسروم كمنصة التعلم عبر الإنترنت لطلاب اللغة الإنجليزية كلفة أجنبية

على مدار العام الماضي، كان على المؤسسات التعليمية في جميع أنحاء إندونيسيا التحول سريعًا إلى التعلم عبر الإنترنت لأنها تتكيف مع تدابير التباعد الاجتماعي للحد من انتشار كوفيد-19. يعد جوجل كلاسروم أحد منصات التعلم عبر الإنترنت التي يمكنها دعم نجاح عملية التعلم عبر الإنترنت. يهدف هذا البحث إلى استكشاف معلومات حول استخدام جوجل كلاسروم كمنصة تعليمية عبر الإنترنت للغة الإنجليزية كلفة أجنبية. تم إجراء هذا البحث في إطار البحث النوعي مع تصميم دراسة الحالة. هناك تسعة تلاميذ كمشاركين تم اختيارهم باستخدام أسلوب أخذ العينات الهادفة. تم جمع البيانات باستخدام المقابلة والتوثيق. وتم تحليل البيانات وتفسيرها من خلال النوعية. نتائج البحث هي: (1) استخدم الطلاب جوجل كلاسروم للحصول على إعلان أو تحديثات المحاضرين، والوصول إلى مواد الدورة التدريبية أو المناقشات أو العرض التقديمي، وتلقي المهام وإرسالها؛ (2) حصل جوجل كلاسروم على استجابة إيجابية من الطلاب لأنه يمنحهم الفوائد والمزايا مثل سهولة الاستخدام والفهم، وسهولة الوصول، وواجهة المستخدم سهلة الاستخدام والجذابة، وبناء التكامل الاجتماعي، وزيادة المواقف الإيجابية (3) نجاح وفشل استخدام جوجل كلاسروم كنظام أساسي للتعلم عبر الإنترنت يتأثران بالعوامل الداخلية والعوامل الخارجية. تتكون العوامل الداخلية من فهم الطلاب وتحفيز الطلاب. بينما تتكون العوامل الخارجية من النظام الأساسي والشبكة والمحاضر؛ (4) قام الطلاب بحل المشكلة من حيث ضعف الاتصال بالإنترنت عن طريق إكمال المهام بسرعة، وشرح الأسباب للمحاضر شخصيًا، وإعادة تحميل التطبيق بشكل مستمر. بالإضافة إلى ذلك، فيما يتعلق بالإخطارات المتأخرة، قام الطلاب بحلها من خلال الاستعداد قبل بدء الاجتماع، وسؤال المحاضرين أو الطلاب الآخرين في مجموعة واتساب. من حيث صعوبة فهم المواد، قال الطلاب إنهم حلوها عن طريق سؤال المحاضرين من خلال منتديات المناقشة، والانتباه إلى العرض التقديمي ويجب على المحاضرين الانتباه إلى الطلاب أثناء المناقشة. فيما يتعلق بالتعليمات غير الواضحة في عملية التعلم، سأل الطلاب المحاضرين شخصيًا في الدردشة أو طلبوا من الطلاب الآخرين في مجموعة واتساب.

الكلمات الأساسية: منصة التعلم عبر الإنترنت، جوجل كلاسروم، طلاب اللغة الإنجليزية كلفة أجنبية



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CHAPTER I INTRODUCTION

A. Background of the Study

The learning process nowadays has become different from the past since the new normal period. Even though the learning process can be carried out by face-to-face (offline), but online learning is still needed. Moreover, since the rapid development in information and communications technologies (ICT), the learning process these days closely related to the use of technology. That statement is also explained in the Quran surah Ar-Rahman verse 33.

يَا مَعْشَرَ الْجِنِّ وَالْإِنسِ إِنِ اسْتَطَعْتُمْ أَنْ تَنْفُتُوا مِنْ أَقْطَارِ السَّمَاوَاتِ
وَالْأَرْضِ فَأَنْفُتُوا ۗ لَا تَنْفُتُونَ إِلَّا بِسُلْطَانٍ

In this verse Allah mentions that technology and science play very important role in human life. Moreover, Allah explains to jinn and human that they can penetrate the heaven and the world with the science (technology). Similarly in learning English, one of the technologies that students can use to learn English is online learning platform.

Online learning is one of learning methods that is conducted using the Internet so educators and students do not need to be face-to-face in the learning

process (Stoetzel and Shedrow, 2020). Online learning requires circumstance, such as learning, which does not only focus on face-to-face learning, but also enhances the allocation of time for subjects through cyber facilities, to facilitate a quick and continuous contact between lecturers and students, lecturers and students as learners, and helps to speed up the process of teaching from a distance (Irawan, 2017). The implementation of this learning is not only in the face-to-face process but also in the face-to-face activities that have Internet access.

In order to support online learning, the needs for online learning platforms are undoubtedly needed. Online learning platform is a software that supports the conduct of online learning (Ouadoud, 2021). This type of software brings together the tools necessary for the three main users - lecturers, student, administrator - of a device, which aims at the remote consultation of educational contents, the individualization of learning, and tele-tutoring. There are so many online learning platforms that can be used to support online learning, and one of the popular online learning platforms is Google Classroom (Vynck & Bergen, 2020; The Indonesian Survey Flow Institute, 2020).

Google Classroom is a tool developed by Google as part of Google Apps for Education (GAFE). Google Classroom is composed not just of web pages, but also applications available by having a Google account on a smartphone. It is an interactive platform designed for students as an online classroom (Afrianti, 2018; Ballew, 2017). Google Classroom facilitates the educators to create and organize assignments quickly, provide feedback

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efficiently, and communicate with their classes easily (Shaharane, 2018).

As an online learning platform, Google Classroom has become the alternative for students at home to stay engaged, follow along, and keep coming back to their virtual classrooms and lecturers looking for options to hand out assignments remotely (Schoon, 2020). Besides, Google Classroom also helps educators to organize, post, and collect assignments, administer and grade tests and quizzes, post course materials, allow discussion to take place among students, and make announcements (Gorss, 2019). In addition, Google Classroom makes it easy for educators to send announcements, create, distribute, and assess assignments, communicate with students regularly, and start class discussions instantly. It also provides a high level of satisfaction, and the enthusiasm of students becomes higher (Iftakhar, 2016).

There are some previous studies presented that Google Classroom is a great platform to conduct online learning. Sholah (2020) in her study shows that learning English through Google Classroom can be offered efficiently and effectively in the pedagogical process and stimulate language learners. Besides that, Rahmah (2021) in her study explains that Google Classroom is one of the platforms that can help students and educators learn without having to meet in person. With so many features on Google Classroom, everything will be simple. Additionally, Prasetya (2021) in his study affirms that Google Classroom assists learners in staying up to date on themes taught, better understanding the subjects, and having immediate access to both audio-visual materials to improve their online learning experience in the language. In other

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word, it can be said that Google Classroom is a good online learning platform to conduct online learning since it may increase the quality of educators' and students' use of technology, particularly for the learning process, saving time, being environmentally friendly, overcoming distance of residence, improving collaboration among students, everlasting communication, and securing document storage. However, there are many obstacles that faced by the students in using Google Classroom as an online learning platform.

The State Islamic University of Sultan Syarif Kasim Riau is one of the universities in Riau that used Google Classroom as an online learning platform. Based on the preliminary study, the result of observation has found that using Google Classroom as an online learning platform is still a new phenomenon for State Islamic University of Sultan Syarif Kasim Riau students, especially in the English Education Department. Even though they already used Google Classroom since 2017, but at that time they just used it in several subjects. Nowadays they used it in most of subjects.

The researcher's preliminary study also found that third-semester students in English Education Department about using Google Classroom as online platform to support online learning process that is supposed to be done well, but the fact is not the same. Some students were happy using Google Classroom in the online learning process, and some were demotivated in using Google Classroom due to some problems and situations. The major problem that faced by the them is unstable Internet connection. This occurs primarily because most of students are lived in the area where the Internet connection is

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limited. It made them worried that the Internet connection in their area would not suffice to support online learning. Some of them also difficult to join the online class or submit the assignments because they were in an area where the Internet connection is slow. Because of the Internet connection problem, the students conveyed that when they were attaching the assignment, they felt fearful of failing to submit the assignment. The other effect of the network problem is the difficulty in downloading the materials that made the students take much time to learn the materials.

The other problem faced by the student was difficult to understand the materials. Most of the them said that they difficult to understand the materials since some of the lecturers only provided the materials without give explanation and give tasks without give a clear instruction, so that the students felt challenged to understand the materials and what they have to do in the assignment. In these situations, the students were strived for learning by themselves as autonomous learners, and yet some of them were still not organized to the situation.

Based on the phenomena, the researcher was prompted to conduct a case study entitled: The Use Google Classroom as an Online Learning Platform for English as a Foreign Language (EFL) Student.

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B. Identification of the Problem

The learning process nowadays closely related to the use of technology. It takes any device and application. The use of online learning platform such as Google Classroom to do virtual meeting, share materials, and submit the assignment is needed. The Internet broadband also is supposed to be well to make the learning process good. In the third-semester students of English Education Department of The State Islamic University of Sultan Syarif Kasim Riau, using Google Classroom as an online learning platform can be done by partly the students. Some students cannot do the learning process as it is supposed to be because of problems like inadequate connectivity that makes errors in downloading, sending file problems, and so on. Some students have problems with understanding the materials, and unclear instruction and explanation.

C. Limitation of the Problem

Based on the identification of the problem that explained before, the researcher discovers certain issues. It is necessary for the researcher to limit the problems. As a result, this study focused on the third-semester students of English Education Department of State Islamic University of Sultan Syarif Kasim Riau in using Google as an online learning platform, students' response toward the use of Google Classroom as an online learning platform, the factors affecting the students' response toward using Google Classroom as an online

learning platform, and the students' possible solutions to overcome the problems using Google Classroom as an online learning platform.

D. Formulation of the Problem

Based on the limitation of the problem, the formulation of the problem in this study is formulated as follows:

1. What are the uses of Google Classroom as an online learning platform by EFL students of English Education Department of State Islamic University of Sultan Syarif Kasim Riau?
2. What are the students' responses toward the use of Google Classroom as an online learning platform?
3. What are the factors affecting the students' response toward the use of Google Classroom as an online learning platform?
4. What are the students' possible solutions to overcome the problems of using of Google Classroom as an online learning platform?

E. The Objectives of the Study

Related to the formulation of the problem, the objectives of the study are:

1. To describe the use of Google Classroom platform as an online learning platform by EFL students of English Education Department of State Islamic University of Sultan Syarif Kasim Riau.

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2. To find out the students' response toward the use of Google Classroom as an online learning platform.
3. To find out the factors affecting the students' responses toward the use of Google Classroom as an online learning platform.
4. To find out the students' possible solutions to overcome the problems of using Google Classroom as an online learning platform.

F. Significance of the Research

This study is expected give contributions theoretically and practically. Theoretically, the results of the study are expected to know the use of Google as an online learning platform, students' response toward the use of Google Classroom as an online learning platform, the factors affecting the use of Google Classroom, and the students' possible solutions to overcome the problems using Google Classroom as an online learning platform. So, looking into the result can be a reference of English learning process. The way the students used Google Classroom, students' response, factors that affect students' response, and the students' possible solution can be a consideration in the English learning process, especially in online learning. It can be beneficial in the future in different places and different situations.

Practically, the results of this study are expected that enhance the students to use Google Classroom properly as a user. It is also expected that students can overcome the challenges that faced by them when they use Google

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Classroom. For the lecturers, it is expected to give contribution about using Google Classroom as an educator. This study is also intended to provide a favorable description for future research that want to investigate the same topic, so that this research becomes useful reference for future research.

G. Definition of Terms

There are some terms used in this study. Thus, to avoid misunderstanding on the terms used, the following terms are necessarily defined as follows:

1. Online learning

Online learning is a kind of learning method that is conducted using the Internet so lecturers and students do not need to face-to-face in the learning process (Stoetzel and Shedrow, 2020). In this study, online learning means the way the students learn through various technologies in learning English at the English Education Department of State Islamic University of Sultan Syarif Kasim Riau.

2. Online learning platform

Online learning platform is a software that supports the conduct of online learning. This type of software brings together the tools necessary for the three main users - lecturers, student, administrator - of a device, which aims at the remote consultation of educational contents, the individualization of learning, and tele-tutoring

(Ouadoud, 2021). In this study, online learning platform means the software that support the conducts of online learning in teaching English at the English Education Department of State Islamic University of Sultan Syarif Kasim Riau.

3. Google Classroom

Google Classroom is a tool developed by Google as part of Google Apps for Education (GAFE). It takes the web-based applications one step further for education by compiling them into one virtual, interactive platform designed for students as an online classroom (Ballew, 2017). In this study, Google Classroom means a tool used by students to streamline the process of sharing files between lecturers and students in teaching English at the English Education Department of State Islamic University of Sultan Syarif Kasim Riau.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Online Learning

Online learning refers to the use of digital tools for teaching and learning. Through various technologies, such as personal computers, mobile phones, and laptops, that are connected to an Internet network connection, lecturers and students have the opportunity to optimize the learning process (Arkorful & Abaidoo, 2015). Singh & Thurman (2019) share similar thoughts that online learning is learning experiences in synchronous or asynchronous environments using different devices such as mobile phones, laptops, etc. with Internet access. In these environments, students can be anywhere to learn and interact with lecturers and other students. In addition, Stoetzel and Shedrow (2020) explain that online learning is a kind of learning method that is conducted using the Internet so lecturers and students do not need to be face-to-face in the learning process.

Through online learning, lecturers and students can remove the place and time barriers that can be a learning constraint. Learning can also be carried out by utilizing social media by and for the students. Online learning also offers networking ease and knowledge sharing opportunities (Salmon et al., 2015; Hollis & Was, 2016; Brownson, 2014). On the other hand, Syakur (2020) defines online learning as a combination of online and offline learning that

supports deep and meaningful learning without leaving the values of traditional higher education institutions.

However, Basak, Wotto, & Belanger (2018) in their study explain that online learning is the combination of e-learning, m-learning, and d-learning. Online learning can use e-mail and instant messaging in its activities. The learning process can be accessed from anywhere and anytime but still formal and the time is still dependent on the schedules from schools. Online learning can also be synchronous or asynchronous.

Further, Amiti (2020) in her study describes there are three ways of online learning, asynchronous, synchronous, and hybrid. Asynchronous learning is an environment where lecturers and students meet and discuss a lesson together on a specific online platform. The synchronous method is the opposite, lecturers and student attendance should be simultaneous, they should meet online on every platform on which they decide to collaborate and cooperate like they do in a classroom. Instead, the hybrid method is a combination of both synchronous and asynchronous ways of learning online.

In addition, Rusman (2011) states in his theory that the characteristics of online learning include interactivity, accessibility, and enrichment. Even though the students and lecturers do not meet face-to-face, they can carry out the learning process interactively by maximizing the use of technology. Learning can run through various applications such as the use of video or audio and message-based programs. Access to learning that is easily accessible can

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ultimately enrich the students' knowledge and the nature of education can be realized properly.

Based on a previous explanation about the definition of online learning, the researcher concluded online learning as a variation of learning model that uses technology in a learning environment to maximize the learning process. Both students and lecturers may flexibly customize the scheduled-lecture time and share agreements on some technical matters.

The Benefits of Online Learning

Online learning has several benefits including overcoming the limitations of the face-to-face lesson frequency between the students and lecturers through the features of online platforms (Haryanto, Fuaddunnazmi, & Habibi, 2015). Learning spaces that are usually in one room can now be replaced by online learning. It is also beneficial for the lecturers if they give additional lessons. Previous studies have suggested that online learning makes it easier for the students to share resources, record the learning material, and feel comfort when engaging in the discussion.

In the other hand, Anderson (2008) explains that there are no time zones, location, and distance in online learning, students can access the online materials anytime, students can use the Internet to access up-to-date and relevant learning materials, and can communicate with experts in the field which they are studying. Also, for educators, tutoring can be done anytime, anywhere, online materials can be updated, and learners can see the changes

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immediately; when learners can access materials on the Internet, it is easier for instructors to direct them to appropriate information based on their needs, online learning systems can be used to determine learners' needs and to assign suitable materials for learners to select from, to achieve their learning goal.

In other sides, Castro & Tumibay (2019) state that online learning has become popular because of its potential for providing more flexible access to content and instruction at any time, from any place. It is imperative that the educators and researchers consider, and examine the efficacy of online learning in educating students.

Based on previous explanations about the benefits of online learning by some experts, it can be concluded that online learning can be used as an appropriate design in developing better learning methods because it has many benefits.

The Challenges of Online Learning

Although online learning has a lot of benefits, however it still has several problems. The majority of the problem of online learning is Internet access. According to Elemam (2016), some barriers such as low Internet connectivity, inadequate technical support, and lack of time are commonly encountered by educators and students when working with technology.

Further, students must be supported by adequate technological products, especially on Internet access, to take part in the courses. The students

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also have to be familiar with the technology that they will work with. The readiness of the students to pursue technology will affect their success in following the courses (McGee, 2014). It means that some problems encountered by the students in terms of technology utilization can affect the quality of the online learning.

Although technology has rapidly developed, a few numbers of students who are reluctant to use technology can still be found. This matter can be caused by the lack of competence in utilizing the technology and limited opportunity to perform on the technology (Drotárová, 2016).

Moreover, Dalhstrom, Walker, & Dziuban (2013) found that while students expect technology to be used in the classroom, they still want the lecturers to provide some guidance for its use. Therefore, lecturers need to use technology purposefully in their courses and make it clear how it is benefiting their students.

However, the student's ability to understand the lessons varies because online learning is not as natural as face-to-face learning (Dabbagh & Kitsantas, 2012). In addition, Wani (2013) explains that online learning can bridge the gap between a lecturer and a student in two different geographical locations. Online learning is not applicable in all areas. In remote areas, Internet signal constraints and a lack of access and tools for online learning make it difficult. Moreover, online learning in several places is not necessarily considered able to replace face-to-face learning.

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B. Online Learning Platform

Generally, platform refers to the specific combination of hardware and/or support software for a particular activity (Peters, 2008). In personal computing, a platform is the type of computer system or software that is used to host an application or server (Hornby, 2020). The term platform may also describe as templates that are used for someone to create something online by following a certain software pattern, applying an authoring language (Prawiradilaga, 2016). In other word, a platform refers to something that exists online.

When it comes to education, a platform refers to any type of application associated with computer and related technologies that can be used as a tool for educational purpose. In this context, platform can be said as an integrated set of interactive online services that provides the educators, learners, parents information, tools, and resources to support and enhance educational delivery and management (Cornali, 2021).

According to Ouadoud (2021), online learning platform is a software that supports the conduct of online learning. Moreover, he explains that this type of software brings together the tools necessary for the three main users - lecturers, student, administrator - of a device, which aims at the remote consultation of educational contents, the individualization of learning, and tele-tutoring.

An online learning platform also can be said as an integrated set of interactive online services that provide trainers, learners, and others involved in education seeking personalized content in high quality, with information, tools and resources to support and enhance education delivery and management (Laiju et al, 2020; Neimann & Wang, 2018). In addition, Soliman (2014) explains that due to insufficient time during the face-to-face classroom sessions, online learning platform could be used as a useful tool to enhance English language skills in EFL contexts.

Among the most important functions of online learning platforms are forums that allow student-lecturer communication and collaboration in an asynchronous way, web conferences that allow video, audio and written communication, and chat, where users can send messages and receive responses in real-time (Cacheiro-Gonzalez et al, 2016). In addition, Cachero-Gonzalez et al (2019) explain that the use of online learning platform encourages the interaction of educators, students and subjects. Further, they also explain that the learning platform opens a new stage, which exceeds the traditional space-time to motivate and make available to students, colleagues and various groups, a set of instructional options.

Moreover, the use of appropriate platform is crucial for the success of online learning. Since the development of technology has exposed the students to digitalization, the use of digital platforms in EFL learning is important. As the result, the integration of platforms into EFL learning is potentially beneficial to millennial students. (Irzawati, 2021). Almahasees et al (2021) also

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explains that online learning platforms should be determined by adjusting the needs needed in learning activities. In addition, the selected platform must provide facilities for lecturers to supervise the overall lecture process (Katsarou, 2021).

Online learning platforms must also adjust the character of students. Differences in student residence greatly affect the difference in accessible signals. Then the online learning platform selected must reach all students without anyone being harmed. Online learning platforms must also weigh each student's financial ability to meet internet quotas (Solis-Foronda & Marasigan, 2021). Do not let the selected platform only facilitate certain students but harm other students.

Further, the learning platform in higher education must be adapted to the knowledge and practices of virtual environments, promoting usefulness (Moreno, Cavazotte & Alves, 2017), autonomous learning (Cho, 2011, Zhu, Au & Yates, 2016), and interaction with lecturers throughout learning tasks and communication tools (Ma, Han, Yang & Cheng, 2015; Gharmallah, 2017).

The type of learning platform for online learning, in principle, is divided into three options, namely Learning Management Systems, Social Networking Applications, and Video Conferencing (Irzawati, 2021). Regardless of their name, all these systems have the use of the Internet in common, and certain features that allow registration, assessment of the activities of learners and lecturers and that also facilitate the delivery of lectures and interaction between students, their colleagues, and lecturers. (Costa et al, 2012).

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A Learning Management System (LMS) is seen as a software that operates and encompasses many services that are meant to aid lecturers in managing their lectures and courses (Ouadoud, 2021) and they were created in order to monitor and evaluate students, give grades, to monitor course attendance or additional administrative actions that can be demanded by educational institutions (Ninoriya et al, 2012). According to Jakkaew and Hemrungrote (2017) one of the popular LMS is Google Classroom. Google Classroom is considered an effective platform (Gupta & Pathania, 2021) and has many features that make it easier to use (Kumar et al., 2020).

The Advantages of Online Learning Platform

The adoption of online learning platforms in education, especially for higher educational institutions has several advantages. Shukla & Garg (2019) explains that the online learning platform provides the discussion forum as a medium to communicate with instructor, peers and give the feedback about the course.

Besides, Kraveva et al (2019) states that using the online learning platforms provides the educators and learners with a flexible tool that is accessible at any time and from anywhere. Online learning materials can be easily re-written or/and upgraded, and the student can quickly and easily get in touch with their educator and get the help they need without being worried by their peers. More and more education ministries encourage educators to use e-learning platforms to motivate their students. Moreover, she explains that many

of the universities and schools use LMS platforms to complement face-to-face learning. All this determines the widespread distribution of such software.

On the other hand, Cakrawati (2017) states that the online platforms promote both inquiries based learning and independent learning since the online platforms facilitate interactions between educators and students although they are not in the same room.

The Disadvantages of Online Learning Platform

Despite of the advantages of online learning platform that it has when adopted in education, it also has some disadvantages. Soong (2012) states that educators may not be able to supervise students' learning and so the success of a virtual classroom session depends on students' motivation levels. In addition, Sarkar (2012) states that students who lack self-motivation and independence had reduced success rates as compared to their counterparts. Learners that lack self-regulation have a tendency to not assign sufficient time for completing assignments; therefore, switching in poor quality work or late assignments.

Arkorful and Abaidoo (2015) in their study outlined that online learning platforms, in certain cases, are held through remoteness and contemplation resulting in lack of student's interaction. The absence of essential personal interactions is the most noticeable drawback of e-learning, not only among colleague learners, but also between instructors and learners (Islam, Beer and Slack, 2015).

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Google Classroom

Google Classroom is a tool that was developed by Google as part of Google Apps for Education (GAFE). It takes the web-based applications one step further for education by compiling them into one virtual, interactive platform designed for students as an online classroom (Ballew, 2017). This application is a free learning platform and becomes an important and popular class management application in higher education (Zhang, 2016; Jakkaew & Hemrungrote, 2017; Bayarmaa & Lee, 2018; Ventayen, 2018). Moreover, Google Classroom is designed not just for web pages, but also for applications available by having a Google account on a smartphone (Afrianti, 2018). Lecturers and students can visit the website at <https://classroom.google.com> or download the app via Play Store on an android or iOS app store with the keywords “Google Classroom”.

Google Classroom is known to be one of the best platforms out there to improve the workflow of lecturers. It provides a variety of powerful features that make it an ideal platform for students to use. It also allows lecturers to save time, organize classes, enhance interaction with students, and less time on the paperwork (Iftakhar, 2016). Further, this application facilitates lecturers to create and organize assignments quickly, provide feedback efficiently, and communicate with their classes easily (Shaharane, 2016).

Recent research by Basilaia et al (2020) that investigates online learning during Covid-19 shows that distance, scope, and personalized

teaching and learning are the three biggest challenges to online teaching. Google Classroom can be used optimally as an alternative to replacing face-to-face classes.

Based on the explanation about the definition of Google Classroom, it can be concluded that Google Classroom is a free service that allows lecturers to connect with learners online which facilitates lecturers create and distribute materials and assignments, and also help students learn and submit the assignment in an online classroom for free. Since it is free and accessible to anyone with a Google account, Google Classroom is an easily available resource for lecturers who want to follow an online learning approach in their teaching. In this research, researchers will discuss how Google Classroom as a platform to support online learning in English Language Learning.

The Features of Google Classroom

There are so many activities lecturers and students can do with Google Classroom. Google Classroom integrates Google Account Apps for Education (GAFE) with all Google Apps, including Google Docs, Gmail, Google Drive, and Google Calendar (Prasertsith et al 2016; Subandoro, 2019). These features can be used to support an online classroom activity. Also, Google Classroom allows the users to interact with one another and form a collaborative activity. Iftakhar (2016) also states that Google Classroom provides a set of powerful features that make it an ideal tool to use with students.

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Fitriningtiyas et al (2019) points out that Google Classroom has eight features, they are:

- a. Single View for student assignments. Classrooms have pages for each student that shows all student assignments in the class. With this view, lecturers and students can see lecturers and students can see the status of each task and can use filters to see each assignment, assignments lost, or tasks that have been assessed and returned.
- b. Class Arrangement. Through the Classroom, lecturers can arrange and organize classes based on the criteria of the class they have. For example, arranging based on daily schedules, priority workload.
- c. Decimal Grading. Through Classroom, lecturers will be able to easily use assessments that require high accuracy, for example, the use of decimals in their assessment.
- d. Transfer of class ownership. With this feature, the admin and lecturer can transfer ownership of the Google Classroom class to other lecturers, without the need to create a new class. Automatically, new class owners can get complete access to student work through Google Drive.
- e. New Class Integration. This feature offers easy integration between lecturers and various other applications they like. For example, Quizizz, Edcite, and Code.org.

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- f. Code display class. With this feature, lecturers can now display their class code on the screen in full so students can quickly join a new class.
- g. Import the Google Form Quiz score to Class. Using quizzes through Google Forms allows lecturers to conduct real-time assessments of student understanding of a topic. Then, the lecturer will be able to import the value from the quiz made earlier directly to Google Classroom.
- h. Add a profile picture on the cellphone. With this feature, both lecturers and students can easily change profile pictures through their cell phones.

In the other hand, Muslimah (2018) points out that there are four features of Google Classroom that can used in teaching and learning process, they are:

1. Create an announcement. Lecturers can give announcements about the update of the class in this section. They can attach files and class materials as well.
2. Create an assignment. This is the most substantial feature in Google Classroom. Lecturers can upload assignments for students within due time to submit. Students also can download materials that have been uploaded by the lecturer to finish their tasks.

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3. Create questions. In this section, students can create questions to be discussed with the lecturer or other students if allowed by the lecturer.
4. Re-use post. Important posts can be used by the lecturer in this section, such as announcements, assignments, and questions.

Besides that, Englishlina (2019) explains that Google Classroom offers features that can be used by the users. Those features are mentioned below:

1. Assignment. This feature gives an advantage for lecturers to assign the students online. When the students are done with the assignment, they can submit it in this section as well as many various formats.
2. Question. This feature enables the lecturers to do assessment peerlessly. Students can do the assessment directly from their smartphone as soon as the lecturers shares it.
3. Material. Lecturers can easily share their material just by uploading it here. The students can have it just by downloading it.
4. Topic. It lets the lecturers classify the lesson easily by giving a topic here.
5. Reuse post. When the lecturers have an announcement to be reposted, they can easily do it by using this feature so they do not have to retype the announcement. Just click and share.

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6. Stream. This section allows the lecturers to communicate interactively with all students in that class.
7. Comment. Two kinds of comments can be used in Google Classroom. One is class comment and the other one is private comment. Class comment is used if the lecturers want to interact with the whole class. The private comment is found in an individual account and can be used to comment on the student's assignment privately.

In addition, Fauzan (2019) also points out that educators can take advantage of various features found in Google Classroom such as assignments, grading, communication, time-costs, archive courses, mobile applications, and privacy.

Based on the previous explanation about the features of Google Classroom, it can be concluded that a set of powerful features of Google Classroom make it a great platform for students and lecturers to use to collaborate actively and easily.

The Benefits of Google Classroom

There are the benefits of using Google Classroom. The first is easy to use. This application can be accessed on the web or downloaded for free through Google Apps by users. Janzem (2014) states that Google Classroom is

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easy to use because it is already available in a Google account, so it can be accessed via a computer or mobile phone. Mafa (2018) also states that lecturers and students can use any forms of gadgets to access all the features of this application and they also can discuss which encourages them to have better collaboration. Moreover, Fauzan (2019) points out that Google Classroom makes it easy for educators and students to carry out the learning process. In the course, educators can give the materials and assignments, where the students can access the material, collect the assignments, and join the classes.

The second is flexible. Logofatu et al (2015) in his study about distance learning explains that Google Classroom is very helpful to conduct online learning. Google Classroom makes the learning process take place anywhere and everywhere without having to go through class schedules in class (Iftakhar, 2016). Warman (2021) also explains that Google Classroom is easily accessible and usable to lecturers and students in both face-to-face learning environment and online learning environment.

The third is the files are organized well digitally. Al-Marooof & Al-Emran (2018) explain that students can keep their files more organized and need less stored paperless in a single program. All submitted files are online and organized in Google Classroom. Prasertsith et al (2016) also explain that Google Classroom integrates with Google Drive, so all materials and assignments are automatically saved in Google Drive. On the other hand, Yates (2017) explains that Google Classroom is to offer a platform for online learning in universities in order to simplify creating assignments and getting the grade

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out to the students in a paperless way. Fauzan (2019) also shares similar thoughts about Google Classroom. He states that Google Classroom is used to help educators create and collect assignments without having to type or use paper (paperless), including features that can make time effects such as the ability to automatically make copies of documents for each student.

The fourth is to improve communication. Fauzan (2019) explains that the use of Google Classroom makes it easy for educators to make announcements and start discussions directly, besides students can share resources with each other or provide answers to questions that have been given. Sholah (2020), also states that having Google Classroom for learning can build social integration. When the students use Google Classroom, they interact with one another online through Google Classroom.

Based on the previous explanation about the benefits of Google Classroom, it can be concluded that Google Classroom becomes an effective and efficient platform for online learning because students and lecturers can access Google Classroom anywhere and anytime in electronic devices such as computer, laptop, or smartphone with Internet network and this application also provides a centralized user-friendly platform for classwork collaboration for everyone involved with the learning process. In addition, the use of online platforms recently can be adapted in the traditional classroom too. Pal and Vanijja (2020) states that the teaching-learning process is evolving rapidly from a traditional classroom environment to a mixture of traditional plus online learning. This delivery gives the benefits where educational institutions can

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give options even in the normal conditions or after the COVID-19 pandemic, with the differentiated teaching and learning process where online platforms are still used in online learning, hybrid, and in the traditional learning too.

The Strengths of Google Classroom

According to Mualim et al (2019), there are four strengths of Google Classroom, they are:

1. Punctuality. Since Google Classroom runs on a computer and the Internet, punctuality is one of its unnecessary features. The conventional way of submitting assignments allows students to apologize to their lecturers, but through Google Classroom, missing the deadline means missing the deadline, their submission will be marked as “missed”.
2. Flexibility. Google Classroom provides flexibility. It can be accessed anywhere and everywhere. Compare it with the conventional means of lecture and task submission, where students are obliged to be present in a specific time and place.
3. Practicality. Google Classroom allows students to organize their tasks, such as checking how many tasks are assigned to them in total, how many are completed and how many others are left out, and also reminding them of the time limit for a certain task in the application.

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4. Learning Autonomy. Students are taught by Google Classroom to learn autonomously, to understand their needs and how to satisfy them, and are free to set up their downloading, searching, reading, and submitting the tasks they have got.
5. Vast range of resources. Google Classroom could be connected to a vast range of learning portals on the Internet. Many EFL/ESL websites could be linked to Google Classroom offering materials, exercise, quizzes, and games. If wished, lecturers could always link those portals into a Google Classroom with their respective learning subjects.

Sholah (2020) also share similar though about the strengths of Google Classroom, they are:

1. Well organized. All tasks and materials, as well as the students, are well organized in this system. The view and access are systematic. The system is designed especially for learners. There is a well-organized place for materials, tasks, where students should upload the materials and the scores. So, this is effective for either educators or students to learn autonomously.
2. Saves the environment. Since technology is an online tool, it helps educators manage the creation and collection of student assignments in a paperless environment. Google classroom is used not only for

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online learning but also for supporting media to help the educators deliver the assignments. Here, educators and students can upload the file.

3. Flexibility. Classroom can be used anywhere and any time since it can be used on the mobile phone. Users can access it when they are at home, even on the way because mobile phones facilitate them to operate this tool.
4. Practicality. When submitting the task, students do not need to write in the paper or type in the laptop, then print it and submit it to the lecturer. It is enough for students to write on their laptops and upload the file in Classroom. Students can save costs since they do not need to spend many pieces of paper for writing assignments. Moreover, also students can type the task in Word on their smartphones. The next practicality is the process of submitting the work. Students can submit the assignment without directly meeting the lecturers. It is very proper for students with a lecturer who has limited time to meet his or her students.
5. Autonomous learning. In Google classroom, the discussion can be held in the Google Classroom. Although students do not meet each other, they can comment on assignments that appear in the stream. The assignment on the stream can be seen by friends that join the class in Google Classroom. Each student can give criticism or suggestions,

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even questions to other friends through a stream. When other students give corrections, the situation of peer learning is happening.

Besides that, some previous research findings showed that Google Classroom can increase students' personal development. As Al-Marroof & Al-Emran (2018) states that Google Classroom can make the students have self-directed learning. The students build self-learning and self-development. Moreover, Sukmawati and Nensia (2019) state that Google Classroom can develop students' discipline. Throughout Google Classroom, students can focus on their discipline because the lecturer gives time to submit the assignment. Students can see the instructions of classwork about what the topic and deadline of the assignment are. If the students are late to submit, notification will give information in the lecturer's account. Shahraneer (2016) states that there is social integration when the students use Google Classroom. The students interact with one another online through Google Classroom. In addition, Jakkaew and Hemrungrote (2017) mentions that this application makes satisfaction and the enthusiasm of students becomes higher.

Based on the explanation about the strength of Google Classroom, it can be said that Google Classroom gives more space to the students' learning autonomy outside the classroom and increases students' personal development.

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The Use of Google Classroom as an Online Learning Platform

Hornby (2020) defines use as the act of using something or the state of being used. In other words, use means the action of using something or the state of being used for a purpose. In this study, use refers to using Google Classroom as an online learning platform.

In conventional learning, the learning process is usually taking place in the classroom and conducted manually with papers and pens. The time is limited to the classroom meetings only and the reviewing, editing, and giving feedback are done with excessive focus maintenance, since it is done with a relatively large limitation (time, space, energy). With *Google Classroom* in the class, potential time, space and energy limitation in conducting the lesson is expected to be avoided. (Subandoro, 2019).

Since the Internet is a gigantic repository of learning materials, each student can find and study materials of his own choice online. By doing this, the lecturer provides a more individualized learning experience. Then, students can be assigned to do quiz or exercise online. These can support audio, video, and animations, and some interactive features such as drag and drop matching, order sequencing, and identifying points and areas on images.

According to Anderson (2019), lecturers can use Google Classroom to post online assignments, post announcements, and create discussion online. On the other hand, students can access videos and multimedia files, complete assessments, and submit work online. In line with Brand Fonseca & Soto

Peralta (2019), they explain that Google classroom enables the lecturers and students to share materials, assignments, quiz and even online discussion. No more paper needed for assignment or quiz. Lecturers can post announcements and assign tasks for the students. Students can submit the assignment in the folder provided by the lecturers in the platform. Rosita (2020) also draws the same statement where lecturers can use Google Classroom to make announcements, assignments, questions, and create activities.

Moreover, Sukmawati and Nensia (2019) state that by using Google Classroom, students and lecturers can make interaction. There was also a private comment. Here, students communicate with a lecturer about anything relating to the topic. There was also space to interact with students and other students. Besides, the lecturer can upload materials that were used in the classroom. Before the meeting takes place, students can see the outline of material and download material directly in Google Classroom. The material can be a form of Word, PowerPoint, or PDF. Students can see previous material when they forgot. On the other hand, students can know the result of the assignment. A lecturer will give grades and students can see directly from their Google Classroom. In line with the Latif (2016), he points out that Google Classroom is useful in facilitating teaching and learning processes.

In the other hand, Kizzy (2018) explains that Google Classroom is an effective platform for educators to use for a variety of educational purposes and can increase student engagement with ad hoc sessions using follow up Q&A, tasks and discussion topics. Google Classroom is versatile (online learning,

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flipped classroom and exclusively online classrooms), easy to use from both a staff and student perspective and allows for collaborative work to be undertaken with ease.

In addition, Ochayi et al (2021) explains that the students use Google Classroom in order to keep tabs their learning schedules, measure their level of achievement on a particular course, interact and collaborate with their colleagues, source and gather learning materials, send and receive relevant information on course content, provide meaningful feedback to teachers on learning content.

In this study, the indicators of the use of Google Classroom by the students are adapted from Ochayi et al (2021). In details, the indicator the use of Google Classroom as an online learning can be seen in Table 2.1

Table 2.1
Indicators of The Use of Google Classroom as an Online Learning Platform

Indicators	Description
Information	1. Students get announcements or instructions from lecturers through Google Classroom

-
2. Students access course materials from lecturer through Google Classroom
-

Assignments

1. Students receive the tasks from lecturers through Google Classroom
 2. Students submit the assignments through Google Classroom
-

Communication

1. Students give comment to lecturer's update
 2. Students get comment from lecturers or other students through Google Classroom
 3. Students discuss with lecturer through Google Classroom
-

Some previous studies also shown the use of Google Classroom as an online learning platform by EFL students. Kholipah (2021) explains that the students used Google Classroom to social interaction, submit the assignment, get feedback from the lecturer. Fahriany (2022) also explains that the students used Google Classroom for social interaction, submit the assignment, access course materials, and get feedback from the lecturers. In the same line, Rahmanulhakim (2022) explains that the students used Google Classroom to access the information or lecturer's update, access the materials, access the

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assignments, submit the assignment, and discussion with the lecturers and other students.

In this study, the researcher interested in researching and knowing how the students of English Education Department the State Islamic University of Sultan Syarif Kasim Riau used Google Classroom as an online learning platform in the online learning process.

The limitations of the use of Google Classroom

Previous research findings found that students have problems in using Google Classroom as an online learning platform during the pandemic era. Alimin & Saad (2019) in their study found that in certain limitations, not all the students and educators could find the ease of using Google Classroom. By the limitation of ability, there were still some students who hardly used the technology. Moreover, in certain economic conditions, not all of the students were provided with good and enough Internet data so that some would be absent from the class from the beginning or even in the middle of the class. Some connection problems can also disturb the concentration of the class.

Besides, Sumartini et al (2021) in their study also found that almost all the students were difficult when doing written communication in the comment section because Google Classroom did not provide this feature. Moreover, only a small group of the students stated that it is easy to share and discuss ideas during online interaction which means that most class members had no

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intention to this point, did not enjoy the class because it is just an online class, or it is hard to get good connectivity to join the discussion session.

Hermawan (2021) also found that there are some problems in using Google Classroom. He found that the students have to refresh the page first before starting to discuss, sometimes when the connection is interrupted, it is difficult to send tasks. The application often errors when they submit the assignment and the notification also came late and it made them late to see the material.

Students' Responses Toward the use of Google Classroom as an Online Learning Platform

Hamalik (2015) in his book explains that response is each individual's behavior, essentially a response towards any events in the environment. In brief, response is an act toward a situation. Students' response in the learning process can be positive or negative. Students' responses can be used to see whether they feel more comfortable or not with the online learning platform used in the learning process.

Febrianti et al., (2015) explains that there is a relationship between student response and the task received. Students' response can be increased by the teaching and learning process inside or outside the classroom (Majid, 2013). Students' response in teaching and learning process can be seen by several clues, such as their expression in joining the class, comment or

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enthusiasm to something, difficulty in understanding learning material, even by how they listen in to lecturers' explanation (Riyana & Susilani, 2007).

According to Chaffe (1999), there are three parts of response, namely;

1. Cognitive, is a response that is related to a person's understanding abilities and information. In this research, cognitive response relates to students' knowledge or students' understanding about the use of Google Classroom, the clarity of information and learning instruction, and the appearance of Google Classroom
2. Affective, is a response that is related to a person's emotions. In this research, affective response relates to students' motivation, interest, and point of view of the students on the use of Google Classroom as an online learning platform.
3. Conative, is a response that is related to a person's behaviors, including action or habits. In this research, conative response relates to students' behaviors to ask and answer the questions during online learning by using Google Classroom.

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Table 2.2

Indicators of Students' Response toward the Use of Google Classroom as an online learning platform

Aspect	Indicators
Cognitive	1. Students' understanding by using Google Classroom
	2. Students' response of the clarity of learning instruction and information
	3. Students' response of the appearance of Google Classroom
Affective	1. Students' motivation on online learning by using Google Classroom
	2. Students' interest in using Google Classroom
Conative	1. Students ask the questions
	2. Students answer the questions

There are so many researchers that conducted studies about students' response toward the use of Google Classroom as an Online Learning Platform. The recent study conducted by Maulana (2020) shows that all the students felt more responded and motivated when they use the Google Classroom in teaching learning because of the advantages given by Google Classroom. Then, Nanthinii (2020) shows that Google Classroom has significantly improved students' response in learning English. The learners, on the other hand, find in

Google Classroom an effective medium to profuse their creativity and a promising platform to undergo advanced language learning activities in future.

Another study conducted by Ratnaningsih (2019) reported positive feedback from students about the use of Google Classroom. It was easy to use because it can be installed on a mobile phone. Besides that, it was an easier way to do and submit the assignment. It also made the students active in the language activities.

Besides, Englishtina (2019) in her study shows that Google Classroom increases the number of students who successfully complete the class requirement. The students get more motivated to do their tasks because they just need to open their smartphones, see what they need to do, work on it and then submit it and that is it, all done.

On the other hand, Rusdiana & Nugroho (2017) in their study explain that the implementation of online learning has not been maximal in increasing students' understanding. Furthermore, Zhafira et al (2020) explains that only 53% of students who know online learning. However, Jamaludin (2021) shows the result students gave less agreeable responses to the online learning.

In this study, researchers want to explore the student's responses related to the use of Google Classroom as an online learning platform at the English Education Department of State Islamic University of Sultan Syarif Kasim Riau in the pandemic era.

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Factors Affecting Students' Responses toward the use of Google Classroom as an Online Learning Platform

There are some factors that can affect in response. According to Hamdani (2011) the factors that affect learning difficulties can be classified into two parts, namely internal factors (which come from within the student) and external factors (those originating from outside the student). Sagala (2014) has a similar theory about the factors that affect learning difficulties, where the results of the study indicate that the learning difficulty factor is caused by two factors, namely internal and external factors.

1. Internal factors are the factors that exist in the individual human being. It consists of two elements: spiritual and physical. Then someone who responds to something from the stimulus still affects one of the elements alone and they will stand the result of a different response of intensity in the individual that responds or will differ the response between the person and the other person. Physical or physiological elements include the existence, integrity, and workings of sensory devices, nerves and specific parts of the brain. Spiritual and physiological elements of existence, feeling, reason, fantasy, mental, mind, and motivation. Wulandari (2020) explains that there are four indicators creating learning difficulties. They are the student's health conditions, the student's learning interest, the student's motivation, and the student's learning habits.

2. External factors are factors that exist in the environment. It's the intensity factor and the type of stimulant or people call it by the stimulus factor. According to Walgito (1996) the psychic factors associated with the object because of the stimulus, and the stimulus will be about the sensing device. Wulandari (2020) explains that there are three indicators of external factors of learning difficulties namely the lecturers, the media, and classroom conditions.

The indicators of factors affecting students' responses toward the use of Google Classroom as an online learning platform in details can be seen in Table 2.3

Table 2.3
Indicators Factors Affecting Students' Responses toward the use of Google Classroom as an Online Learning Platform

Types of Factors	Indicators
Internal	1. Students' feeling, reason, fantasy, mental, mind, and motivation
External	1. Technical (access of using Google Classroom from the start until the end of the course)

-
2. Instructional (the procedures of delivering materials in Google Classroom)
-

D. Operational Concepts

In this study, the researcher focused on the use of Google Classroom as an online learning platform. The researcher described and explored the use of Google Classroom, the students' response toward the use of Google Classroom, the factors that affect the students' response toward the use of Google Classroom, and the students' possible solution to overcome the problems using Google Classroom. Based on the theoretical concept and relevant studies, the conceptual framework of this study can be conceptualized into the following theoretical framework.

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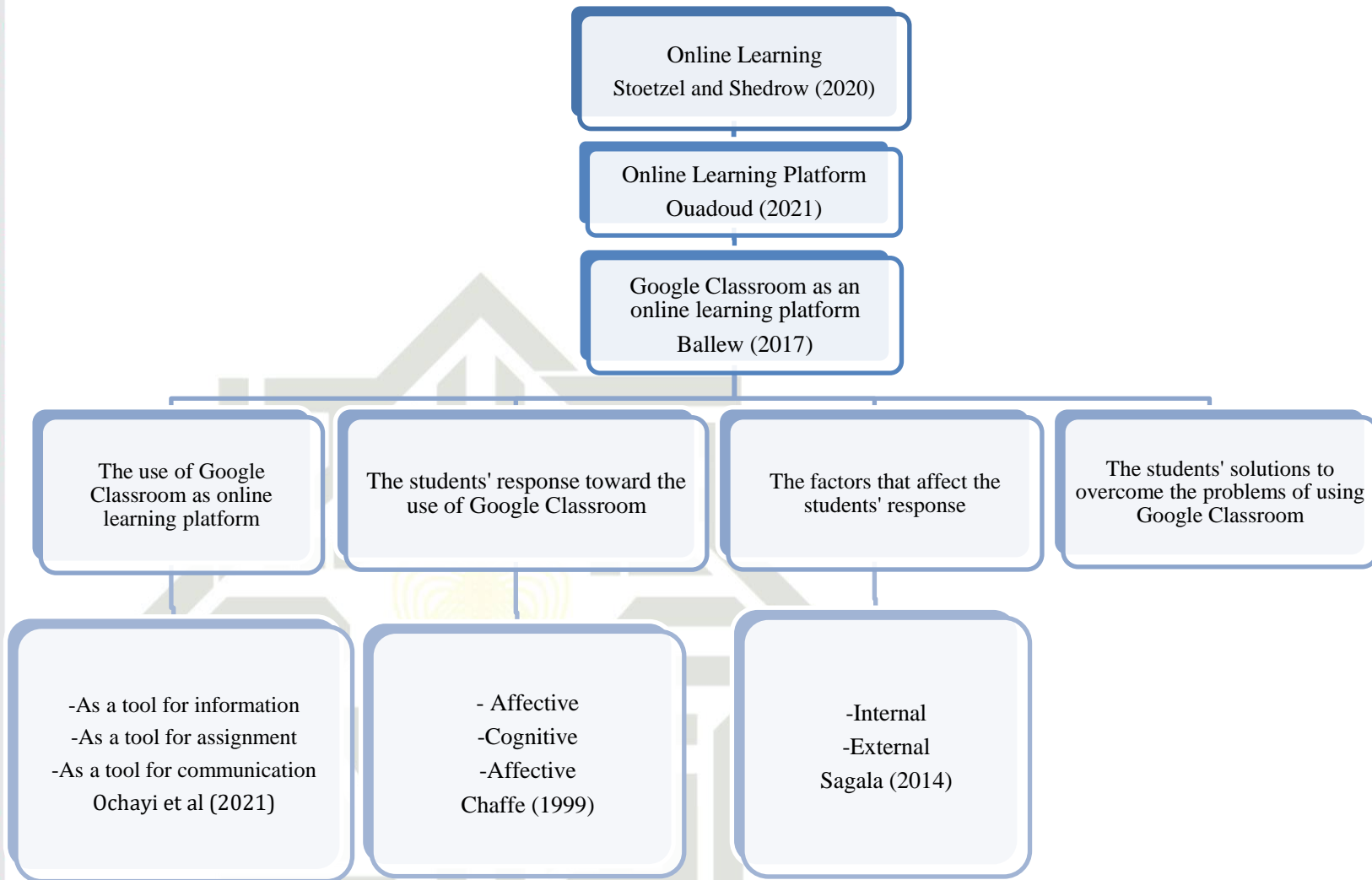


Figure 2.1 Operational Concepts for the use of Google Classroom as an Online learning platform for English as a foreign language (EFL) student

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CHAPTER III RESEARCH METHODOLOGY

A. Research Design

By the purpose and the objectives of the study as discussed in the first chapter, this study used qualitative approach. Qualitative research produces descriptive data in the form of words, whether it is from written or spoken of the people and the observed behavior (Moleong, 2017). Therefore, the design of this study is a case study. The case study explores a real life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information and reports a case description and case themes (Creswell, 2013).

In this study, the qualitative research in the form of case study was used to describe the use of Google Classroom as an online learning platform by EFL students at English Education Department of State Islamic University of Sultan Syarif Kasim Riau. A case study is also used to explore the students' response toward the use of Google Classroom as an online learning platform. Besides, the researcher described the factors that affect students' response toward the use of Google Classroom and the students' possible solutions to overcome the problems using Google Classroom as an online learning platform.

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B. Research Site

This study was conducted at the English Education Department (EED) of State Islamic University of Sultan Syarif Kasim Riau. The location of the State University of Sultan Syarif Kasim Riau is at HR. Soebrantas Panam Street Km. 15 No. 155, Riau.

There are several considerations why this university is chosen as the research site. First, students at State Islamic University of Sultan Syarif Kasim Riau already used Google Classroom as an online learning platform since 2017. In other word, the students had experiences regarding Google Classroom as an online learning platform. Second, this university gives benefits for the researcher in managing the effectiveness of the present study including some factors such as time, finances, and energy invested. Moreover, the data is collected in August-October.

C. Participants

The participants in this study were the student of English Education Department of the State Islamic State Islamic University of Sultan Syarif Kasim Riau in academic year 2021/2022. They were selected as participants by using purposive sampling techniques.

In this study, the researcher used inclusion criteria to select the participants. First, the participants were the students who have experience using Google Classroom more than one semester. Second, the participants were

the students who have a low, mid, and high performance in GPA. Third, the participants were the students who like to become research participants and respond to the questions that would be asked accordingly.

Therefore, the researcher reduced the number of students because it was neither feasible or time effective to collect information from all of the present students. Thus, 9 students were taken as the participants.

D. Source of the Data

The type of data in this study was non-numerical data or qualitative data that describes information. The data of this study were field notes of observation, transcriptions of interview, documentations of Google Classroom.

The primary data in this research was the main data to get information about the use of Google Classroom as an online learning platform. The data were collected by interview. There were 9 students of class A of third semester of English Education Department of State Islamic University of Sultan Syarif Kasim Riau in academic year 2021/2022 were interviewed. In addition, the researcher used secondary source of data which is the students' response about the use of Google Classroom, the factors affect the students' response toward the use of Google Classroom, and student's possible solution to overcome the problems that faced by them when using Google Classroom.

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E. Data Collecting Technique

The data collecting techniques used in this study were non-test techniques. In this study, researchers used observation, interview and documentation.

1. Observation

In this study, the researcher used indirect observation. The researcher observes the use of Google Classroom through the archival record and not participate in the phenomena. The researcher asked for permission to the students to look their Google Classroom and then make field note about the learning activities that students did in Google Classroom.

The reasons why the researcher used this technique because the researcher wants to explore the natural activities of the learning process that carried out through Google Classroom.

2. Interview

The second technique of collecting the data in this study was interview. In this study, the researcher used semi-structured interview. This method was used to capture the use of Google Classroom as an online learning platform, students' response toward the use of Google Classroom, factors that affect the students' response toward the use of

Google Classroom, and students' possible solution to overcome the problems using Google Classroom as an online learning platform.

Furthermore, the data of interview was collected in August from 9 students in different day when they were free to have an interview. Each student was interviewed individually through voice call of WhatsApp for approximately 30-40 minutes. During interview the researcher asked some structured questions and attached spontaneous questions which aim that the information can be taken deeper so that it can describe more clearly. All the interviews are recorded using a digital device. In order to get accurate and detailed responses from the students that could not have been captured in the digital recording the researcher takes notes during the interview. After that, their answers are transcribed and used for data analysis.

3. Documentation

The last technique of collecting the data in this study was documentation. This data collecting technique was used to collect the data of the use of Google Classroom as an online learning platform. In this study, the documents that the researcher used were screenshots of Google Classroom from the students as a user. The researcher also used photos as the documentation to document the interview process.

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F. Data Analysis

The researcher used thematic analysis to analyze the data. The use of themes and subthemes of thematic analysis was to capture something important about the data in the relation to the research question. This method was vital in this study to classify similar concepts and themes from the different participants. Participants of the study were also able to read the transcripts and the qualitative report for fact-checking.

There were six-phases framework for doing a thematic analysis which are; (1) become familiar with the data; (2) generate initial codes; (3) search for themes; (4) review themes; (5) define themes; and (6) write-up. Considering the phases of these thematic analysis, the researcher used these phases along with the conclusion to analyze the data. There were some phases as follows:

1. Become familiar with the data

In this phase, the researcher was re-read and re-viewed all the data in order to familiarize the data (i.e., observation, filed notes, recorded interview, and notes). At this stage, the researcher also makes note. The familiarity of the data is supported by the researcher prior knowledge of the focus of the study and the participants that involved in the study.

2. Generate initial codes

In this phase, the researcher starts to organize the data in a meaningful and systematic way. This happens through data reduction where the

researcher collapses data into labels in order to create categories for more efficient analysis. The researcher also highlighted the transcript to make codes on each data that was relevant to the formulation of the study. This stage made the researcher easier in analyzing the data in the next step.

3. Search for themes

In this case, the researcher classified the various codes into possible themes in order to make them easy to analyze. For example, the researcher had several codes that related to get the announcement and access the materials. The researcher collated these into an initial theme called the use of Google Classroom. At the end of this step, the codes had been organized into boarder themes.

4. Review themes

In this phase, the researcher re-read and rechecked the coded themes against the data set to determine the importance and relevance of the data towards the research questions of this study. In this way, the researcher compared the coded themes against the data set and found out the very relevant data needed to answer the research questions of the study.

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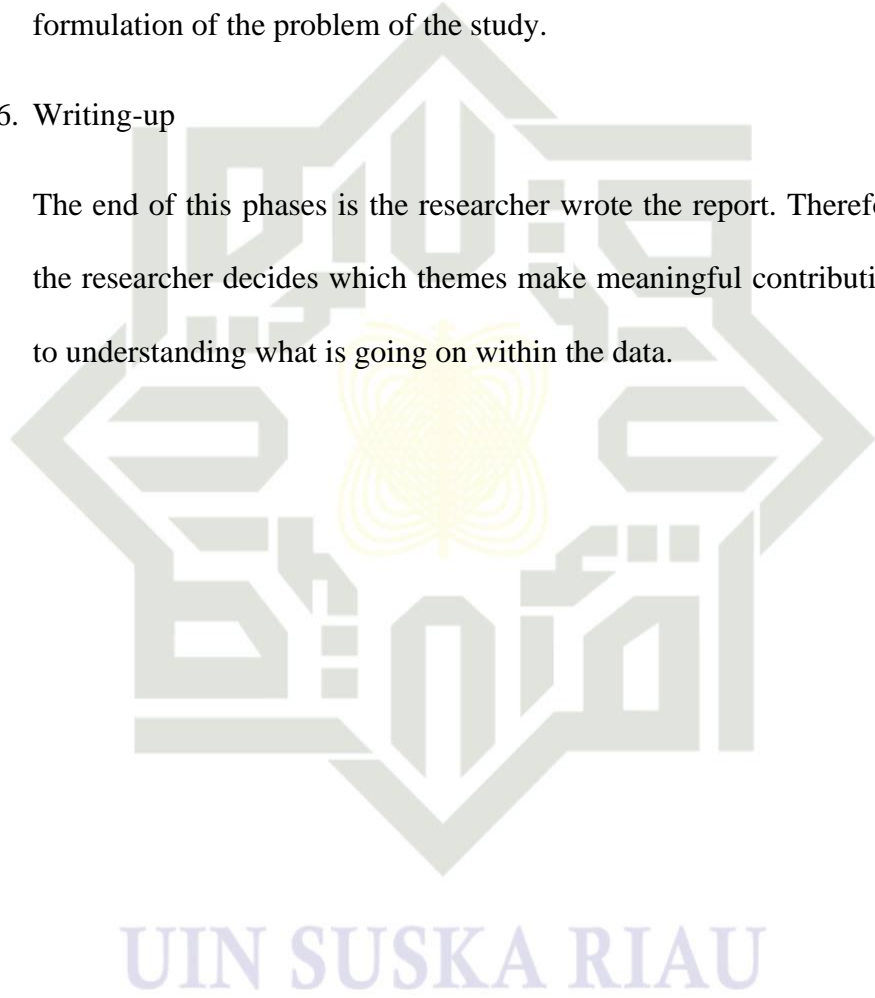
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5. Define themes

In this phase, the researcher defined and named the finding themes related to the focus of the study. The themes are relevant to the formulation of the problem of the study.

6. Writing-up

The end of this phases is the researcher wrote the report. Therefore, the researcher decides which themes make meaningful contributions to understanding what is going on within the data.



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CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

A. Conclusions

This study was conducted to describe the use Google Classroom as an online learning platform, the students' responses on the use Google Classroom as an online learning platform, the factors affecting the students' responses toward the use of Google Classroom as an online learning platform, and the students' possible solutions to overcome the problems of using of Google Classroom as an online learning platform for EFL students at English Education Department of The State Islamic University of Sultan Syarif Kasim. Referring to the findings and discussions explained in the previous chapter, several conclusions could be drawn.

First, the students used Google Classroom as a tool to get information, get and submit the assignment, and communication. Google Classroom facilitated the students to get announcement or lecturers' updates, get course materials, receive and submit assignment, and also interact with the lecturer and other students to discuss or do online learning activity.

Second, the students have a relatively positive response toward the use of Google Classroom as an online learning platform because it was easy to use, easy to access, user-friendly, and increase positive attitude. On the other hand, the students felt that Google Classroom also had negative side such as

delayed notification, difficult to understand the materials, and unclear instructions.

Third, the students' response toward using Google Classroom were affected by external and internal factors. From the internal factor, students understanding and students' motivation affected the successful and the failure of using Google Classroom as an online learning platform. Besides, from the external factor, the platform and internet connection affected the successful and the failure of using Google Classroom as an online learning platform.

Fourth, the were various possible solution from the students to overcome the struggle that faced by them is using Google Classroom as an online learning platform.

B. Implications

The results of this study provide significant information on the use of Google Classroom as an online learning platform for English as a foreign language (EFL) student during the pandemic era. Firstly, for students, the findings of this study implies that Google Classroom is useful for the students. It is one of the good online learning platforms to support online learning. It allows them to get information or lecturer's updates, course materials, assignments, submit the assignments, and discussions. Besides, it also increases students' personal development such as learning motivation, discipline, and communication.

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Secondly, for the lecturers, it is to be noted that students prefer to learn using video call conferences or face-to-face rather than written form. They need direct explanation from the lecturers and practice in the class. Besides, they also need more attention and help from the lecturers during discussion groups. In addition, they also need feedback; thus, they will have a better understanding of the course.

C. Recommendations

From the conclusions that have been drawn before, some recommendations are presented here concerning the use of Google Classroom as an online learning platform for English as a Foreign Language (EFL) student during the pandemic. The researcher would like to convey some recommendations for the lecturers, students, and the next researchers.

1. For the lecturers

This research provides theories and examples related to the use of Google Classroom as an online learning platform for English as a foreign language (EFL) student during the pandemic era. The lecturers can use this platform as an online learning platform because the appearance of this platform is easy to understand. Besides, it provides the lecturers to create a class, share course materials, give the assignments, score the assignments, and also discuss. Moreover, it will be better for the lecturer to make a

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Community Service Program by providing training to educators and students, especially educators and students in the rural areas. It is also recommended that after Covid-19 pandemic, Google Classroom can continue to be used when needed or as an alternative online learning platform.

2. For the students

By knowing the use of Google Classroom as an online learning platform, the students are expected to maximize the use of Google Classroom for online learning in order to increase their understanding of the course materials. Learning English using Google Classroom is expected to make students become active and understand the course materials which are given by the lecturers through the platform in students' mobile phones. In this way, students can use this platform anywhere and anytime.

3. For the next researchers

Hopefully, the next researcher will continue this research using other research methods such as Research and Development (R&D) in order to research and identify user needs. They can also explore many aspects in this platform that do not explain yet in this study.

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APPENDIX

Field Note

Setting : Google Classroom
Role of researcher : Non-participant
Time : 13.00 pm
Date : 25 August 2021

Descriptive field note	Reflective field notes
<p>The researcher looks at the activity in Stream page. It can be seen that there are materials, attendance lists, and assignments that shared by the lecturers in Stream page.</p> <p>Then the researcher looks at the materials that shared by the lecturers. It can be seen that the materials are in forms of video, pdf, and audio.</p> <p>After that, the researcher looks at the Comment features. It can be seen that the students responding lecturers' updates.</p>	<p>The materials and assignments can be access by the student whenever they want because it saved in Google Classroom.</p> <p>Most of the students responding the lecturer's updates.</p>

Transcription of Interview

Interviewer : Nanda Parentsa Hopi (Researcher)

Interviewee : Student 1

Time : 10.00 pm

Date : 25 Agustus 2021

NPH : Assalamualaikum warahmatullahi wabarakatuh

RRN : Waalaikumsalam warahmatullahi wabarakatuh

NPH : Selamat siang nama saya Nanda Parentsa Hopi, di sini saya akan wawancara untuk mengambil data penelitian thesis saya yang seputar penggunaan Google Classroom oleh mahasiswa pendidikan bahasa Inggris di UIN Suska. Disini saya akan mewawancarai Ririn Maisah ya?

RRN : Iya, saya. Benar.

NPH : Oke kalau boleh perkenalkan diri sedikit Ririn?

RRN : Perkenalkan nama saya Ririn Maisya, mahasiswi UIN Suska jurusan pendidikan bahasa Inggris di Fakultas Tarbiyah dan Keguruan

NPH : Oke, terimakasih kalau gitu. Nah, sekarang Ririn udah semester 3 berarti ya kan Sekarang.

RRN : Iya benar.

NPH : Oke berarti dari awal semester itu belajarnya online Rin?

RRN : Iya dari awal Maret kemarin lagi dari semester pertama sampai sekarang

NPH : Belajar online itu pakai beberapa aplikasi, sekarang abang mau nanya Google Classroom ada dipakai nggak?

RRN : Ada-ada.

NPH : Dipakai ya. Karena Abang meneliti untuk mata kuliah yang bahasa Inggris gimana untuk mata kuliah Bahasa Inggris apakah dosennya semuanya pakai Google classroom?

RRN : Hampir semua dosen memakai Classroom bang

NPH : Pakai Classroom ya. Nah terus, kalau pakai Google classroom itu dipakai untuk apa aja sama dosennya, Rin?

RRN : Biasanya dosennya mengirimkan tugas di Google classroom, terus materi juga, semacamnya tu di Google, kayak misalnya materi bentuknya dalam bentuk VN atau PowerPoint gitu kan atau gambar yang kemungkinan nggak bisa diakses biasanya di upload di GCR itu

NPH : Hogitu. Berarti kegiatan belajar mengajar nya ya hampir kaya seperti dikelas, tetapi pakai Google Classroom berarti ya?

RRN : Iya benar

NND : Terus Rin, oke kayak belajarnya kan di Google Classroom, nah supaya apa waktu mulai belajar itu apa ada pemberitahuan sebelumnya dari dosennya gitu?

RRN : Biasanya ada pemberitahuan kayak “Assalamualaikum, kita mulai pembelajaran hari ini atau pertemuan hari ini, di sini. nngg.... diharapkan seluruh siswinya apa mahasiswa mahasiswinya stand by gitu katanya, atau 5 menit dari sekarang silakan absensi”, biasanya kayak gitu.

NPH : Oh begitu ya? Kalau pengumuman itu apakah ada pemberitahuan?

RRN : Ada notifnya biasanya. Muncul notifnya... Biasanya melayang gitu apilkasinya muncul nanti turun dari layar kan langsung di klik aja langsung ke GCR yang bagian kolom itu. Biasanya ada pemberitahuan kayak “Assalamualaikum, kita mulai pembelajaran hari ini atau pertemuan hari ini, di sini. nngg.... diharapkan seluruh siswinya apa mahasiswa mahasiswinya stand by gitu katanya, atau 5 menit dari sekarang silakan absensi

NPH : Nah habis itu, kalau mau dapat materi gimana?

RRN : Biasanya dosennya mengirimkan tugas di Google classroom, terus materi juga, semacamnya tu di Google, kayak misalnya materi bentuknya dalam bentuk VN atau PowerPoint gitu kan atau gambar yang kemungkinan nggak bisa diakses biasanya di upload di GCR itu

NPH : Maaterinya itu bagaimana mengaksesnya?

RRN : Materinya itu kaya unduhan gitu, nanti dibuka dari GCR, biasanya ada PPT, ada Word, ada PDF juga, biasanya disuruh unduh, dibaca. Tinggal dibuka aja, bang. Apa yang dokumennya itu ya. Dokumennya tinggal dibuka, diunduh bisa juga

NPH : Nah itu tadi tuh soal materi ya, kalau tugas gimana?

RRN : Tugasnya biasanya dikasi di akhhir pertemuan, nantik ditaroknya tugas, atau diawal udah ditaroknya tugas diawal pertemuan, nantik pas diakhir pertemuan itu baru kami unduh tugasnya. Misalnya kalau tugasnya khusus kumpul di GCR biasanya ada kolom khusus untuk tugas dikumpulkan gitu. Nanti dikirim disana, nanti kalau lewat dari jam yang ditentukan ya terlambat

NPH : Kalau tugas itu bagaimana mengaksesnya?

RRN : Sama, tugasnya biasanya dikasi di akhhir pertemuan, nantik ditaroknya tugas, atau diawal udah ditaroknya tugas diawal pertemuan, nantik pas diakhir pertemuan itu baru kami unduh tugasnya

NPH : Baik, kalau mau mengumpulkan tugas, gimana?

RRN : Misalnya kalau tugasnya khusus kumpul di GCR, biasanya ada kolom khusus untuk tugas dikumpulkan gitu bang. Nanti dikirim disana, nanti kalau lewat dari jam yang ditentukan ya terlambat. Jadi tugasnya di upload, kalau udah sesuai sama apanya kapasitasnya baru bisa dikirim

NPH : Oh gitu, kalau di Google Classroom itu ada interaksi nggak selama pembelajaran? Misalnya dosen mengirim pesan, pengumuman, tugas, atau absen, ada dibalas nggak?

RRN : Ada, ada dibalas. Terutama kalau misalnya itu absensi, pasti langsung dibuka. Biasanya kalau absen sih di kolom komentar gitu, nanti ada bar khusus jawaban kolom komentar nanti di sana langsung bergantian balasnya.

NPH : Baik. Tadi juga disebut ada diskusi. Kalau berdiskusi di Google Classroom itu bagaimana?

RRN : Ada kolom khusus untuk diskusi. Diskusi nanti dipimpin gitu. Kalau ada presentasi nanti ada yang jadi MCnya, terus nanti kalau misalnya jadi audiencenya nanti kami yang ngerespon gitu

NPH : Begitu. Oya, kalau absen itu gimana?

RRN : Biasanya kalau absen sih di kolom komentar gitu, nanti ada bar khusus jawaban kolom komentar nanti di sana langsung bergantian balasnya

NPH : Nah, kalau menurut Ririn nih, bagaimana kelebihan dari Google Classroom ini?

RRN : Mudah digunakan, kayak mempermudah kita juga soalnya kan kalau tugas di GCR kan ada ditampilkan kayak di word gitu. Jadi kalau kita mau ngejawab tugas yang ada di aplikasi dokumen yang ada di di GCR itu tinggal kita unduh terus kita buka di word gitu, langsung kita jawab aja di situ gitu nggak perlu kita salin ulang di kertas atau apa gitu.

NPH : Selain mudah digunakan, apalagi kelebihan yang Ririn rasakan?

RRN : Mudah, mempermudah kita juga soalnya kan kalau materi dan tugas di Google Classroom tinggal kita unduh terus kita buka

NPH : Baik. Kalau dalam berdiskusi apakah juga mudah?

RRN : Iya, mudah juga.

NPH : Bagaimana kemudahannya?

RRN : Karena kita bertanya itu lewat komen, jadi nggak susah kalau mau bertanya tinggal ketik gitu

NPH : Baik. Kalau dari segi tampilan bagaimana, Rin?

RRN : Kalau dari tampilannya sendiri mudah juga karena itu udah ada nama kelasnya juga kan, kaya udah berurutan gitu nama kelasnya jadi kita udah tau

NPH : Ada lagi kelebihan yang bisa Ririn rasakan?

RRN : Seperti yang saya bilang tadi, mudah ikut diskusi di Google Classroom soalnya di Google Classroom itu kan ada tuh tulisannya tulis pesan nah itu yang kelompok kita diskusi nanti kita bisa lanjutin di bawah gitu

NPH : Itukan tentang kelebihan, nah kalau dari segi kekurangannya ada gak?

RRN : Ada

NPH : Seperti apa itu?

RRN : Memahami materi yang dikasi bang, terus kadang instruksi untuk buat tugas

NPH : Kenapa dengan memahami materinya? Kurang paham ya kalau pakai Google Classroom?

RRN : Kurang, karena kita terbiasa langsung mendengarkan penjelasan. Suasanya belajarnya agak kurang dapat jadinya

NPH : Kalau instruksi tadi apa juga kurang dipahami?

RRN : Sebagian jelas, sebagian kadang kurang gitu. Biasanyakan dosen langsung ngasi tugas gitu, tugasnya itu misalnya baca gitu, tapi diakhir itu nggak ada penjelasan lebih rinci tentang tugas dikumpul jam berapa, kadang lupa, atau intstruksinya diketik atau gimana lupa dosen ngasi tau

NPH : Jadi apa gimana caranya Ririrn supaya bisa paham materinya?

RRN : Kadang ada beberapa dosen yang hanya kasi tugas dan materi tanpa penjelasan, jadi saya juga kadang Googling atau cari cari video penjelasan tentang topik yang dipelajari.

NPH : Kalau instruksi yang kurang jelas tadi gimana?

RRN : Solusinya biasanya japri atau nanti di grup ada yang kurang paham saya tanya ulang

NPH : Hooo begitu ya. Nah sekarang nih abang mau tanya, kalau dalam pembelajaran, bagaimana Ririn join meeting? Apakah on time?

RRN : Iya, ontime terus. Jadi setiap meeting itu langsung saya buka Google Classroom.

NPH : Alhamdulillah. Kenapa bisa ontime, Rin?

RRN : Dosen yang pakai Google Classroom kasi waktu untuk absen, jadi harus cepat isinya.

NPH : Kalau dalam diskusi bagaimana, Rin?

RRN : Kadang saya ikut. Yaaa kadang ikut serta kalau misalnya ada yang mau saya tanya, gitu.

NPH : Wah, begitu ya. Kalau tanya jawab dalam diskusi bagaimana, Rin?

RRN : Lebih sering nanya jugak, jawab iya jugak. Imbang lah bang. Ngasi masukan atau tambahan sering jugak

NPH : Baik, baik. Lalu, kalau merespon pertanyaan dosen bagaimana?

RRN : Boleh dikatakan cukup sering. Ya sebisa mungkin dijawablah ya karena ngaruh ke keaktifan kan

NPH : Baik, setelah belajar dengan Google Classroom ini gimana dengan hasil belajar

Ririn?

RRN : Alhamdulillah masih tercapai SKS Semester 3 ini bagus hasilnya, Cuma pas semester 1 nggak capai 3, semester 2nya 3,7.

NPH : Alhamdulillah. Kalau begitu wawancaranya kita akhiri sampai disini ya. Tapi nanti kalau ada yang mau abang tanyakan lagi boleh ya?

RRN : Alhamdulillah. Iya bang, boleh.

NPH : Baik, kalau begitu abang tutup yaaa. Terimakasih banyak, Rin. Assalamu'alaikum.

RRN : Iya bang, sama-sama. Waalaikumsalam.



UIN SUSKA RIAU

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

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Phone & Facs, (0761) 858832, Website: <https://pasca.uin-suska.ac.id> Email : pasca@uin-suska.ac.id

Nomor : B-1894/Un.04/Ps/HM.01/08/2021 Pekanbaru, 09 Agustus 2021
Lamp. : 1 berkas
Hal : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Kepada
Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu Prov. Riau
Pekanbaru

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: NANDA PARENTSA HOPI
NIM	: 21990110713
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: V (Lima) / 2021
Judul Tesis/Disertasi	: THE USE OF GOOGLE CLASSROOM AS AN ONLINE LEARNING PLATFORM FOR ENGLISH AS A FOREIGN LANGUAGE (EFL) STUDENTS

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari Universitas Islam Negeri Sultan Syarif Kasim

Waktu Penelitian: 3 Bulan (09 Agustus 2021 s.d 09 Oktober 2021)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



H. Ilyas Husti, MA
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PEMERINTAH PROVINSI RIAU

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
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REKOMENDASI

Nomor : 503/DPMPSTSP/NON IZIN-RISET/43004
 TENTANG

PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN TESIS



1.04.02.01

Sejauhmana Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : P-1994/Un.04/Ps/HM.01/08/2021 Tanggal 9 Agustus 2021**, dengan ini memberikan rekomendasi kepada:

1. Nama : **NANDA PARENTSA HOPI**
2. NIM / KTP : 21990110713
3. Program Studi : PENDIDIKAN AGAMA ISLAM S2
4. Konsentrasi : PENDIDIKAN BAHASA INGGRIS
5. Jenjang : S2
6. Judul Penelitian : **THE USE OF GOOGLE CLASSROOM AS AN ONLINE LEARNING PLATFORM FOR ENGLISH AS A FOREIGN LANGUAGE (EFL) STUDENTS**
7. Lokasi Penelitian : FAKULTAS TARBIYAH DAN KEGURUAN, PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS, UIN SUSKA RIAU

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 12 Agustus 2021



Ditandatangani Secara Elektronik Melalui :
 Sistem Informasi Manajemen Pelayanan (SIMPEL)

**DINAS PENANAMAN MODAL DAN
 PELAYANAN TERPADU SATU PINTU
 PROVINSI RIAU**

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau di Pekanbaru
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan