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STUDENTS' PERCEPTION ON USING GOOGLE CLASSROOM IN LEARNING ENGLISH ASYNCHRONOUSLY AT SMKN 1 RENGAT

THESIS

Submitted to State Islamic University Sultan Syarif Kasim Riau
in partial fulfillment of the requirements for the degree
of Magister in English Education

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STATEMENT OF ACADEMIC INTEGRITY

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The thesis that I have written is entitled: "Students' Perception on Using Google Classroom in Learning English Asynchronously: A Case Study at SMKN 1 Rengat" to meet one of the requirements for a Master Degree at the Postgraduate Program UIN Suska Riau is my own work, whereas the materials in thesis quoted from other sources have been clearly stated based on the norms and ethics os scientific writing.

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بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

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This thesis is written and intended to submit in partial of the requirements for the Magister Program in English Education Concentration at the Postgraduate Program of State Islamic University Sultan Syarif Kasim Riau. The thesis is entitled “Students’ Perception on Using Google Classroom in Learning English Asynchronously at SMKN 1 Rengat”.

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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	Dal	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	‘
غ	Ghain	Gh

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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 العامة written *al-ammah.*

3. Short Vowel

Fathah is written as *a*, for instance شريعة *(Syari'ah).* Kasrah is written *I*, for instance الجبال *(Al-Jibaly).* Dhommah is written *u*, for instance ظلوما *(Zhuluman).*

4. Double Vowel

او is written *aw*, او is written *uw*, اي is written *ay*, and اي is written *i.*

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5. Ta' Marbuthah

The stopped Ta' Marbuthah in the last verse H, for instance الشريعة is written *Asy-Syari'ah,* unless it has been taken into the Indonesian standard, for instance mayyit. However, when it is read out, it is written *t,* for instance *Al-Maytatu* in Arabic is الميتة.

6. Article Alif Lam

The article Alif Lam followed by Qomariyah and Syamsiah letter is written *al,* for instance المسلم is written *al-Muslimu,* unless when it is the name of person followed by the word Allah, for instance, 'Abdullah (عبدالله).

7. Capital Letter

The capitalization is adjusted with the enhanced Indonesian spelling.

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ABSTRACT

Yulia Kartika, (2023): Student's Perception on Using Google Classroom in Learning English Asynchronously at SMKN 1 Rengat.

The aimed of this research were to find out student's perception on using Google Classroom in English learning Asynchronously at SMKN 1 Rengat, to find out the benefits and the challenges on using Google Classroom in English learning Asynchronously at SMKN 1 Rengat. The subject of this research was the tenth grade students of SMKN 1 Rengat. This research used mixed method. The data were collected through printed questionnaire and semi-structured interview. There were 60 students in tenth grade as samples at SMKN 1 Rengat who participated in this research by using purposive sampling. To analyzed the data, the researcher used a 5 Likert Scale for scoring perceptions of students. Based on data analysis, it can be concluded that students' perceptions on using Google Classroom in learning English Asynchronously have a positive perception. This can be seen from the percentage of data based on several aspects. Perceptions related to aspects of usefulness with a percentage of 72.6%, perceptions related to aspects of ease of use with a percentage of 74% and perceptions related to access with a percentage of 72%. Furthermore, based on interview result showed that Google Classroom as Asynchronous learning has many benefits in accessibility aspects, helpful features and saving time and money. However, there were some challenges on using Google Classroom in learning English Asynchronously: health and physical problems and technical problems. Based on the data obtained, the researcher concluded that tenth grade students at SMKN 1 Rengat gave positive perception on using Google Classroom in learning English Asynchronously.

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Keywords: Perception, Google Classroom, Asynchronous Learning.

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ABSTRAK

Yulia Kartika, (2023): Persepsi Siswa terhadap Penggunaan Google Classroom dalam Pembelajaran Bahasa Inggris Secara Asinkron di SMKN 1 Rengat.

Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap penggunaan Google Classroom dalam pembelajaran bahasa Inggris secara Asinkron di SMKN 1 Rengat, untuk mengetahui manfaat dan tantangan terhadap penggunaan Google Classroom dalam pembelajaran bahasa Inggris secara Asinkron di SMKN 1 Rengat. Subyek penelitian ini adalah siswa kelas X SMKN 1 Rengat. Penelitian ini menggunakan metode penelitian kombinasi. Pengumpulan data dilakukan melalui kuesioner tercetak dan wawancara semi terstruktur. Ada 60 siswa kelas X di SMKN 1 Rengat yang berpartisipasi sebagai sampel dalam penelitian ini dengan menggunakan purposive sampling. Untuk menganalisis data, peneliti menggunakan Skala Likert 5 untuk menilai persepsi siswa. Berdasarkan analisis data, dapat disimpulkan bahwa persepsi siswa terhadap penggunaan Google Classroom dalam pembelajaran Bahasa Inggris secara Asinkron memiliki persepsi yang positif. Hal ini terlihat dari persentase data berdasarkan beberapa aspek. Persepsi terkait aspek kegunaan dengan persentase 72,6%, persepsi terkait aspek kemudahan penggunaan dengan persentase 74% dan persepsi terkait akses dengan persentase 72%. Lebih lanjut, berdasarkan hasil wawancara menunjukkan bahwa Google Classroom sebagai pembelajaran Asinkron memiliki banyak manfaat dalam segi aspek aksesibilitas, fitur yang membantu dan menghemat waktu dan biaya. Namun, ada beberapa tantangan terhadap penggunaan Google Classroom dalam belajar bahasa Inggris secara Asinkron, yaitu: masalah kesehatan dan fisik serta masalah teknis. Berdasarkan data yang diperoleh, peneliti menyimpulkan bahwa siswa kelas X SMKN 1 Rengat memberikan persepsi positif terhadap penggunaan Google Classroom dalam pembelajaran Bahasa Inggris secara Asinkron.

Kata kunci: Persepsi, Google Classroom, Pembelajaran Asinkron.

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ملخص

يوليا كارتيكا ، (٢٠٢٣): تصورات الطلاب لاستخدام **Google Classroom** في تعلم اللغة الإنجليزية غير المتزامن في مدرسة **Rengat 1** المهنية الثانوية.

كان الهدف من هذا البحث هو معرفة تصور الطلاب حول استخدام جوجل الفصول الدراسية في تعلم اللغة الإنجليزية بشكل غير متزامن في SMKN 1 Rengat ، لاكتشاف الفوائد والتحديات المتعلقة باستخدام جوجل الفصول الدراسية في تعلم اللغة الإنجليزية بشكل غير متزامن في .SMKN 1 Rengat موضوع هذا البحث طلاب الصف العاشر .SMKN 1 Rengat استخدم هذا البحث طريقة مختلطة .تم جمع البيانات من خلال الاستبيان المطبوع والمقابلة شبه المنظمة .كان هناك 60 طالبًا في الصف العاشر كعينات في SMKN 1 Rengat الذين شاركوا في هذا البحث باستخدام أخذ العينات الهادف .لتحليل البيانات ، استخدم الباحث مقياس ليكرت 5 لتسجيل تصورات الطلاب .بناءً على تحليل البيانات ، يمكن استنتاج أن تصورات الطلاب حول استخدام جوجل الفصول الدراسيةفي تعلم اللغة الإنجليزية بشكل غير متزامن لها تصور إيجابي .يمكن ملاحظة ذلك من خلال النسبة المئوية للبيانات المستندة إلى عدة جوانب . التصورات المتعلقة بجوانب الفائدة بنسبة72.6 ٪ ، والتصورات المتعلقة بجوانب سهولة الاستخدام بنسبة74 ٪ والتصورات المتعلقة بالنفاذ بنسبة72 ٪ .علاوة على ذلك ، بناءً على نتيجة المقابلة ، أظهرت أن جوجل الفصول الدراسيةكتعلم غير متزامن له فوائد عديدة في جوانب إمكانية الوصول والميزات المفيدة وتوفير الوقت والمال .ومع ذلك ، كانت هناك بعض التحديات في استخدام جوجل الفصول الدراسيةفي تعلم اللغة الإنجليزية بشكل غير متزامن :المشكلات الصحية والجسدية والمشكلات الفنية . بناءً على البيانات التي تم الحصول عليها ، خلص الباحث إلى أن طلاب الصف العاشر SMKN 1 Rengatأعطوا تصوراً إيجابياً لاستخدام جوجل الفصول الدراسية في تعلم اللغة الإنجليزية بشكل غير متزامن.

الكلمات الرئيسية :الإدراك ، جوجل كلاس روم ، التعلم غير المتزامن.

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CHAPTER I

INTRODUCTION

A. Background of the Study

During these three years, Covid-19 in Indonesia has impacted all sectors of life, including in education. This condition makes every country including Indonesia work hard to find students' solutions to keep learning and fulfill their educational rights. Through the Ministry of Education and Culture (MOEC) of Indonesia, the government has mandated all levels of education to conduct online teaching and learning to prevent the spread of Covid-19 (Ministry of Education Circular Degree No.1 in 2020). So, one of the alternative to carry on the teaching and learning process in the emergency state of Covid-19 pandemic is by learning from home. The sudden shift of the teaching and learning process challenges the educational stakeholders and the teacher to create an effective learning method where students can still learn despite of the changes. By utilizing available media, teachers can develop and implement learning innovations that will ensure teaching and learning activities continue even while students are at home (Salehudin et al, 2021). Therefore, teaching via online learning is one of the solutions to facilitate the students for learning, where the teacher maintain an unphysical presence in virtual classrooms by providing a supportive and comfortable environment for students (Joshua, 2018).

To facilitate the teaching and learning process in the online learning, teachers often use Learning Management System (LMS), a software application that can be used for administration, documentation, tracking, reporting, and even

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delivering educational materials (Sibuea, 2018). One of the LMS that is commonly used to facilitate online learning is Google Classroom. Google classroom is an online education platform that was firstly introduced in 2014 by Google Inc. This platform is specifically designed to promote an interactive online learning environment that allows teacher to post material in the form of images, videos, or links. Arfianti in her study conveys that Google Classroom is composed not just of web pages, but also applications available by having a Google account on a smartphone. Google Classroom facilitates the educators to create and organize assignments quickly, provide feedback efficiently, and communicate with their class easily (Shaharanee, 2018). As online learning environment, Google Classroom 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). Besides, Iftakhar (2016) points out that 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. During Covid-19 pandemic, Google Classroom has been used by many school as synchronous online learning. Synchronous online learning is the attendance of a teacher and students should be simultaneous. Synchronous learning can be defined as: a real time, instructor-led online learning event in which all participants are logged on at the same time and communicate directly with each other (Redmond et al, 2007).

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Even though Covid-19 pandemic has been changed into Post-pandemic era, the preliminary observation conducted in SMK Negeri 1 Rengat, showed that English teacher and student in the post-pandemic era still used Google Classroom to support their teaching and learning process as asynchronous learning. Meanwhile, another senior high school in Rengat are fully moved to offline learning. Asynchronous online learning is an unsynchronized method of learning, granted that attendance of the teacher and students can be distinct (Amiti, 2020). Further, Pratiwi et al (2021) indicated that asynchronous does not occur directly and is not interactive. In fact, Asynchronous online learning is still used by the teachers, especially in SMK Negeri 1 Rengat in the post pandemi era. Parsad and Lewis (2008) stated that asynchronous learning is the most adopted method for online education because students are not time bound and can respond at their leisure. It means, this model can facilitate the students to be more convenient because they have more time to think about their tasks. Through asynchronous learning, teachers and students can access the material anytime and anywhere (Amiti 2017). Asynchronous learning makes it possible for learners to log on to an e-learning environment at any time and download documents or send messages to teachers or peers. Students may spend more time refining their contributions, which are generally considered more thoughtful compared to synchronous communication. (Pattnayak&Pattnaik) 2016 stated that asynchronous learning is self-directed, allowing participants to share ideas and information without having attend other participants at the same time. In asynchronous learning environment, students may not have to complete assignments within a specified short time-

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frame. Students can repeat lessons as many times as necessary. They may also have the choice to complete as much or as little of the assignment depending on the time available to them.

However, there are some obstacles faced by students on the using of Google Classroom as an online learning platform even though in asynchronous learning. Based on an informal interview with some students in SMK Negeri 1 Rengat, sometimes their connection internet is unstable. This occurs primarily because not every student has a high speed internet connection at their home. Because of the internet connection problem, the student conveyed that when they were attaching the assignment, they felt fearful of failing to submit the assignment because there is a limited time from the teacher. The other impact of the network problem is the difficulty in downloading the materials that made the students take much time to learn the materials. When the students are unable to access internet technology they do have the same educational opportunities as their peers who can connect with internet. In line with (Nagele, 2019) who suggests that as long as there is an Internet connection and from any devices, Google Classroom gives several benefits such as it uses paperless and it can be accessed any time and every time.

Besides, some students had difficulties in understanding the materials since the teachers only provided the materials and tasks without much instruction. Sometimes, the teacher did not give the directions of doing assignments clearly, so that the students felt challenged to understand what they have to do in the assignment. In these situations, the students were strived for learning by

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themselves as autonomous learners, and yet some of them were still not organized to the situation. The absence of interaction between teachers and students can cause misconceptions and miscommunication so that learning is not delivered optimally (Uribe 2020).

Therefore, it is essential to find out students' perception on using of Google Classroom in learning English Asynchronously. Addressing the students' perception was beneficial in order to make sure that the learning process has run effectively. It is there to ensure that the students enjoy the process of learning as well as comprehend the materials that they have learnt through the platform. In the worst case, when the students' perception is not addressed, the independent learning process through the platform can lead them to have anxiety and stress if it turns out that the learning through the platform does not run effectively. Agolla & Ongori (2008), Congos (2010), and Asikainen et al., (2018) argued that the stress and anxiety can lead them to have messed time management skill, concentration, and learning methods as what was found in a study conducted by Arenliu & Berxulli (2020) where around 11.4% of students suffered from severe psychological distress due to online learning.

Students' perception is expected to be the genuine one. According to Robbins (2003), perception is the process through which an individual governs and interprets sensory perception in order to give meaning to their situation. This study illustrates students' views on using Google Classroom in the language learning process with this theory in mind. There are some studies of the EFL study using Google Classroom. As in some previous studies, Irma and Marudut

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(2020) survey about students' perceptions of using WhatsApp group and Google classroom- based learning material in English classes. Then, Abeer and Khaleel (2020) conducted a study about the effectiveness of Google classroom among EFL students in Jordan with the result that the students there positively received Google Classroom and it is an effective online platform. The study from Andi (2020) about optimization of online learning method application through Google Classroom also shows that most of the students who are the object of his research satisfied with the use of Google Classroom as an online learning method. Another studies have been conducted in order to investigate students' perception on the use of Google Classroom in online learning. The studies were conducted by Rossytawati (2018), Sepyanda (2018), Sibuea (2018), Islam (2019), Megawati & Astutik (2019), Hussaini et al., (2020), and Barus & Simanjuntak (2020). All of the studies indicate that Google Classroom gained positive perception from the students in which they found the platform to be helpful and effective. However, there were several challenges which were faced by the students that actually could be minimized. Previously, all of the studies were conducted without the context of Asynchronous. Hence, the students' perception of using Google Classroom in learning English can be completely different from the others previous studies. Therefore, the researcher was prompted to conduct a research entitled: **"Students' Perception on Using Google Classroom in Learning English Asynchronously at SMK Negeri 1 Rengat".**

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B. Identification of the Problem

Google Classroom is an Learning Management System that used to support learning English at SMK Negeri 1 Rengat as Asynchronous learning. Even though Covid-19 pandemic has been changed into Post-pandemic era, English teacher and student in the post-pandemic era still used Google Classroom to support their teaching and learning process. However, there are some obstacles faced by students in the using of Google Classroom as an online learning platform even though in asynchronous learning. Not every student has a high-speed Internet connection at home. They were worried that their Internet connection would not suffice to support online learning. Some of them are difficult to join the class or submit the assignments because they are 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 internet connection is a basic requirement of online learning. When students are unable to access internet technology they do not have the same educational opportunities as their peers who can connect with the internet. In line with (Nagele, 2019) who suggests that as long as there is an Internet connection and from any devices, Google Classroom gives several benefits such as it uses paperless and it can be accessed anywhere and everywhere.

Besides, some students had difficulties in understanding the materials since the teachers only provided the materials and tasks without much instruction.

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Sometimes, the teacher did not give the directions of doing assignments clearly, so that the students felt challenged to understand 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. The absence of interaction between teachers and students can cause misconceptions and miscommunication so that learning is not delivered optimally (Uribe 2020).

Therefore, it is essential to find out how they perceive of using of Google Classroom learning English Asynchronously. Addressing the students' perception is beneficial in order to make sure that the learning process has run effectively. It is there to ensure that the students enjoy the process of learning as well as comprehend the materials that they have learnt through the platform. In the worst case, when the students' perception is not addressed, the independent learning process through the platform can lead them to have anxiety and stress if it turns out that the learning through the platform does not run effectively. Agolla & Ongori (2008), Congos (2010), and Asikainen et al., (2018) argued that the stress and anxiety can lead them to have messed time management skill, concentration, and learning methods as what was found in a study conducted by Arenliu & Berxulli (2020) where around 11.4% of students suffered from severe psychological distress due to online learning. Students' perception is expected to be the genuine one. According to Robbins (2003), perception is the process through which an individual governs and interprets sensory perception in order to give meaning to their situation.

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In Indonesian context from different area a numerous studies have been conducted related to the students' perceptions in using Google classroom (e.g. Irma manda, Pontianak (2018); Muhammad Ridho, Dinda Sawitri & Nurcica Adzkia, Majalengka (2019); Irma & Marudut, Bogor (2020); Setiadi, Makassar (2020). The previous research above conducted in University level. Most of studies tried to investigate of students' perception on using Google classroom has positive views.

This research aims to find out students' perceptions on using Google classroom in learning English Asynchronously. The result of this study related to students' perceive on something, wheter it is in positive or negative way influences the students' behavioural responses. It is influential in determining the educational benefits of online to the future education and students' opinion who had an experiences of using Google classroom in learning English Asynchronously. Previously, all of the studies were conducted without the context of Asynchronous. Hence, the students' perception of using Google Classroom in learning English can be completely different from the others previous studies.

Furthermore, the studies about students' perceptions in using Google classroom for English learning are still lacking in discussion, especially in secondary level of school in Indonesia such as Senior High School and Vocational High School. Therefore, the researcher was conducted a research entitled: Students' Perception on Using Google Classroom in Learning English Asynchronously at SMKN 1 Rengat.

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C. Limitation of the Problem

This study is limited for students at Vocational High School, especially for tenth grade students in SMK Negeri 1 Rengat who carry out learning using Google Classroom Asynchronously. The focus of this research was to find out students' perceptions on using Google Classroom in learning English Asynchronously.

D. Formulation of the Problem

Based on the background of the study, the problem was discussed about students' perception on using Google Classroom in learning English Asynchronously. Furthermore, the researcher formulates the problem as follow:

1. What are the tenth grade students' perception on using Google Classroom in learning English Asynchronously at SMK Negeri 1 Rengat?
2. What are the benefits on using Google Classroom in learning English Asynchronously for tenth grade students at SMK Negeri 1 Rengat?
3. What are the challenges on using Google Classroom for learning English Asynchronously at SMK Negeri 1 Rengat?

E. Objectives of the Study

The purpose of this research is to find out students' perception on using Google Classroom in learning English Asynchronously at SMK Negeri 1 Rengat that was focused on tenth grade students in the academic year of 2022/2023.

Specifically, the objectives of the study was stated as follows:

1. To find out students' perception on using Google Classroom in learning English Asynchronously at SMK Negeri 1 Rengat.

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2. To find out the benefits on using Google Classroom in learning English Asynchronously for tenth grade students at SMK Negeri 1 Rengat.

3. To find out the challenges on using Google Classroom in learning English Asynchronously at SMK Negeri 1 Rengat.

F. Significance of the Study

The significance of the study is viewed from two perspectives. They are theoritical significance and practical significance.

1. Theoritical Significance

   It is expected that the result of this research is able to give contribution to the development of the education, especially in implementing Google Classroom to facilitate online learning as well as feedback for the online learning practice.

2. Practical Significance

   Practically, this study is expected to give positive significance to the teachers and the other reseracher, especially those who are planning to conduct similar research.

   2.1 For Students

   By conducting this study, it is hoped that students can use Google Classroom is adjusting with online learning as they share their feedback regarding using Google Classroom in facilitating learning.

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2.2 For Teacher

The students' perception as the result of this study can be used as a feedback for the teachers in the use of certain platform in facilitating online learning as well as the implementation of teaching and learning process in the future can be improved.

2.3 For Other Researcher

Hopefully, this research will be useful reference for those who want to research the use of Google Classroom in learning activity.

G. Definition of Key Terms

The titled of this research was *"Students' Perception on Using Google Classroom in Learning English Asynchronously at SMK Negeri 1 Rengat."* To avoid misunderstanding and misinterpretation, it is necessary for the researcher to provide the definition of the key terms of this research:

1. Perception

Perception is the process whereby people select, organize and interpret sensory stimulations into meaningful information about their work environment (Godwin, 2009). Through perception, individuals try to rationalize the environment and objects, people, and events in it.

2. Google Classroom

Google Classroom is a tool which facilitates students and teacher collaboration; also teacher can create and distribute assignments for students in an online classroom for free (Beal, 2017).

3. Asynchronous Learning

Asynchronous learning means that there is no set time for the teaching and learning process to occur. Learners can learn anywhere and can consume their time to gain knowledge of what they want to know and when they need to know but have to do it within the time limit/deadline (Malik, 2017).

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoritical Framework

1. Perception

a. Definition of Perception

Perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment (Robbins & Judge, 2013). Moreover, Walgito (2003) stated that perception is the process of human thinking about certain phenomenon. Perception is started from the sense of organ. This process is related to the acceptance of message or information by human brain. In this process, a person interact with his/her environments using five senses. Those are vision, hearing, taste, smell, and touch. People interact with the environment using these senses, then the stimuli will be registered by brain and send them to nervous system. Furthermore, this process is called as sensation, and sensation is a part of perception. Koentjaningrat (2010) explained that perception is the realization of human brain process and it appears as a view about phenomenon. In this process, many factors such as feeling, needs, motivation, educational background, experiences, etc are involved. Then the process is followed by a process which a person's brain arrives at meaningful interpretation of stimuli.

After defining the term of perception, it can be concluded that perception is a process of human thinking about certain phenomenon after they get the

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sensation from the environment through the sense of organ.

b. Kinds of Perception

Positive perception is a personal judgment about certain object positively or as expected about the certain object. Meanwhile, a negative perception is personal judgment about certain object negatively, not as expected about certain object.

1. Positive perception

Robbins (2013) said that positive perception comes from the individual satisfaction about certain object that becomes her/his source perception, the individual knowledge, and the individual experience of the object perceived.

2. Negative perception

Negative perception comes from the individual dissatisfaction about certain object that becomes her/his source perception, the individual ignorant, and the lack of experience of the object perceived (Robbins, 2013).

c. Importance of Students' Perception

Student perception can be understood as the ability of students to form their own opinions and distinguish them from the studies presented in the class (McGoldrick and Caffrey, 2009). In the world of education and learning, student awareness is very important because teachers, teachers and teachers need to consider student preferences before developing materials andlessons. Apart from that, the teacher must also take into account the student's previous knowledge, even if it can be a challenge for the teacher. The process is the same as when an instructor creates a survey.

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Knowing the student's perception is very important. This also means that teachers and teachers will evaluate student perceptions after they know the results. As Chen (2003) pointed out, student awareness is very important in assessing the effectiveness of education. After knowing the student's perceptions, the teacher or teacher can change what the student dislikes and improve what the student likes, whether teaching or providing materials to the student. Therefore, student awareness is very important, especially for teachers and lectures.

As pointed out by (Qudratullah et al., 2020), student awareness is important in assessing the effectiveness of education. After learning how students perceive things, teachers can change what they dislike and improve what they like, whether they teach or provide materials. Therefore, student awareness is very important, especially for teachers or lecturers.

When assessing a student's knowledge, the teacher needs to know the purpose of the lesson because it needs to make sure that the student has knowledge of the subject related to the test validity question. Students have different perceptions when teachers use different approaches and methods in their classes.

d. Measurement Students' Perception

According to Abeer and Khaleel (2020), to determine students' perceptions of Google Classroom-based learning materials in English classes, they distribute questionnaires to the students. There are three aspects used in filling out the questionnaire: usefulness items, ease of use items, and access items. The aspect componentsare complete to be filled by the students on the appropriateness of the

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applications. From the questionnaire results, the students agree that the Google Classroom in English classes gives some benefits. They conclude that most students show that the three aspects used in filling out the questionnaire lead to good compatibility by applying the platforms sustainably to the students.

According to Annafi and Laksmita (2021), to measurestudents' perception on using Google Classroom, they focused on the usefulness, ease of use, ease of learning, satisfaction of using GoogleClassroom in online learning. Those aspects are necessary to bring the students' perception of online learning to be more contextual withthe research's needs.

Google Classroom, according to Irma (2018), is a ready-to-use application tool provided by Google that can be used for learning and increasing the productivity of lecturers and students. To determine students' perceptions of the use of Google Classroom in learning activities, the following factors were her used to assess the usefulness of Google Classroom as instructional media: usefulness, ease of use, and satisfaction.

e. Principles of Perception

In relation with the definition of perception, Slameto (2010) has divided the principles of perception into four, those are as follows:

1. Perception is relative not absolute

In relation with the relative perception, the first stimulus will give bigger impact than the next one.

2. Perception is selective

A person’s ability to catch a stimulus is restrictive, because humanbrain

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only catches the stimulus based on the most attractive thing.

3. Perception has arrangement

Perception has arrangement because people receive the stimulus in the form of relations/groups.

4. People perceptions may be different

The different perceptions can be explored in differences individually, behaviour, attitude, and motivation.

f. Aspects of Perception

Woodworth dan Marquis in Walgito (2003) stated that there are three aspects of perception. The aspects are cognitive aspect, affective aspect, and conative aspect.

1. Cognitive aspect

The cognitive aspect is the aspect of the attitude that contains belief of a person toward an object of the attitude. The belief is established because something has been patterned in the mind of the person himself. The belief also comes from what has been seen and has been known by the person. Therefore, it forms an idea, thought, or concept about characteristics of the object. The belief can be a basic knowledge about the object for the person. The belief will simplify the phenomena and the concept which are seen and found by the person. It has to be stated that belief of a person is not always accurate, because the belief occurs because of lack of information of the object. In this case, it will form an idea, thought, concepts.

2. Affective aspect

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The affective aspect is about impression or feeling of a person in interpreting the stimulus, so the stimulus can be concerned or realized. The affective aspect is a feeling that involving subjective emotional aspect from a person towards the object, which contains positive or negative feeling towards the object. In this case, this feeling of tenth grade students about the use of Google classroom.

3. Conative aspect

The conative aspect shows about how the behavior or attitude, and tendency to behave that exist within a person which is about the object of the perception. Further explained that belief and feeling of the person mostly affect the attitude or behavior of the person. The conative aspect covers an attitude which not only can be seen, but also the form of the attitude which is in the form of statement which contains the tendency to behave or react toward the object. In this case, this is how tenth grade students react toward the use of Google classroom.

g. Process of Perception

Perception consists of certain process. It started by accepting the stimulation from an object through the sense of organ and then to be continued with the registers of stimuli to nervous system which is called as sensation. Furthermore, this process is ended by thinking, analyzing, and interpreting in order to achieve the meeting of object. In relation with the process of perception, Sunaryo (2004) explained that perception is a complex process, those are as follows:

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1. Physical Process

Physical process of a perception first needs an object. Whenever there is an object to be perceived, there will be stimuli happen to that object. Of course, the stimuli received by the object or the receptors for example by the physical organ especially sensing tools of human being such as touching, hearing, seeing, smelling and tasting. This is still in the first process and yet finished.

2. Physiological process

In the physiological process, the stimuli are caught by the sensory nerves to be brought to the brain.

3. Psychological process

In psychological process, it needs the brain to process what will be done toward the stimuli happen. For example, because of the psychological process in the brain makes an individual aware of those stimuli, and then processed again.

The process of perception consist of four stages; (1) stimulation, (2) registration, (3) organization, and (4) interpretation. However, to process the perception, a person needs to be aware of the stimuli. Perception cannot exist if a person does not aware and accept the stimuli she or he felt. How a person receives the stimuli is selective and may be limited by a person's existing belief, attitude, motivation, and personality (Assael in Pickens, 2005). A person consciously will select which stimuli she or he needs.

There are lots of information a person finds from the sensing tools mentioned above: from vision, hearing, smelling, feeling, and touching. However, a person usually only uses some of the information as he or she needs to be

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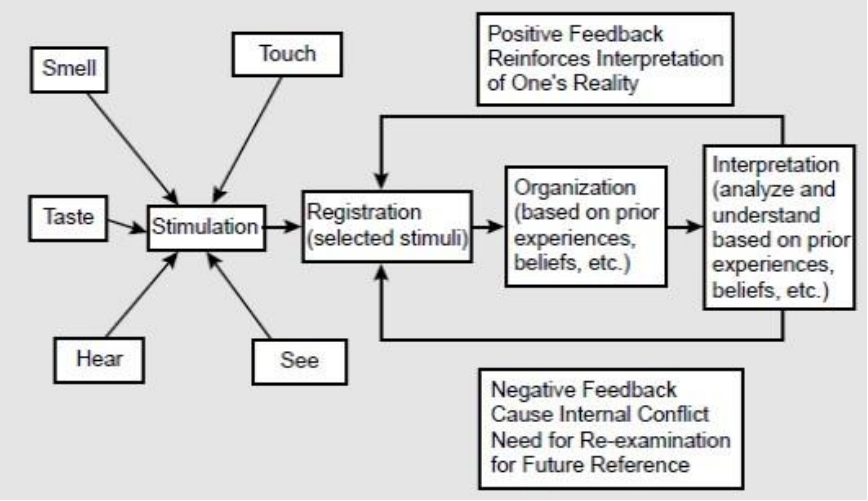
processed. That process is called selectively processed. A person will choose one which she or he believes mostly. As Pickens (2005) argues that perceptual defense of an individual will create internal limitation toward the external stimuli which passing through the perception process when it is not congruent with the person's current beliefs, attitudes, motivation, etc. People are selective in what they perceive and tend to filter information based on the capacity to absorb new data, combined with preconceive thoughts (Pickens, 2005).

Figure 2.1 Perception Processing System



Based on figure 2.1, a person experiences the five stimuli in a time (touching, smelling, hearing, seeing, and tasting), the process is called stimulation. After that, the person selects the stimuli he or she need in case, it is called registration. In organization stage, a person processes the registered stimuli and relates it based on his or her experience and belief. Finally, he or she

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understanding the stimuli based on the analyzing according to his or her experience and belief related to the stimuli he or she processed. The feedback could be positive and negative which then can be processed again by registering stimuli needed, where a person select the prior stimuli.

As a psychological process, perception also gives meaning to what an individual stimulated from the five sensory – see, hear, taste, smell, and touch. As Mulyana in Walia (2006) suggested, the aspects of perception are:

a. Sensation

Sensation is the process of receiving stimulus energies from the sensory of human being. In this stage, an individual receives all of the things as the elementary experience. In other word, sensation stage is same as physical process (Sunarya, 2004).

b. Attention

Attention means the process where an individual start to focus on something. In this stage, an individual starts recognizing one or more stimulus he or she needs to be considered.

c. Interpretation

Once an individual already set what stimulus he or she is considering about, the next stage is making sense of it and interpreting it. Interpretation is the main stage in perception process as it gives the meaning to an object. However, interpretation toward something is different one each other because different people have their own beliefs and experiences as the factors influencing perception.

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Based on the explanation above, it can be concluded that perception is a process of being aware of something through the senses and interpreting it so that other people become aware of it.

Moreover, Qiong (2017) stated that the perceptional process involves three stages: selection, organization, and interpretation. This process explains each stage of student perception formation, both in perceiving on using Google Classroom in learning English Asynchronously.

1. The first stage of the perceptional process is selection, in which we transform environmental stimuli into meaningful experiences. In everyday life, we are constantly bombarded with so many different types of information that we may encounter these stimuli in an instant: the words we hear, witnesses to accidents, the ticking of the clock, and so on. There are numerous stimuli arriving at our sensory organs and waiting to be processed, but we cannot perceive all of the available information due to information overload and confusion. As a result, we only perceive a portion of the information in our environment through a selective process.
2. In the organization process, we need to organize it by finding certain meaningful patterns. Categorizing objects or people completes the organization stage. At this stage of perception, the social and physical phenomena or objects that we encounter will have shape, coloring, texture, size, and so on.
3. The final stage of perception is the interpretation process, which refers to the process by which meaning is associated with the selected stimuli. Once the selected stimuli have been identified, they can be organized and stable patterns.

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We try to make sense of these patterns by giving them meaning. However, different people may interpret the same stimulus differently.

After going through some of these processes, students' perceptions of something are created as well as students' perception on using Google Classroom in learning English Asynchronously.

2. The Concept of E-learning

a. Definition of E-learning

Some definitions have been formulated by the experts to describe what e-learning or electric learning is. Naidu (2006) stated that e-learning is commonly referred to the intentional use of networked information and communication technology in teaching and learning. In addition, Neda (2011) mentioned that e-learning can be defined as application of electronic systems such as internet, computers, multimedia, that their aims to reduce the amount of expenses. Furthermore, Urdan (2000) said that e-learning can be defined as the use of electronic media, including the internet, intranets, satellite broadcast, audio/video tape, interactive TV, and CD-ROM to deliver the teaching materials which involves a number of application and processes, including computer-based learning, web based learning, virtual classroom, and digital collaboration. According to Fee (2009), e-learning is approach to learning and development a collection of learning method using digital technology that enable distribute and enhance learning. From those definitions, it can be understood that e-learning deals with the use of electronic media in transferring or supporting teaching and learning process.

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b. E-learning Approach

According to Beatrice (2011), there are two general approaches to e-learning are follows:

1. Self-paced

Self-paced is e-learning approach which is learning content is developed according to a set of learning objectives. In this approach the students are free to learn at their own pace to define personal learning based on their individual needs and interest and a learning providers do not have to schedule, manage and track the students through the process. When self-paced e-learning is offered through an internet connection, there is the potential to track the students in a central database.

2. Facilitated/instructor-led

Facilitated/instructor-led is e-learning approach which is learning content for individual study can be integrated with the teachers. The students, facilitator and instructor can communicate and work together through discussion forum, email, chats or video conferring. In this approach, the curriculum is developed to integrate several learning content and activities of a course. Also, the instructor or facilitator has to schedule the course through an online platform.

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c. Component of E-learning

According to Beatrice (2011), there are some component of e-learning include e-learning contents, e-tutoring, collaborative learning and virtual classroom.

1. E-learning contents

E-Learning contents include simple learning resources, interactive e-lesson, and electronic simulation. Simple learning resource is non-interactive resources such as documents, power point presentation, video or audio files. So, the students can only read or watch the content. Next is interactive e-lesson. Interactive e-lesson is sequence of screens that include text, animations, graphics interactivity in the form of question and feedback, also include recommend reading a specific topic and electronic simulation. Electronic simulation is a specific form of web-based training that brings the students in real a world.

2. E-tutoring

E-tutoring is an individual teacher who support and gives feedback to the students through online tools. E-tutoring helps the students to improve their performance by improving understanding, responding to the students problems, challenging the students and providing feedback.

According to Donald (2015) there are some combinations in e-tutoring such as e-tutoring as administrator, e-tutoring as facilitator, e-tutoring as subject matter expert and e-tutoring as assessor.

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3. Collaborative learning

Collaborative learning is learning discussion and sharing knowledge to work together on a common project. In collaborative learning, the students use social software such as chats, discussion forums and blog to collaborate among students. Online discussion is design to facilitate communication and knowledge- sharing among the students. The students can comment and exchange ideas about the lesson in learning by sharing their knowledge.

4. Virtual classroom

Virtual classroom is an e-learning that an instructor teaches remotely and in a real time to students group using a combination of materials for example power point slides, audio or video materials. A virtual classroom not only makes the learning materials available to the students but also provides a live, contextual and interactive environment for the students (Rufai & Adeakin, 2015). In virtual classroom there are several online tools include online calendars, online help guides, online assessments books, examinations, emails, instants messages, discussion boards, chat rooms and file transfers. According to Yang & Liu (2007), virtual classroom facilitates active learning with the provision of enabling environment consisting of the learning tools, learning materials and opportunities for contextual discussion.

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d. Function of E-learning

E-learning is a learning process by using electronic application such as internet media or computer line to support teaching learning process (Manggiasih, 2016). According to Siahaan (2002) there are three functions of e-learning in learning process are follows:

1. Supplement

E-learning becomes supplement if the students free to choose whether they will use for search a new material or not. The students do not have to access e-learning materials. Despite its optional, the students that use it will certainly have additional knowledge.

2. Complement

E-learning becomes complement if material of e-learning is programmed to complete the material that accepted by the students in classroom. The material programmed for enrichment and remedial learning materials. E-learning materials are called enrichment if the students can understand and master the materials delivered by the teacher quickly (fast students) are given the opportunity to access e-learning materials that are developed for them. The aim is to further strengthen the students mastering. Besides it, e-learning materials are called remedial if the students that have difficulty to master the materials are delivered by the teacher face to face in classroom (slow students) are given opportunity to utilize e-learning materials. The aim is to help the students understand the materials easily.

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3. Substitution

E-learning becomes substitution if the students can manage the learning activities based on the time and another daily activity flexibly. There are five alternative models of learning activities are follows: (1) completely face-to-face (conventional learning); (2) partly face-to-face and partly via the internet; (3) completely use the internet. All the models of learning activities get the same assessment. If the students can do their learning program through conventional, completely use internet or even through the combination of these two models, then the teacher will provide the same confession. It is very useful for the students to do their learning (Siahaan, 2002).

e. Characteristic of E-learning

There are some characteristics of e-learning. According to Rusman (2013) some characteristic of e-learning are follows:

1. Interactivity, in e-learning it means that the available more communication channels either directly (synchronous) such as chatting and messenger or indirectly (asynchronous) such as forum, mailing list.
2. Independency, the intent of independency is flexibility in aspect of provision of time, place, teacher and materials. So, it causes learning to be student centered.
3. Accessibility, learning resources become easier to be accessed through internet networking with a wide access than the distribution of learning resource

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in conventional learning.

4. Enrichment, learning activity and materials presentation is used to enrichment. It allows the use of technological device such as streaming video, simulation and animation (Rusman, 2013).

f. The implementation of e-learning

In the implementation of e-learning needs a structured and paced programme of e-tivities for online learning to be successful. The five stage model by Gilly Salmon (2002) provides an example of how the participants can comfort in using online learning and what e-moderators needs to do at stage to help them achieve this success. There are five stages of e-tivities in classroom are follows:

1. Access and motivation

Access and motivation are the first stage which help the students become familiar with the online setting by learning how to use course software. There are three aspect of this stage those are access, motivation and arriving.

a. Access is the activity to help the students require individual access in using the communication tools. In this stage, the teacher should give interesting introduction to use an e-learning platform and acknowledgement to the students feeling during learning process use technology because there are students maybe unfamiliar with the use of technological in learning process. Therefore, Access helps the students to start and encourage them in learning process.

b. Motivation is the activity did by the teacher to handle the negative feelings and emotions when the students become frustrated because their technological problems. In online learning process, the students may be embarrassed when they

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got some problems in using e-learning platform, the teacher's role is work with the technical staff to resolve the issues about e-learning. The teacher can alleviate the student's anxiety by sharing email messages to support and motivate the students. According to Keller (2008) the students motivation is considered a crucial factor for success in online learning environment.

c. Arriving is an activity did by the teacher to keep the students online. It is worthwhile trying to get all participant online before interacting with other in e-learning platform. Therefore the teacher provides stimulation before beginning of the main lesson.

2. Online socialization

Online socialization is activity which builds foundation for online community by using short e-tivities that cultivate trust between students. In this stage, the students create an identity online and finding others to interact. Furthermore, the student's relationship will grow during group and individual assignment when they share their stories and ideas. According to Irwin (2006), the value of interaction in online learning lies in its contribution to the teacher and students ability as participant to establish a sense of being in the virtual environment. From this stage, the students become more comfortable with the online learning. They can move into sharing and exchanging information using online learning. Successful online learning communities are example of social knowledge construction in that they apply the practice over great distance and under more demanding condition (Irwin, 2006).

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3. Information exchange

Information exchange is the activity is provided by the teacher to train the students to interact each other in the learning process. In this stage, the teacher should utilize e-tivities to design the assignment that make the students active in e-learning process. The students need assignments that give them opportunities to explore and share knowledge in group discussion. The students give information each other related to the course.

4. Knowledge construction

Knowledge construction is the activity which make the students construct their critical thinking skill. According to Lock (2002), knowledge construction is interaction for sharing, constructing and negotiating meaning in learning process. In this stage, the teacher develops e-tivities that help the students to use higher order thinking skill and become independent learners. The teacher need to be intentional in their online remarks and aim to enhance the student's critical thinking skill. The students must have projects that help them to their own personal knowledge. So, the course related to group discussion and interaction become more collaborative. Online discussion activity to stimulate their critical thinking which has same meaning with knowledge construction (Lock, 2002). Therefore knowledge construction and online discussion are activities which can build students' knowledge through the process of getting the result (knowledge).

5. Development

Development is the activity which help the students review what they have learned by themself. In this stage represents the development of new cognitive

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skills that enable students to learn to monitor and evaluate their thinking. The teacher select e-tivities that encourage reflective thinking by sharing the problem to test assumptions. The students explore how to integrate their online discussions into other forms of learning and reflect on their learning processes. The students also look for the benefit from the system that help them achieve their learning goals.

3. Concept of Blended Learning

a. Definition of Blended Learning

Blended learning is learning that combines online learning with face to face learning effectively. Tsai in Putra (2011) states that blended learning is used as learning via the internet where this learning is very effective collaboration to be applied in the classroom. Blended learning is a term that comes from English which consists of two syllables, namely: blended and learning. Blended means a good mixture or combination which is a combination of the advantages of learning that is done face-to-face and virtually (Wahyuni, 2018).

Blended learning established the notion that learning is a continuous process in which the learner participates rather than a one-time event. Blending has numerous advantages over using a single learning delivery medium alone (Ughade&Badre, 2020).

Moreover according to Graham, who defines it as learning systems that combine face-to-face instruction with computer-mediated instruction (Graham,

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2006). Courses that combine face-to-face education with computermediated training are known as blended learning (Bong&Graham, 2006).

In blended learning, there are Asynchronous and Synchronous learning. Asynchronous aims to determine the level of benefit and effectiveness of the learning system in the teaching and learning process. Meanwhile, synchronous means that students can interact with the teacher to ask questions by using the question writing facility (chat). Fich and Hiltz (1999) stated out in their research that combining group work with asynchronous learning networks improve students' learning perceptions of learning.

b. The Characteristics of Blended Learning

There are several types of traditional learning, such as training, classroom learning, and mentorship, as well as electronic learning options, such as e-learning classes, online support systems, templates, decision assistance tools, and knowledge (Sutopo, 2012). As a result, blended learning refers to the employment of two or more distinct learning approaches, including combinations such as: 1) Internet learning is a combination of face-to-face and online learning. 2) Online learning with access to an instructor or a member of the study group. 3) Simulations combined with organized learning 4) On-the-job training combined with informal sessions 5) Managerial training combined with e-learning activities (Sutopo, 2012).

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c. The Benefits of Blended Learning

According to Osguthorpe & Graham in Bonk and Graham (2006), there are six potential benefits of blended learning were identified. For starters, blended learning offers pedagogical variety. For example, some blended learning systems are designed to allow learners to progress through three phases: (1) online self-paced learning to acquire background information, (2) face-to-face learning lab focused on active learning and application experiences rather than lecture, and (3) online learning and support to transfer learning to the workplace environment. Second, blended learning makes knowledge more accessible. Third, integrated learning makes it easier to interact with others. Fourth, integrated learning promotes individual autonomy. Fifth, blended learning is cost-effective and allows for the distribution of consistent, semi-personal content to a large, geographically dispersed audience in a short period of time. On a practical level, travel expenses can be lowered by transferring some face-to-face learning to blended learning, and material development and infrastructure installation costs can be reduced by moving some media-rich content to face-to-face learning. Finally, integrated learning makes revision simple. According to Hariman, there are some of the benefits of blended learning (Hariman, 2010). 1) Students not only learn more when online sessions are added to traditional schooling, but they also interact more and are more satisfied. 2) Students have various options in addition to classroom learning, such as refining what they've learned and accessing higher levels of learning. 3) Students who are learning to use e-learning can receive presentations more quickly. 4) Students in blended learning not only

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learn in a one-way sequential manner, but also have the option of choosing their own content, selecting their own timetable, and learning at their own pace. 5) Institutions and students will benefit from lower prices.

d. Disadvantages of Blended Learning

1. Disadvantages of Blended Learning for Teachers

a) Overwork, difficulty in selecting the right learning mode, and difficulty in controlling the proportion of face-to-face learning and online learning are all negative effects of "blended learning" for teachers. Zhan and Li (2003) believe that teachers design and implement blended learning, but they are dissatisfied with its effectiveness and are unwilling to continue.

b) Blended learning necessitates that teachers devote a significant amount of time to becoming acquainted with the design process and methods of blended learning, as well as the operation of a variety of delivery methods and the characteristics and use of medias in order to design a variety of teaching and learning strategies based on curriculum objectives (Yunwen, 2005).

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2. Disadvantages of Blended Learning for Students

Blended learning has a negative impact on students' cognitive load, learning styles, and working conditions. One common misunderstanding in the implementation of blended learning is that teachers focus too much on the network platform and plan too many activities to allow students to learn more. However, as a result of doing so, the students' cognitive load is increased,

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rendering blended learning ineffective. Furthermore, students from various backgrounds have different learning styles; for example, some students are accustomed to reading a textbook, and they prefer outlines and annotations in the textbooks. If we give students a lot of learning content and ask them to do digital learning, the learning effect will be influenced. Once again, because the network platform's function is not good, the negative effects of navigation loss, and the operation is difficult. Finally, because high expenses increase the cost of obtaining resources, it will have an impact on students' learning effect during the implementation process of blended learning (Yunwen, 2005).

e. Curriculum Flexibility in a Blended Curriculum

Learners are provided with more opportunities to regulate their learning process and the learning environment with a flexible curriculum. (Collis & Moonen, 2001; Hill, 2006). Cheong (2013) argued that "the nature of 'flexibility' revolves around learners: what choices are available and how they affect their learning.

A flexible curriculum can be positioned anywhere along a continuum with flexible curricula at the one end and traditional fixed curricula at the other. This means that there are degrees of flexibility (Tucker and Morris, 2011). The flexibility of a curriculum can become visible in terms of what learning entails, and how, where, and when it occurs (Tucker and Morris, 2011). Flexibility in the *where* and *when* of learning is a precondittion for including everyone in times of increased social mobility (Carlsen et al., 2016). A curriculum that offers students

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the opportunity to decide where and when they learn seems attractive to non-traditional students and students at distant locations (Carlsen et al., 2016). The degree to which the curriculum is accessible for all refers to the *accessibility* dimension of curriculum. Flexibility in the what and how of learning is perceived as necessary because students have different learning needs, which influence the teaching and learning process. Furthermore, society expresses different expectations for education. The degree to which the curriculum can be adapted to the needs of students and society refers to the *adaptability* dimension of the curriculum (Jonker, Marz & Voogt, 2020).

Furthermore, a blended curriculum is often used for realising curriculum flexibility (Boelens, De Wever & Voet, 2017; Graham, 2006). A blended curriculum can be defined simply as a deliberate mix of digital and face-to-face education, in order to stimulate and support learning (Boelens et al., 2017; Gerbic, 2011). Blended education may be embraced by a whole institutions, it may be the educational form of a curriculum, the design of one/some of the courses, or a blend may be solely present in learning activities (Graham, 2006).

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f. Models of Blended Learning Implementation

Blended learning is generally defined as learning that combines face-to-face and online instruction. John et al (2007) define blended learning as learning that combines traditional approaches in the form of face-toface classes and online learning approaches. Furthermore blended learning is a new method of learning which includes face-to-face and online learning that combines traditional learning

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with activities using computer media through the use of tablets, smart phones, and other technologies where this will attract more interest from students than face-to-face learning advance course or online learning (Capone et al, 2017). Blended learning is an effort to utilize synchronous learning activities, such as face-to-face interactions with educators and collaborative work with peers as a complement to asynchronous learning activities carried out individually by students (Howard & Pap, 2006), this is confirmed by Pituch and Lee (2004) that blended learning is a combination of components from aspects of synchronous and asynchronous learning with the aim of achieving maximum learning effectiveness. Synchronous learning is a learning process that occurs simultaneously at the same time between learners and tutors / educators / lecturers, although it does not have to occur in the same place (John et al, 2006).

Asynchronous learning is a learning activity that allows different learners to experience the same teaching material at different times and places (Smaldino et al, 2005). Asynchronous learning there are categories namely virtual and independent collaboration. Virtual collaboration such as online discussion forums, mailing lists, e-mails, etc., while independent asynchronous simulations, online tests, searching material, and so on.

4. Asynchronous Learning

One of the online learning models implemented during the current pandemic situation is Asynchronous learning. This approach combines self-study with asynchronous interactions to promote learning, and it can be used to facilitate learning in traditional on-campus or regular education, distance education and

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continuing education.

a. Definition of Asynchronous Learning

Asynchronous online learning is defined variously due to some components, its nature and facilities that are common in some characteristics. On the other hand, one of the popular definitions that focus on the components of asynchronous e-learning introduced it as an interactive learning community that is not limited by time, place or the constraints of a classroom (Mayadas, 1997). Asynchronous e-learning takes advantage of computer-mediated communication (CMC) to achieve the promises of learning anytime and anywhere through asynchronous online discussions. Shahabadi & Uplane (2014) Asynchronous e-learning is on the basis of constructivist theory, a learner centered approach that emphasize on the importance of peer-to-peer interactions. This combined network of learners and the electronic network in which they communicate are referred to as an asynchronous e-learning network. The conditions and factors driving the Asynchronous e-learning are different so, this method is defined by another component. Khan (2006) on the basis of these components mentioned that Asynchronous learning refers to instruction that is not constrained by geography or time.

An asynchronous mode of learning/teaching has been the most prevalent form of online teaching so far because of its flexible modus operandi (Hrastinski, 2008). Asynchronous environments provide students with readily available material in the form of audio/video lectures, handouts, articles and power point presentations. This material is accessible anytime anywhere via Learning

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Management System (LMS) or other channels of the sort. LMS is a set of tools that houses course content and provides a framework for communication between students and teachers like a classroom. Other terms sometimes used instead of LMS are Course Management System (CMS) and Virtual Learning Environment (VLE). CMS is comparatively an older term and its usage is less common today as it implies basic management of course content, while LMS indicates the system that supports the learning process. The term VLE also implies the support of the learning process, but it is more frequently used to describe systems that support blended learning environment (Watson, Gemin, Ryan & Wicks, 2009). Some institutions develop their own LMS; others either utilize an open source or purchase an LMS. The case study in this paper, Virtual University of Pakistan, has developed its own LMS to provide a virtual learning environment to students.

Asynchronous e-learning is the most adopted method for online education (Parsad & Lewis, 2008) because learners are not time bound and can respond at their leisure. The opportunity of delayed response allows them to use their higher order learning skills as they can keep thinking about a problem for an extended time period and may develop divergent thinking. The spontaneity of expression is replaced by a constructed response. Therefore, asynchronous space leads to a self paced, independent, student-centered learning (Murphy, Rodríguez Manzanares & Barbour, 2011). Hence, asynchronous e-learning can scaffold students' previous knowledge with new concepts (Lin, Hong & Lawrenz, 2012). Less reliance on memory and notes and more opportunity of discussions with peer groups help build critical thinking and deep learning (Huang & Hsiao, 2012). Shyness is

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reduced due to the distance mode, which alleviates the fear of the teacher. As there is less pressure than a real time encounter, the affective filter remains low and learners can respond more innovatively and creatively. The chances of getting irritated by technological problems—like low speed and non connectivity—are the least, as ample time to attempt e-tivities is available.

b. Advantages of Asynchronous Learning

According to Chauhan (2017), advantages of Asynchronous Learning below:

1. Offers employees complete control over their learning

In this method everyone is allowed to decide how, when and where to learn. Furthermore not only distance but also time barrier are eliminated and as employ trainer interaction takes place according to personal schedules.

2. Respectful to one's own learning

Asynchronous learning gives employees time to reflect or joining online discussion. Asynchronous learning solution can benefit even employees with poor learning skills by offering them the ability to take their time to complete responses and develop their critical thinking skills.

3. Convenient

Asynchronous learning is the ideal learning solution as it does not require employees to be online at a specific day or time. Employees can communicate with their online facilitator or virtual classmates at their own convenience and instantly have access to information, online training for assignments and other online resources.

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4. Less Social obstacles

An Asynchronous learning approach helps introverted learners eliminate social anxiety, as learning in isolation makes them feel safer and more comfortable.

5. Interactive regardless of location and time barriers

Asynchronous learning system allow employees not only to learn at their own pace, but also to interact with their peers and online facilitators no matter which the time zone they live in. Discussion boards, blogs and emails are always available to ensure that online interaction is effective and conversation takes place over distance and place.

c. Disadvantages of Asynchronous Learning

According to Chauhan (2017), disadvantages of Asynchronous Learning below:

1. Lacks instant feedback

Feedback in e-learning is essential, it helps both employees and trainers address issues and misunderstanding related to the online training course material. In an Asynchronous Learning system instant feedback is impossible, as the online training course is not live and employees may waste valuable time waiting for their questions to be answered by their trainers.

2. Lacks personal interaction

Personal interaction among participants is eliminated in the Asynchronous learning system. Learning in isolation may work for some, but it certainly does not work for most people who need personal interaction. So the people can lead to

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failure to achieve the learning goals and outcomes of the online training.

3. No live collaboration and real time activities

Asynchronous learning does not offer the ability for real time discussions to increase motivation and engagement. Overall communication can be difficult due to the isolation and disconnected.

4. Can cause lack of motivation

Lack of live interaction can disengage and demotivate employees, who may need encouragement and stimulation in order to log in, read the material and complete the online training course. In fact, procrastination is more likely to occur in an Asynchronous learning environment.

5. Requires self- discipline

Asynchronous learning asks from participants to be focused, goal oriented and with great time management skills. Success in an asynchronous learning environment requires of employees to be both strongly committed and disciplined, which can be a huge disadvantage for those who are not exactly highly motivated.

5. Google Classroom

a. The Definition of Google Classroom

Google Classroom is considered as one of the best platforms out there for enhancing teachers' workflow (Iftakhar, 2016). It provides a set of powerful features that make it an ideal tool to use with students. Google Classroom helps teachers save time, keep classes organized, and improve communication with students. Google Classroom is a tool which facilitates students and teacher collaboration; also teacher can create and distribute assignments for students in an

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online classroom. It makes teachers simply build groups to share assignments and announcements.

Google Classroom can be a tool that makes learners become active participants. According to Muslimah (2018) Google Classroom is helpful to all of learner categories and including adult learners. It also has some benefits such as paperless, can be accessed anywhere and everywhere as long as there is internet connection and from any devices, to communicate between teachers and students, to give feedback to students, and personalized learning. It has a learning feature that makes teachers create and handle assignments actively and also provide feedback to students. Google Classroom makes it easier for teachers to handle students work. It is really beneficial for both teachers and students, because it is easy and simple to use.

Google Classroom is only six months old. Within this short period of time, it has managed to host over 30 million assignments turned in by teachers and students that indicates that Google Classroom is being widely endorsed within the education community. Google Classroom is meant to help teachers manage the creation and collection of student assignments in a paperless environment, basically leveraging the framework of Google Docs, Drive and other Apps. Google classroom allows teachers to spend more time with their students and less time on the paperwork, and it is now even better. Google's latest announcement brings new functionality to Google Classroom. Included in the new functionality is the ability to add more than one teacher, as well as to preparing for classes in advance as well.

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b. Features of Google Classroom

When the class is operational, we can undertake a variety of activities utilizing Google Classroom. One can start by making an announcement. In this part, the teacher can send out reminders about course updates. They can also upload files and teaching materials. Create an assignment for the second step. This is Google Classroom's most powerful feature. The teacher can upload projects for students to submit on time. To complete their job, the student can also download materials that the teacher has uploaded. Create a question as the third step. Students can create a problem to discuss with their teacher or other students in this section if the teacher allows it. Re-use posts as a fourth option. The teacher can place important posts, such as announcements, assignments, and questions, in this section.

c. How to Use Google Classroom

The stacks of papers containing unlabeled student assignments or resources for their classes frequently frustrate teachers. Google Classroom provides a tool to assist people in completing their work in a paperless and efficient manner. It's a free program that you may use on smartphone or computer.

The following are the steps to begin using Google Classroom as a teacher or administrator, according to Englishtina (2016):

Step 1: Installed the application

Google Classroom is a free app that can be installed from Play Store on smartphone.

Step 2: Create a class

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On the right top side, look for the plus (+) sign. Choose "create class" after clicking it. Fill in the blanks with information about the class, including the name, section, room, and subject. Then, on the right-hand side of the screen, click "create."

Step 3: Add the students

Students can be added by informing the code provided by the application or by sending an email invitation to the students. Students, on the other hand, should take the following procedures to join the class:

Step 1: Install the application

The Google Classroom application is available for free download from the Google Play Store.

Step 2: Join the class

Students must choose "join class," enter the class code, and click "join" on the right top of the screen, which differs from the instructions for the educator. The program is now available to use once everything has been completed.

d. Using Google Classroom in ELT

Sukmawati and Nensia (2019) defined distance learning as the delivery of learning material via a telecommunications system when the teacher and students are in different locations. Many technological tools can be used to help ELT teachers and students connect wherever and whenever they need to transfer information. Many faculties provide online virtual classes that allow students to

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interact in real time. Google Classroom is one method for conveying that information in the ELT class (Martin and Parker, 2014).

Many advantages can be obtained by applying Google Classroom for blended classes. In EFL environment where English is not used for everyday conversation, having Google Classroom as a supporting tool to learn is very useful. Teacher can have conversation by using English at Google Classroom with students even they are not a school or campus. Robertson (2008) stated that Google Classroom provides students with an English online communicative environment to practice language skills and to develop their linguistic competence. Besides, Google Classroom is free application and no ads. Everyone can download it and it is simple to use. By not being overloaded with features, and offering learning aids like Quick Guides, FAQs, and lots of other support and help tools, Google Classroom is not difficult platform to get started with. Without advertisements appears, and a process for inviting and managing which students access which classes, it addresses the fundamental concerns of privacy and safety that are an issue with many other free tools on the Internet that are great for sharing content and social learning, but are not education-specific or particularly student-friendly (Wahls, 2013).

According to Harjanto and Sumarni (2019), Google Classroom is a tool that connects teachers and students, encouraging interaction with one another through a virtual online class with a variety of features. Thus, the presence of Google Classroom in the learning process of the ELT class will help distance learning to be more effective. Even though they are separated by distance, the

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relationship between teacher and student will be maintained. Google

Classroom is a free platform that Google provides and develops as a media for teaching and learning activities. Teachers and students can access Google Classroom by visiting https://classroom.google.com in their web browser, and they can also download it on their mobile phone via the Play Store (Android) or App Store (IOS).

According to Shaharanee et al. (2016), Google Classroom allows teachers to easily interact with their students as well as organize and provide feedback on assignments given to students. As a result, Google Classroom can be a learning tool for ELT classes because it can connect teachers and students wherever and whenever they want to create an effective and efficient class.

Furthermore, many researchers have conducted research on the impact of Google Classroom in ELT classes. One of which is (Mualim et al., 2019), which involved 135 students taking critical reading and essay writing courses as part of their study's purposive sample. They discovered that while the majority of students enjoyed using Google Classroom, some students did not feel at ease or confident.

Ratnaningsih (2019) also stated that Google Classroom improves writing and speaking skills through tasks based on their life experiences. The teacher can provide feedback on the work of students. Google Classroom can help to improve the teaching and learning process.

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e. The Benefits of Google Classroom

According to Janzen, M. (2014) in Iftakhar (2016), there are six benefits of using Google Classroom, points out the following benefits of using Google Classroom.

Easy to use: It is very easy to use. Google Classroom design purposefully simplifies the instructional interface and options used for delivering and tracking assignments; communication with the entire course or individuals is also simplified through announcements, email, and push notifications.

Saves time: Google classroom is designed to save time. It integrates and automates the use of other Google apps, including docs, slides, and spreadsheets, the process of administering document distribution, grading, formative assessment, and feedback is simplified and streamlined. Chehayeb, A. (2015), Google Classroom Software Engineer mentions that they built classroom "to save time". He claims that Google is launching some features like export grades to Google Sheets, easier to update grade point scale ,keyboard navigation for entering grades, sort by name on grading page etc. to save teachers' time.

Cloud-based: Google Classroom presents more professional and authentic technology to use in learning environment as Google apps represent a significant portion of cloud-based enterprise communications tools used throughout the professional workforce.

Flexible: This app is easily accessible and useable to instructors and learners in

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both face-to-face learning environments and fully online environment.

Free: Google Classroom itself is not necessarily available to learners without access to an educational institution. However, everyone can access to all the other apps, such as Drive, Docs, Spreadsheets, Slides, etc. simply by signing up for a Google account.

Mobile-friendly: Google Classroom is designed to be responsive. It is easy to use on any mobile device. Mobile access to learning materials that are attractive and easy to interact with is critical in today's web connected learning environments. Features of Google Classroom is very simple to create and to use. Here all available features are integrated. Once a new course space is created, the instructor can see three taps. These are labeled as about, students and streams. In the same page, on the bottom of the right side, he or she can see a plus sign. If the instructor clicks on it, four different tabs will open named reuse post, create question, create assignment and create announcement. A teacher can keep all files save in the Google Drive. He or she can grade, attach you tube or any link for instructional purpose. From Google Classroom, a teacher can send mail to all students at a time.

f. Disadvantages of Google Classroom

There are several disadvantages of Google Classroom. According to Ernawati (2018) there are four the disadvantages of Google Classroom:

1. Web-Based Google Classroom requires the students and teachers to connect to the internet.

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2. Learning in the form of individual so reduce social learning of students.
3. The impact of the students' knowledge if the students are not critical and material errors occurrence.
4. Requires hardware, software and high specification of networking.

g. Students' Perception on Using Google Classroom

According to Annafi and Laksmita (2021), the use of Google Classroom is a good learning tool to complement face-to-face discussions and a good collaboration platform for students and teachers. In conclusion, Google Classroom is very useful for improving the abilities and competencies of each student. Google Classroom was a meaningful and simple learning platform that allowed them to learn anywhere and at any time without having to interact with teachers or other classmates in person. Google Classroom is simple to use because students can complete assignments, submit assignments, quizzes, and tasks online. Students like it because it is simple to use and helps them learn.

Students agree that Google Classroom is an effective tool for learning, according to Dede et al. (2019), because it can help students improve their learning through active participation in online discussions and assignments. Students have positive perceptions of learning through the Google Classroom application. As a result, it can be used in the classroom to teach and learn English as a foreign language (EFL) as well as other subjects.

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6. Relevant Studies

The researcher reviews some relevant studies related to this research. Shaharanee et.al (2016) conducted a study about the application of Google Classroom as a tool for teaching and learning. The results of the survey of their study showed that the majority of the students satisfy with the Google Classroom's tool that was introduced in the class where all rations are above averages. Google Classroom is effective as active learning tools. In particular, comparative performance is good in the areas of ease of access, perceived usefulness, communication and interaction, instruction delivery and students' satisfaction towards the Google Classroom's learning activities.

The next study conducted by Hussaini, et al (2020), his study effectiveness of Google Classroom as a digital tool in teaching and learning: students' perceptions. The result of his study showed that Google Classroom enhances the teaching and learning process. Students can easily track their progress with online assessment in Google Classroom, parents can check and monitor the performance and progress of their children easily and at their convenient time.

Dede Muhammad, et al (2019) conducted their study about students' perception toward Google Classroom application in EFL classroom. The result of this research revealed that learning trough Google Classroom application obtains the positive perceptions from students. Therefore it can be used for teaching and learning in English as a foreign language (EFL) classroom and in other subject.

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Furthermore, Nur Alim et.al (2019) conducted a study about the effectiveness of Google Classroom as an instructional media. The findings showed that the use of Google Classroom was effective with various limitations: (1) not all students got an account what was provided by the lecturers because they did not have a smartphone, (2) Wi-Fi availability in the campus was limited and (3) the students did not have enough mobile data plan during the time of online discussion and even some students submitted their assignments using their friends' account.

Irma and Marudut (2020) conducted a study about students' perception of the use of WhatsApp Group and Google Classroom-based learning in English classes at College of Vocational Studies - IPB University, Bogor. The result of this study which was focused on learning material in English classes proves that the students agree that this based learning is effective to be applied and used. The average score of perceptions is 89 indicated from the six components of the product (comfortability, content, efficient use, language, clarity, and fun-use).

Next study conducted by Sadequle (2019). His study focuses on the prospects of using Google classroom for learning English at the university level in Bangladesh. It has been found that a number of challenges have been mentioned by the learners which is better to be addressed by both the teachers and the Google technical team. For instance, the most common challenge faced by the learners is their lack of proper technological knowledge about Google classroom.

Setiadi (2020) conducted a study about students' perception on the use of

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Google Classroom in language learning. The objective of this research is to find out the students perception on the use of Google Classroom in language learning especially the easiness on the use of Google Classroom and performance of Google Classroom in language learning. Based on the research findings and discussion, it could be conclude the students perception on the use Google Classroom have positive respond, most of students was agree that Google Classroom was easy to use and have good performance to used Google Classroom in language learning because Google Classroom facilitate the students to save and get tasks or assignment, information or announcement, submit tasks or assignment through Google Classroom, and students are happy and interested in language learning process. So, it is good to use Google Classroom as a media of language learning.

Rifiyanti (2020) conducted a study about learners' perception of online English Learning during COVID-19 Pandemic. The results of the study indicated shifting face-to-face learning to online learning particularly for English classes is also an effective way during the pandemic, the accessibility of the internet in online learning, it is an important factor should exist during learning activities, the students assumed positively that most lecturers know how to teach English online learning, and the learners perceived that listening section is the most difficult skill to learn in online English class.

Cakrawati (2017) conducted a study about students' perception on the use online learning platforms in EFL classroom. The data were collected through questionnaires and interviews and were analyzed using mixed methods approach.

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The results of the study indicated that majority of participants considered the use of Edmodo or Quipper in English teaching and learning is effective and efficient in terms of time.

The last study conducted by Mualim et.al (2019), his study about the strengths and pitfalls of Google Classroom application to gen-Z students' learning hybridity. The result of his study, Google Classroom as one of the development of information technology could be used to deliver materials, application Google Classroom showed that most students enjoyed the assistance of Google Classroom, as training them punctuality and learning autonnomy.

Meanwhile, in this research the researcher was conducted a study with the same application that is Google Classroom, but referring to the previous studies above, there were some differences of the previous studies with the present research. This research used mixed method research. This design is applied because based on the aims and needs of this study that is the researcher wants to find out students' perceptions and described the benefits and the challenges felt by students on using Google Classrooms in learning English Asynchronously at SMK Negeri 1 Rengat.

B. Operational Concept

The operational concept is used to give limitations to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. An operational concept is concept consists of some indicators that guide the researcher to measure some related aspects of variables. As mentioned by

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Syafi'i (2019), an operational concept is delivered from a related theoritical concepts on all the variables that should be practically and empirically operated in academic writing- a research paper. Therefore, researchers focus on students' perception on using Google Classroom in learning English Asynchronously. The researcher worked based on the following indicators as cited from Abeer and Khaleel (2020):

1. Students' perception about the usefulness on using Google Classroom.
2. Students' perception about the ease of use on using Google Classroom.
3. Students' perception about the accessibility on using Google Classroom.

Although, the use of Google Classroom in learning English Asynchronously has a lot of benefits. However, there are some challenges on the use of Google Classroom in learning English Asynchronously. Thus, it needs further investigation to find out the benefits and the challenges on the use of Google Classroom in English learning process.

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To clarity the theories used to avoid misunderstanding and misinterpretation based on the title:

"Students' Perception on Using Google Classroom in Learning English Asynchronously at SMK Negeri 1 Rengat".

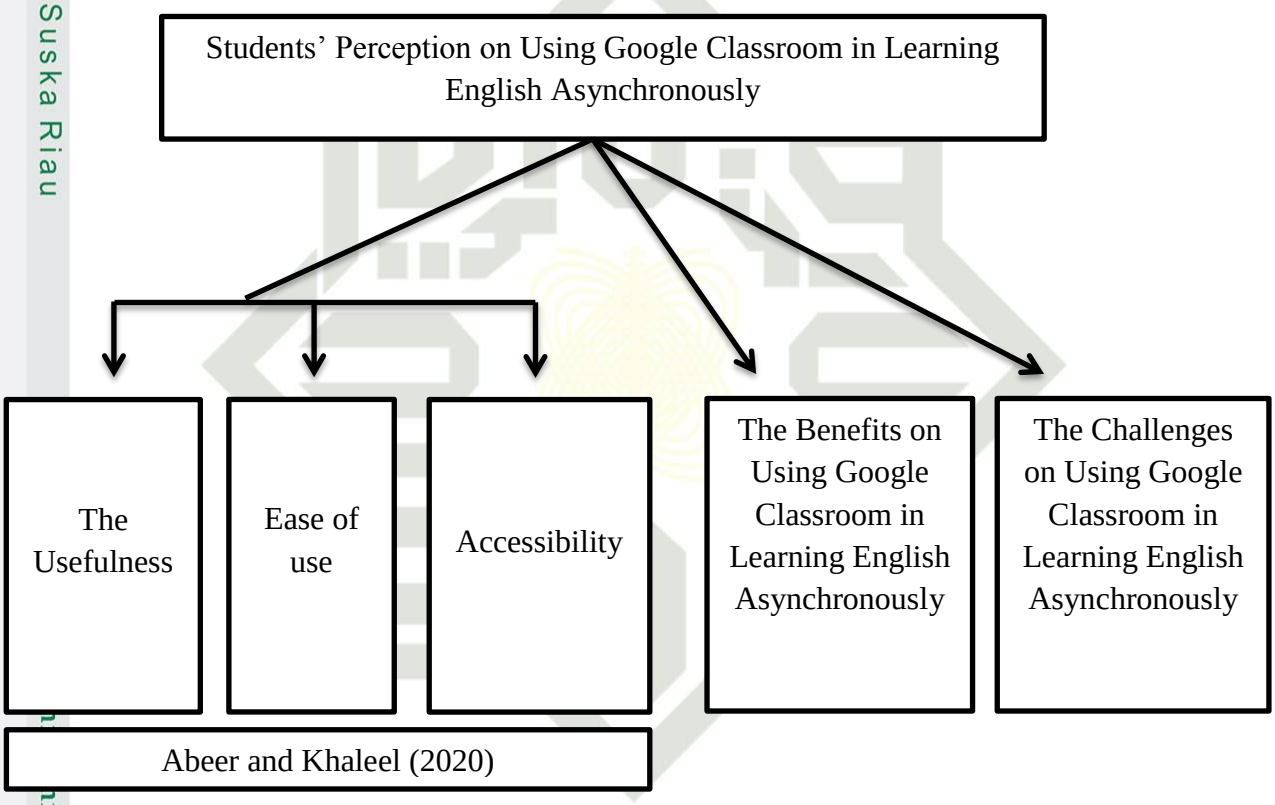

Figure 2.2 Operational Concept for the students' perception on using Google Classroom in learning English asynchronously.

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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research was mixed method. Mixed method is a method that combines between quantitative and qualitative approach in a study to obtain data more comprehensive, valid, reliable and objective. According to Creswell (2009) in Sugiyono (2018) stated that a mixed method design is useful when either the quantitative or qualitative approach by itself is inadequate to best understand a research problem or the strengths of both qualitative researches can provide the best understanding.

The paradigm of the research involves the collection and analysis of quantitative and qualitative data to provide better understanding in answering research questions investigated in the study (Malik & Hamied, 2016) as quoted by Laxmi. It is in line with Creswell (2009) who states that mixed methods utilizes the strength of both qualitative and quantitative research.

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Creswell in Sugiyono (2018) is classified mixed method into two models namely sequential mixed methods and concurrent mixed methods. Sequential mixed methods procedures where the research combines research results from one method to another. Combining this method is done sequentially at different times, whereas in the concurrent type the joining is mixed at the same time.

The mixed methods model used in this study is a sequantial model using an explanatory approach, namely analysis and quantitative data in the first stage,

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while in the second stage qualitative data is collected and analyzed, in order to strengthen the results of the first stage, namely the results of quantitative data (Sugiyono, 2011).

Therefore, in this research the researcher used two instruments: questionnaire and interview to collect the data. The used of questionnaire as quantitative approach to gain information about students' perception on using Google Classroom in learning English Asynchronously that students face in learning process. Moreover, interviews as qualitative approach to gain an in-depth information that relate about students' perception, the benefits and the challenges on using Google Classroom in learning English Asynchronously at SMKN 1 Rengat.

B. Population and Sample of the Research

1. Population of the Research

According to Creswell (2012) stated that population is group of individuals that have same characteristic which make them different from others group. The target population of this research was tenth grade students at SMKN 1 rengat. The specification of the population can be seen on the table below:

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Table III.1

List of Population

No	Class	Population
1	X AKL 1	30
2	X AKL 2	30
3	X AKL 3	30
4	X TKJ 1	30
5	X TKJ 2	30
6	X BUSANA	30
Total		**180**

2. Sample of the Research

According to Ary et al. (2010) sample is a portion of population. It means that the sample is a set of data consisting of only part of the research. The population of this research were 180 students. Then, the researcher used purposive sampling in this research. According to Ary (2010), purposive sampling is sample elements judge to be typical, or representative and choosen from the population. There were six classes of tenth grade students in SMK N 1 Rengat. The researcher choosen 2 classes because the classes are taught learn English by using Google Classroom asynchronously. Classes that are taught learn English by using Google Classroom asynchronously were X AKL 1 and X Busana. So, they had experiences on using Google Classroom in learning English asynchronously.

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In conclusion, they have their own perceptions on using Google Classroom in learning English Asynchronously.

C. Time and Location of the Research

This research was conducted at SMK Negeri 1 Rengat. It is located at Sultan KM.4 street, Rengat district, Indragiri Hulu Regency, Riau Province. The researcher selected the place because the location of this research facilitate the researcher to conduct the research. This research was conducted in June 12th 2023.

D. Data Collection Technique

In order to get the data that is needed to support this research, the instruments that used are:

1. Questionnaire

Questionnaire is a data collection technique that is done by giving a set of questions or statements in writing to the respondent to answer (Sugiyono, 2005). Questionnaire is an economical and convenient way of collecting data especially where there are time constraints and they were administrated to the students. In order to explore the students' perception on using Google Classroom in learning English Asynchronously, the printed questionnaire distributed among three aspects adapted from Aaber and Khaleel (2020): the usefulness aspect, the ease of use aspect, and the accessibility aspect.

In this research, the questionnaire consists of 20 items of questions that has been answered by students. The detail of questionnaire has been shown on the Appendix 1.

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The researcher used the Likert scale questionnaire. According to McMilan and Schumarcher (2010), the Likert scale is one in which the stem includes a value or direction and the respondent indicates agreement or disagreement which statement. It is in the form of Likert scale that has 5 optional answers; Strongly Agree (SA) scored 5, Agree (A) scored 4, Neutral (N) scored 3, disagree (D) scored 2, and Strongly Disagree (SD) score 1. We can see the table below:

Table III.2

5 Likert Scale

Category	**Score**	
	Effective	**Not effective**
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

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The data analyzed to see how effective the use of Google Classroom in learning English asynchronously by: 1) classifying the average score of students' answers based on categories on the 5 Likert scale, 2) looking for the results of students responses, and 3) interpreting student answer based on the percentage results.

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Table III.3

The Blueprint of the Questionnaire Items

Indicators	Number of Items	Total
Students' perceptions about the usefulness on Using Google Classroom Asynchronously	1, 2, 3, 4, 5, 6.	6
Students' perceptions about the ease of use on Using Google Classroom Asynchronously	7, 8, 9, 10, 11, 12, 13, 14	8
Students' perceptions about the accessibility on Using Google Classroom Asynchronously	15, 16, 17, 18, 19, 20.	6
Total		**20 items**

a. Validity of the Questionnaire

Gay, Milss, and Airasian (2012) stated that validity refers to the degree to which a test measures what it is supposed to measure and as a result, allow for appropriate score intepretation. Validity is critical in order to determine how accurately the instrument can measure the variable. Furthermore, Gay (2012) claimed that there were three types of validity: content validity, criterion related validity, and construct validity.

According to Ary (2014), measurement is always required in research. Every measuring instrument must meet two important requirements: validity and reability. Before using the questionnaire, the researcher planned to test it on 30 students to determine its validity and reability. According to Usman and Akbar (2008), the instrument is valid if the result of r observed > r table. The validity of

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questionnaire was tested in this study using product-moment correlation. The researcher compare r observed to r table at significant level 5 % is 0.361. The validity of instrument was tested in this study using the SPSS 25 for Windows program. The validity instrument result is shown in the table below:

Table III.4

Validity of Instrument Students' Perception on Using Google Classroom in Learning English Asynchronously (Questionnaire).

No	Number of Items	r-observed	r-table	Category
1	Item 1	0.867	0.361	Valid
2	Item 2	0.835	0.361	Valid
3	Item 3	0.870	0.361	Valid
4	Item 4	0.771	0.361	Valid
5	Item 5	0.882	0.361	Valid
6	Item 6	0.854	0.361	Valid
7	Item 7	0.865	0.361	Valid
8	Item 8	0.841	0.361	Valid
9	Item 9	0.879	0.361	Valid
10	Item 10	0.889	0.361	Valid
11	Item 11	0.937	0.361	Valid
12	Item 12	0.830	0.361	Valid
13	Item 13	0.927	0.361	Valid
14	Item 14	0.922	0.361	Valid

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15	Item 15	0.944	0.361	Valid
16	Item 16	0.405	0.361	Valid
17	Item 17	0.830	0.361	Valid
18	Item 18	0.858	0.361	Valid
19	Item 19	0.831	0.361	Valid
20	Item 20	0.657	0.361	Valid

The outcome revealed that all of the items were valid. The questionnaire item was valid because the r-observed was higher than the r-table. As a result, all the questionnaire items were acceptable.

b. Reability of the Questionnaire

Reability is the degree to which a test consistenly measures whatever it is measuring (Gay, Mils and Arisan, 2012). Internal reability was used in this research to determine the reability of the questionnaire. Internal consistency was used by administering the instrument once and analyzed the data with the certain technique (Sugiyono, 2011). The table below contains the categories of reability tests used to determine the level of reability of the questionnaire.

Table III.5

Reability of Instrument Students' Perception on Using Google Classroom in Learning English Asynchronously.

Cronbach's Alpha	N of Items
0.943	20

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The cronbach's alpha was found to be 0.943 in the table above. The value was higher than the cronbach's alpha standard of 0.60. As a result, it is can be concluded that the questionnaire was reliable and the level was very high.

2. Interview

Another instrument used in this research is interview. This is because interview is an appropriate means of gathering information and it can deeply explore the teachers' problems about the subject which is being researched (Dilley, 2000). In addition to this, interview consider as a useful method for collecting data since it could help to elicit rich data on peoples' views, attitudes, and the meanings that underpin their lives and behaviors (Gray, 2009). In other words, the researcher hope this method will be helpful when recording the voice and to understand what participants really meant beyond their actual words which could not be achieved through questionnaire only.

After collecting the data from questionnaires, the researcher was conducted an interview directly to get the deeper information participants' personal information related to students' perception on using Google Classroom as Asynchronous learning. In this research, the researcher used one-on-one interview with open ended questions for the students that using Google Classroom as Asynchronous learning. This type of interview was used to gain comprehensive and in-depth information from the participants. The interview was conducted to 6 participants of the study. The researcher was conducted interview in an informal way with expectation that the participants could be more expressive and responsive in answering the questions without any pressure of being interviewed.

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Indonesian was used in interviewing 6 participants. All the interviews was transcribed. There are 11 questions that focus to find out students' perception on using Google Classroom in learning English Asynchronously and also to find out the benefits and the challenges on using Google Classroom in learning English Asynchronously at SMK Negeri 1 Rengat. The detail of interview has been shown on the Appendix 2.

E. Data Analysis Technique

Lexy (2001) as quoted by Rosa, stated that the data analysis is process of gathering, modeling, and transforming data with the useful information, suggesting conclucions, supporting decision making. In this research, data were collected using questionnaire and interview. The data analysis technique in this research as follows:

1. Quantitative Data Analysis

The researcher was analyzed the data collection from questionnaire and students' interview. The first analysis, the researcher analyzed the questionnaire of students' perception on using Google Classroom in learning English Asynchronously at SMK Negeri 1 Rengat. The collected data from questionnaire was analyzed by using this formula:

P = F / N X 100% (Sugiyono, 2011)

Where:

P = Percentage

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F = Frequency of Respondents

N = Number of Sample

100% = Constant Value

It was used to find out what are students' perception on using Google Classroom in learning English Asynchronously. The questionnaire described statements of the respondents. The questionnaire in this research was printed questionnaire that distributed to 60 of participants. In analyzing the data of questionnaire, the researcher was analyzed manually using Microsoft Excel.

In this research, the researcher employeed descriptive statistics to determine students' perception on using Google Classroom in learning English Asynchronously. Cohen (2018) stated that descriptive statistics do exactly what they say: they describe, allowing to researcher to analyze and interpret what these descriptions mean. The questionnaire was used to asses the students' perceptions. The researcher provided several responses to the questionnaire.

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Table III.6

Rating of Students' Perception Interpretation

Value Range Likert Scale	Percentage	Category
5	80-100%	Very Positive
4	60-79.99%	Positive
3	40-59.99%	Uncertain
2	20-39.99%	Ngeative
1	0-19.99%	Very Negative

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2. Qualitative Data Analysis.

The second analysis was done by interpreting the result of students' interview. This analysis was find out students' perception, the benefits and the challenges on using Google Classroom in learning English Asynchronously at SMK Negeri 1 Rengat. The interview list consists of 11 questions. While doing interview, the researcher recorded the participants' answer. The result of data interview was transcribed in narration. According to Miles and Huberman (1996) stated that there are four stages in analyzing data; data collection, data reduction, data display, and conclusion drawing/ verifying.

1). Data Collection

In this stage, data obtained from interview which researcher gives some questions to the 6 students who have had experiences relating to the use of Google Classroom in learning English Asynchronously. The questions of interview are related to students' perception, the benefits and the challenges on using Google Classroom in learning English Asynchronously.

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2). Data Reduction

The next step is in analyzing data in this research is data reduction. According to Miles (1994), data reduction refers to the process of selecting, focusing, simplifying, abstracting, categorizing, and transforming the data in written up field note, recording or transcript. In this research the data is the form of field note, recording, and transcripts of the interview between the researcher and the interviwee. Miles (1994) stated that in this step researcher analyzed the

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data by reading field notes, listening carefully the students' audio recordings and checking the data by reading the students' interview transcripts to see the context. Then, the researcher selects students' statement which contain about students' perceptions, the benefits and the challenges on using Google Classroom in learning English Asynchronously. After that, the researcher categories the data based on three points: students' perception, the benefits and the challenges on using Google Classroom in learning English Asynchronously.

3). Data Display

The third stage in analyzing data in this research is data display. Miles and Huberman (1994) stated that looking at display help us to understand what is happening and to do something-further analysis or caution on that understanding. In addition, Miles (1994) stated that generally a data display is an organized, compressed assembly of information that permits conclusion drawing and action. In the qualitative research, the data display can be displayed in the form of table, graphic, pie cart, pictogram or other equivalent of them.

By displaying the data, the researcher is easy to understand and analyzed what is happening with the data presented. The researcher begins to do the next step of the research based on what the researcher has found in the field (interview process).

In this research, the researchers showed or displayed the data which contains about the use of Google Classroom in learning English Asynchronously, not only as generally but also specifically and clearly. The researcher displayed

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the data which contained students' perception on using Google Classroom in learning English Asynchronously and what the benefits and the challenges that students faced in learning process. After all the result have displayed, the researcher explain further in.

4). Conclusion drawing / Verification.

After finished doing data collection, data reduction, and data display, the last step to analyze data in this research is drawing conclusion/ verification. According to Miles (1994) final conclusion of the research may not appear until data collection is over, depending on the size of the corpus of field notes, coding storage and retrival methods of the finding agency, but they often have been prefigured from the beginning even when a researcher claims to have been proceeding inductively. In this research, the researcher concluded the result of the research according to finding the result of interview based on students' perception on using Google Classroom in learning English Asynchronously and what the benefits and the challenges that students faced in learning process.

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CHAPTER V

CONCLUSION AND RECOMMENDATION

In this chapter, there are two parts. The first part presents conclusion of this research and the last part presents several recommendation for the English teacher and the other researchers.

A. Conclusion

Based on the result of that have been presented, described and discussed in the chapter IV, the result consisted two findings namely questionnaire findings and interview findings. Questionnaire was used in order to find out tenth grade students' perception on using Google Classroom in learning English Asynchronously at SMKN 1 Rengat. The questionnaire was consisted 20 items of question. The questionnaire results showed that the most student provided positive responds on the use of Google Classroom in learning English Asynchronously in terms of usefulness, ease of use, and accessibility. Based on the findings and discussions in the preceding chapter, the researcher concluded that tenth grade students' perception on using Google Classroom in learning English Asynchronously were classified as positive with percentage of 72%.

The other finding was interview results. Interview was conducted to obtain deeper information from students tenth graders at SMKN 1 Rengat in subjectively according to their experiences of using Google Classroom in learning English Asynchronously. Based on interview results showed that most of participants of interview stated that the students agreed that using on Google Classroom in

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learning English Asynchronously was help them to complete learning activities. Moreover, students' productivity has increased even though it is only slightly or not much different from offline learning at school. Besides, using Google classroom as Asynchronous learning in English learning process was increased students' performance. They were more active and more confident. From the interview, the use of Google classroom as Asynchronous learning in English learning process was easier for students to understand the use of this platform and in understanding material especially of English subject. It was supported by various features that were already provided on this platform.

In addition, there were some benefits on the use of Google Classroom in learning English Asynchronously. The first benefit was in accessibility aspects that consisted of easy to access, easily share anything, and more efficient. The other benefit on the use of Google Classroom in learning English Asynchronously was helpful features that consisted easy to operate, complete features and simple look. The other benefit on the use of Google Classroom in learning English Asynchronously was from time and money aspects namely Google Classroom did not consume much internet data, saving time, more free time, and saving money.

On the other hand, the interview result either showed that the students faced some challenges on using Google Classroom in learning English Asynchronously. The challanges was health and physical problem that consisted back pain, eye strain, trigger finger, and high screen exposure level. The second aspect was technical problem that consisted of internet connection, full memory, power cuts and delay collecting tasks.

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B. Recommendation

After the conslusions that have been described previously, the researcher would like to convey several recommendations for English teacher and the next researchers.

1. English Teacher

It is suggested for English teacher of SMKN 1 Rengat to pay more attention and help students to easily navigate the system of Google Classroom, be more enthusiastic in teaching and explaining via Google Classroom, use Google Classroom as Asynchronous learning for social interaction between teacher and students, and provide feedback to the students.

2. Future Researchers

It is suggested for further study can continue this research on the other school or department. Thus, it can get more varied data and it can improve e-learning implementation especially for Google Classroom in SMKN 1 Rengat or other school.

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APPENDIX 1

QUESTIONNAIRE

Name :

Class :

This questionnaire is aim to finding out students' perception on using Google Classroom in learning English Asynchronously at SMK Negeri 1 Rengat.

Instructions:

Read the statement carefully and give your response on each statement by putting a tick mark (√) in the column which the samples to degree of agreement (SA : Strongly Agree, A : Agree, N : Neutral, D : Disagree, SA : Strongly Disagree). Please state your perceptions based on your feeling, attitude, and experience. There are no right or wrong answer and this questionnaire will not affect your score, so do not be afraid to answer this questionnaire. Please do not follow your friends' answers. Thank you for your attention and participation.

Petunjuk Pengisian:

Bacalah pernyataan dengan seksama dan berikan tanggapan Anda pada setiap pernyataan dengan memberi tanda centang (√) pada kolom yang menjadi sampel tingkat kesetujuan (SA : Sangat Setuju, A : Setuju, N : Netral, D : Tidak Setuju, SD : Sangat Tidak setuju). Berikan jawaban Anda berdasarkan perasaan, sikap, dan pengalaman. Tidak ada jawaban benar atau salah dan kuisioner ini tidak akan mempengaruhi nilai Anda, jadi jangan takut untuk menjawab kuisioner ini. Tolong jangan ikuti jawaban teman Anda. Terima kasih atas perhatian dan partisipasi Anda.

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NO	Statement (Pernyataan)	Strongly Agree (Sangat Setuju)	Agree (Setuju)	Neutral (Netral)	Disagree (Tidak Setuju)	Strongly Disagree (Sangat Tidak Setuju)
	Students' perceptions about the usefulness on using Google Classroom as Asynchronously learning					
1	Google Classroom as Asynchronous learning is very helpful in English learning process. (Google Classroom sebagai					

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	platform pembelajaran secara Asinkron sangat membantu dalam proses pembelajaran).					
2	Google Classroom as Asynchronous learning is very useful in English learning process. (Google Classroom sebagai platform pembelajaran secara Asinkron sangat berguna dalam proses pembelajaran).					
3	Google Classroom as Asynchronous learning improves my learning perfomance. (Google Classroom sebagai platform pembelajaran secara Asinkron meningkatkan kinerja pembelajaran saya).					
4	Using Google Classroom as Asynchronous learning efficiently in English learning process. (Menggunakan Google Classroom sebagai platform pembelajaran Asinkron secara efisien dalam proses pembelajaran)					
5	Google Classroom activities as Asynchronous learning are very helpful. (Aktivitas Google Classroom sebagai platform pembelajaran secara Asinkron sangat membantu					
6	I like doing activities through Google Classroom as Asynchronous learning (Saya suka melakukan aktivitas melalui Google Classroom sebagai platform pembelajaran secara Asinkron)					
	Students' perceptions about the ease of use on using Google Classroom as Asynchronously learning					
7	Using Google Classroom application as Asynchronous					

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	learning is easy. (Menggunakan aplikasi Google Classroom sebagai pembelajaran Asinkron itu mudah).					
8	Google Classroom as Asynchronous learning is easily accessible. (Google Classroom sebagai platform pembelajaran Asinkron mudah diakses).					
9	Using Google Classroom as Asynchronous learning make it easy for me to collecting tasks. (Menggunakan Google Classroom sebagai platform pembelajaran secara Asinkron memudahkan saya untuk mengumpulkan tugas).					
10	It is very easy for me to fluently use Google Classroom as Asynchronous learning. (Sangat mudah bagi saya untuk menggunakan Google Classroom sebagai platform pembelajaran Asinkron dengan lancar)					
11	Google Classroom as Asynchronous learning makes it easy for me to save documents, learning material, and assignment. (Google Classroom sebagai platform pembelajaran secara Asinkron memudahkan saya untuk menyimpan dokumen, materi pembelajaran dan tugas).					
12	Google Classroom's display is very clear and easy to understand. (Tampilan Google Classroom sangat jelas dan mudah dimengerti).					
13	Using Google Classroom getting announment, learning					

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	materials, and submit tasks become more flexible. (Menggunakan Google Classroom untuk mendapatkan pengumuman, materi pembelajaran, dan mengirimkan tugas menjadi lebih fleksibel)					
14	I feel positive when submitting my assignment through Google Classroom as Asynchronous learning.					
	Students' perceptions about the access on using Google Classroom as Asynchronously learning					
15	I respond as quickly as possible to each assignment or question in Google Classroom as Asynchronous learning. (Saya merespon dengan cepat untuk setiap tugas atau pertanyaan di Google Classroom sebagai platform pembelajaran secara Asinkron.					
16	Google Classroom application is available on my smartphone. (Aplikasi Google Classroom tersedia di smartphone saya).					
17	I can login into Google Classroom anytime and anywhere. (Saya dapat masuk ke Google Classroom kapan saja dan dimana saja).					
18	Using Google Classroom to submit the assignment is better than paper-based assignment. (Menggunakan Google Classroom untuk mengumpulkan tugas lebih baik daripada tugas berbasis kertas).					
19	Using Google Classroom make me lazy to access the learning material. (Menggunakan Google Classroom membuat saya					

	malas mengakses materi pembelajaran).					
20	Difficult to access Google Classroom because of bad Internet network. (Sulit untuk mengakses Google Classroom karena jaringan internet yang buruk).					

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APPENDIX 2

RESULT OF QUESTIONNAIRE

(60 RESPONDENTS)

NO	STATEMENT	SA		A		N		D		SD	
1	Google Classroom as Asynchronous learning is very helpful in English learning process. (Google Classroom sebagai platform pembelajaran secara Asinkron sangat membantu dalam proses pembelajaran).	9	15%	32	53%	13	22%	6	10%	0	0%
2	Google Classroom as Asynchronous learning is very useful in English learning process. (Google Classroom sebagai platform pembelajaran secara Asinkron sangat berguna dalam proses pembelajaran).	7	12%	28	48%	15	25%	6	10%	3	5%
3	Google Classroom as Asynchronous learning improves my learning perfomance. (Google Classroom sebagai platform pembelajaran secara Asinkron meningkatkan kinerja pembelajaran saya).	13	22%	25	42%	14	23%	7	12%	1	2%
4	Using Google Classroom as Asynchronous learning efficiently in English learning process. (Menggunakan Google Classroom sebagai platform pembelajaran Asinkron secara efisien dalam proses pembelajaran)	12	20%	18	30%	24	40%	6	10%	0	0%
5	Google Classroom activities as Asynchronous learning are very helpful. (Aktivitas Google Classroom sebagai platform pembelajaran secara Asinkron sangat membantu).	12	20%	28	47%	9	15%	7	12%	4	7%
6	I like doing activities through Google Classroom as	11	18%	24	40%	18	30%	7	12%	0	0%

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	Asynchronous learning (Saya suka melakukan aktivitas melalui Google Classroom sebagai platform pembelajaran secara Asinkron)										
7	Using Google Classroom application as Asynchronous learning is easy. (Menggunakan aplikasi Google Classroom sebagai pembelajaran Asinkron itu mudah).	7	12%	25	42%	19	32%	6	10%	3	5%
8	Google Classroom as Asynchronous learning is easily accessible. (Google Classroom sebagai platform pembelajaran Asinkron mudah diakses).	12	20%	29	48%	18	30%	1	2%	0	0%
9	Using Google Classroom as Asynchronous learning make it easy for me to collecting tasks. (Menggunakan Google Classroom sebagai platform pembelajaran secara Asinkron memudahkan saya untuk mengumpulkan tugas).	10	17%	34	57%	12	20%	4	7%	0	0%
10	It is very easy for me to fluently use Google Classroom as Asynchronous learning. (Sangat mudah bagi saya untuk menggunakan Google Classroom sebagai platform pembelajaran Asinkron dengan lancar).	10	17%	26	43%	18	30%	4	7%	2	3%
11	Google Classroom as Asynchronous learning makes it easy for me to save documents, learning material, and assignment. (Google Classroom sebagai platform pembelajaran secara Asinkron memudahkan saya untuk menyimpan dokumen, materi pembelajaran dan tugas).	8	13%	32	53%	12	20%	8	13%	0	0%
12	Google Classroom's display is very clear and easy to understand. (Tampilan Google Classroom sangat jelas dan mudah dimengerti).	6	10%	28	47%	22	37%	4	7%	0	0%
13	Using Google Classroom getting	10	17%	30	50%	17	28%	3	5%	0	0%

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	announment, learning materials, and submit tasks become more flexible. (Menggunakan Google Classroom untuk mendapatkan pengumuman, materi pembelajaran, dan mengirimkan tugas menjadi lebih fleksibel).										
14	I feel positive when submitting my assignment through Google Classroom as Asynchronous learning. (Saya merasa positif ketika mengumpulkan tugas melalui Google Classroom sebagai platform pembelajaran Asinkron).	9	15%	31	52%	14	23%	6	10%	0	0%
15	I respond as quickly as possible to each assignment or question in Google Classroom as Asynchronous learning. (Saya merespon dengan cepat untuk setiap tugas atau pertanyaan di Google Classroom sebagai platform pembelajaran secara Asinkron.	6	10%	30	50%	15	25%	7	12%	0	0%
16	Google Classroom application is available on my smartphone. (Aplikasi Google Classroom tersedia di smartphone saya).	8	13%	40	67%	12	20%	0	0%	0	0%
17	I can login into Google Classroom anytime and anywhere. (Saya dapat masuk ke Google Classroom kapan saja dan dimana saja).	9	15%	22	37%	19	32%	9	15%	1	2%
18	Using Google Classroom to submit the assignment is better than paper-based assignment. (Menggunakan Google Classroom untuk mengumpulkan tugas lebih baik daripada tugas berbasis kertas).	7	12%	24	40%	20	33%	8	13%	1	2%
19	Using Google Classroom make me lazy to access the learning material. (Menggunakan Google Classroom membuat saya malas mengakses	3	5%	14	23%	22	37%	20	33%	1	2%

	materi pembelajaran).									
20	Difficult to access Google Classroom because of bad Internet network. (Sulit untuk mengakses Google Classroom karena jaringan internet yang buruk).	5	8%	31	52%	17	28%	5	8%	2	3%

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APPENDIX 3

INTERVIEW

1. Do you think the use of Google Classroom in Asynchronous learning help you to do learning activities quickly in English subject?

2. According to your experience, is Google Classroom platform as Asynchronous learning able to increase your learning performance?

3. Does the use of Google Classroom as Asynchronous learning increase your productivity in English learning activities?

4. Does the use of Google Classroom as Asynchronous learning help you in improving your English learning?

5. Do you think Google Classroom as Asynchronous learning is very effective in English learning process?

6. Do you think Google Classroom as Asynchronous learning useful to make it easier for students to access English material?

7. Do you think Google Classroom as Asynchronous learning is easy to use?

8. Is it easy for you to adapt on using of Google Classroom as Asynchronous learning in learning English?

9. Does the use of Google Classroom as Asynchronous learning become clearer and understandable?

10. What are the benefits on using Google Classroom as Asynchronous learning?

11. What are the challenges on using Google Classroom as Asynchronous learning?

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APPENDIX 4

INTERVIEW TRANSCRIPT

QUESTION	STATEMENT
1. Do you think the use of Google Classroom in Asynchronous learning help you to do learning activities quickly in English subject?	Student 1: Iya benar, miss, saya bisa mengakses dengan cepat materi pelajaran Bahasa Inggris yang sudah dikirimkan melalui Google Classroom walaupun di sekolah kami juga belajar bahasa inggris. Student 2: Iya miss, karena saya bisa belajar dan mengerjakan tugas dirumah ketika saya pulang sekolah. Lagipula guru saya biasanya akan ngasih info sih miss kapan materi atau tugas akan dikirim ke Google Classroom. Jadi saya bisa langsung mengakses atau donwload materi yang dikirim sama gurunya. Biasanya juga udah ada keterangan dan penjelasannya disana. Jadi bisa langsung dipelajari dan dikerjakan tugasnya miss. Student 3: Emmmm. Menurut saya tergantung kondisi juga sih miss. Kalau internetnya lagi lancar, saya bisa download materi dan ngerjain tugasnya lebih cepat, tapi kalau lagi nggak bagus sinyalnya atau nggak pas kuotanya lagi habis ya biasanya terganggu sih miss jadwal buat ngeakses Goggle Classroomnya. Student 4: Iya miss biasanya sih bisa cepat ngerjainnya karena udah terjadwal gitu dari gurunya kapan materi atau tugasnya bakal dikirim ke Google Classroom. Makin cepat

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	dikirim, makin cepat juga kami bukak Google Classroomnya. Student 5: Iya miss, menurut saya sih ngebantu dengan adanya Google Classroom pelajarin materi sama ngerjain tugas dan lebih cepat dan terarah karena kan udah terjadwal miss nanti biasanya gurunya akan infoin. Student 6: Betul miss, terbantu sih miss kalau pakai Google Classroom ngerasa jadi ada beban buat ngerjain tugas, biasanya kalau ngumpulin tugas lewat offline tuh kadang saya asal asalan aja miss trus asal ngumpul. Kalau terjadwal gini pakai Google Classroom ni jadi ingatkapan harus ngerjain tugas karena kan ada batas waktu buat ngumpulinnya. Jadi saya ngerasanya lebih terarah miss.
2. According to your experience, is Google Classroom platform as Asynchronous learning able to increase your learning performance?	Student 1: Saya rasa sih iya miss, soalnya semenjak pakai Google Classroom juga kan saya dituntut buat aktif. Student 2: Hmmm iya sih miss, kayaknya saya jadi lebih terpacu buat belajar. Student 3: Menurut saya iya miss, saya ngerasanya lebih ngerti materi pelajarannya juga trus ngerjain tugas jadi lebih mudah kan kalau saya udah ngerti sama materinya. Student 4: Menurut saya, saya bisa bilang iya miss soalnya kami dituntut buat aktif jadi materi pelajarannya bisa saya mengerti dengan optimal. Contohnya, saya lebih aktif buat practice skill bahasa inggris saya di speaking, writing, listening, apalagi di reading miss. Saya lebih

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	antusias sih buat belajar itu semua kalau lagi kelas online. Kalau offline jujur sih kurang antusias. Student 5 : Buat saya, ningkatin prestasi belajar saya, miss. Saya ngerasa pengalaman belajarnya jadi lebih seru. Kalau pakai Google Classroom ni saya jadi termotivasi buat belajar sungguh-sungguh jadi saya bisa ngerti pelajaran dengan baik miss. Apalagi kalau belajar online ni saya lebih bersemangat buat practice skill bahasa inggris saya miss. Student 6: Menurut pengalaman saya sih ningkatin dikit lah miss. Saya orangnya pemalu, pas belajar offline saya tuh malu buat bertanya miss. Tapi waktu pakai Google Classroom nih saya terpacu buat bertanya. Kayaknya saya mulai lebih berani buat PD. Trus intinya tu dulu nggak PD buat practice ngomong bahasa inggris, writing, listening, reading juga. Tapi sekarang saya jadi bisa sedikit-sedikit. Mungkin karena saya suka miss kalau belajar online.
3. Does the use of Google Classroom as Asynchronous learning increase your productivity in English learning activities?	Student 1 : Iya miss saya rasa ada peningkatan sedikit miss . Student 2 : Ada miss sedikit. Saya lebih produktif miss buat belajar. Student 3 : Hmmm.. menurut saya sedikit sih miss kalau dibilang produktif, enggak juga. Student 4 : Mmmmm.. Adalah miss sedikit peningkatan karena kalau pakai Google Classroom ni wawasan jadi sedikit lebih luas trus saya bisa buka internet tanpa batas waktu juga kalau dirumah. Jadi

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	bisa cari-cari bahan referensi buat belajar sebanyak-banyaknya buat ngelengkapin tugas kan miss. Student 5 : Saya nggak tau gimana cara ngukurnya miss, yang jelas kalau ada tugas melalui Google Classroom ya tetap saya kerjakan. Student 6 : Sedikit miss, karena saya tuh sadar kalau saya pemalas, tapi kalau belajar diseling pakai Google Classroom jadi bisa nyari-nyari bahan atau contoh di internet waktu guru ngasih tugas.
4. Does the use of Google Classroom as Asynchronous learning help you in improving English learning?	Student 1: Iya miss pasti, ngebantu kali buat ningkatin belajar bahasa inggris saya karena saya bisa ngeakses materi pelajaran di Google Classroom trus saya jadi lebih percaya diri juga buat practice speaking skill saya lewat bikin video. Student 2: Iya miss, menurut saya kalau belajar diselingi pakai Google Classroom ngebantu ningkatin skill bahasa Inggris saya miss karena ketika pelajaran speaking saya biasanya malu buat practice didepan teman-teman tapi semenjak pakai Google Classroom saya lebih percaya diri buat practice didepan kamera. Jadi saya suka miss. Student 3: Emmm, Saya rasa sangat ngebantu sih miss, karena pas pandemi kemarin udah kebiasa pakai Google Classroom jadi lebih mudah belajar dan ngerjain tugas dirumah lebih mudah, ngeakses materi dimanapun bisa, trus ngenbantu juga dengan bikin tugas record video. Student 4: Iya miss, menurut saya ngebantu

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	miss. Student 5: Kalau menurut saya, ngebantu kok miss. Jadi lebih ngerti pelajaran. Student 6 : Kayaknya ngebantu sih miss, adalah peningkatan skill bahasa inggris saya semenjak belajar pakai Google Classroom ni miss.
5. Do you think Google Classroom as Asynchronous learning is very effective in English learning process?	Student 1: Iya miss lebih efektif Ngebantu banget miss pakai Google Classroom buat ngumpulin tugas jadi lebih rajin. Student 2: Iya, menurut saya sangat efektif dan saya nggak telat buat ngumpulin tugas tepat waktu. Trus semenjak pakai Google Classroom saya jadi lebih bertanggung jawab buat ngerjain tugas, miss. Student 3: Emmm kalau dibilang efektif sih sedikit efektif lah miss. Tapi memang lebih simple aja ngerjain tugas sama ngumpulin tugasnya pas bukan jam sekolah. Intinya tugas bisa dikumpulin dimana aja miss. Student 4: Sedikit efektif sih miss kalau menurut saya. Student 5: Saya rasa efektif kok miss, karena kalau belajar sama ngerjain tugas diselingin pakai Google Classroom ngebantu buat ngehemat waktu sama energi karena nggak perlu ngumpulin pas jam pelajaran sekolah. Student 6: Sedikit efektif lah miss kalau saya rasa.
6. Do you think that Google Classroom as Asynchronous learning is useful to make it easier to access English material?	Student 1: Iya miss, betul. kalau diselingi belajar pakai Google Classroom jadi lebih mudah buat ngeakses materinya dimanapun dan kapanpun tetap bisa miss karena kan bisa lewat handphone. Lagian kalau pakai Google

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	Classroom jadi lebih banyak juga sumber referensi dari internet miss. Student 2: Iya miss. Jadi lebih mudah buat download materi sama tugas miss. Student 3: Menurut saya dengan Google Classroom jadi lebih gampang kalau mau download materi pelajarannya miss. Student 4: Iya benar miss. Saya bisa otomatis langsung download materi sama tugas yang dikasih sama gurunya miss. Trus langsung kesimpan juga di Google drive trus kapan mau ngerjain tugas, tinggal dibuka aja sewaktu-waktu materinya lewat situ miss. Student 5 : Iya miss lebih gampang kok. Student 6 : Kayaknya sih iya miss soalnya tinggal download aja udah langsung tersimpan materinya di Hp miss.
7. Do you think Google Classroom as Asynchronous learning is easy to use?	Student 1: Iya miss, Google Classroom mempermudah. Student 2: Kayaknya gitu ya miss. Student 3: Menurut saya iya sih miss soalnya lebih gampang digunakan karena udah terbiasa miss. Student 4: Menurut saya iya miss. Google Classroom lebih mudah proses akses dan downloadnya miss. Student 5: Pasti miss, saya bisa bilang kalau saya mudah sih ngegunain Google Classroom miss, soalnya udah kebiasa sama teknologi juga kan miss. Student 6: Iya miss, tentu karena saya gampang buat ngegunain Google Classroomnya.
8. Is it easy for you to adapt on using Google Classroom as Asynchronous learning in learning English?	Student 1: Iya miss saya nggak ada kesulitan sih miss kalau diselang seling pakai Google Classroom ataupun offline, karena saya

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	udah biasa ngegunain teknologi jadinya mudah mudah aja buat beradaptasi. Student 2: Saya rasa gitu miss, karena udah dicoba berkali-kali juga trus nggak ada sih kesulitan buat beradaptasi ngegunain Google Classroom terutama buat nyimpan tugas, ngirim tugas tugas ke guru trus masuk ke forum diskusinya di Google Classroom. Student 3: Saya enjoy dan nggak nemu kesulitan waktu menggunakan Google Classroom di aktivitas belajar, mudah kok miss buat ngegunain Google Classroomnya. Student 4: Iya miss saya ngerasanya gitu.. Student 5: Kayaknya iya miss soalnya saya langsung otomatis kebiasa aja ngegunain Google Classroom. Student 6: Bisa jadi sih miss soalnya saya belum nemu kesulitan buat ngegunainnya sih miss.
9. Does the use of Google Classroom as Asynchronous learning become clearer and understandable?	Student 1: Iya miss. Seperti yang kita tahu Google Classroom ini kan dilengkapi berbagai fitur miss buat mendukung kegiatan belajar kita, saya ngerasa kebantu buat menggunakannya dengan mudah dan mengerti tentang materi walauun kelas online karena biasanya gurunya ngejelasin kadang kadang materinya lewat PPT atau video. Student 2: Iya benar miss, karena Google Classroom ni udah lengkap fiturnya buat ngumpulin tugas, forum diskusi, daftar absen, atau kayak pengumuman gitu. Student 3 & 4: Iya miss jelas kok miss. Student 5: Lumayan lah miss Student 6: Kayaknya sih iya sih saya ngerasa jelas dan ngerti ngerti

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	aja sih miss selama belajar pake Google Classroom ni miss.
10. What are the benefits on using Google Classroom as Asynchronous learning?	Student 1: Saya rasa dengan menggunakan Google Classroom saya bisa lebih mudah untuk mendownload dan mengakses materi pelajaran bahasa Inggris yang udah dikirim oleh guru, miss. Student 2: Saya bisa dengan mudah mendownload, mengakses materi pelajaran seperti berbentuk slideshow, video, atau link yang sudah ditautkan oleh guru di Google Classroom miss. Student 3: Yang jelas Google Classroom mempermudah saya untuk mendownload materi pelajaran miss baik itu berbentuk Ms.Word, powerpoint, video. Trus jadi lebih mudah juga buat ngirim tugas dan melacak tugas yang sudah saya kumpul miss. Student 4: Google Classroom itu mudah digunakan miss, fitur-fiturnya simple dan mudah dimengerti juga. Nggak bikin kita bingung buat ngegunain semua fiturnya. Student 5: Menurut saya Google Classroom mudah digunakan miss karena simple. Trus fiturnya mudah dimengerti. Tugas pun bisa dikumpulkan dimana dan kapan aja miss selagi nggak melewati batas waktu. Student 6: Gampang digunainnya miss karena tampilannya simple. Efektif buat digunakan ngumpulin tugas trus juga menghemat kuota karena nggak banyak makan kuotanya miss.
11. What are the challenges that you faced on using Google Classroom in English learning process?	Student 1: Aktivitas ngegunain Google Classroom ini lebih banyak membaca di layar miss. Jadi kadang harus ngebaca kalimat-kalimat yang panjang trus saya

	sering ngescroll-ngescroll layar jadinya jari saya kadang nyeri. Student 2: Lebih banyak fokus ke layar trus kebanyakan duduk juga miss. Bikin sakit mata trus sakit punggung juga kadang. Student 3: Keseringan baca materi dilayar Hp jadinya mata saya sering sakit trus kadang ngeblur. Student 4: Iya miss keseringan liat layar Hp. Student 5: Kalau saya tentang connection network aja sih miss. Student 6: Benar miss. Finger strain.

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APPENDIX 5

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) PEMBELAJARAN FLIPPED CLASSROOM	
Sekolah : **SMKN 1 Rengat**	Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : X / Genap	Nama Guru : Haslina Zein
Tahun Pelajaran : 2022/2023	Alokasi waktu : 5 JP

Kompetensi Dasar	**Indikator Pencapaian Kompetensi**
* Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective) *Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Menentukan ungkapan-ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga • Menentukan perbedaan cara pengungkapan dari masing-masing konteks • Menerapkan struktur dan unsur kebahasaan teks ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga • Menyusun kalimat meminta informasi terkait jati diri dan keluarga teman

A. Tujuan Pembelajaran	Melalui model pembelajaran discovery Learning, peserta didik diharapkan dapat secara mandiri: • Mengidentifikasi ungkapan dan kosa kata yang lazim digunakan dalam teks memberi dan meminta terkait jati diri dan hubungan keluarga • Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya • Menyusun teks lisan dan tertulis mengenai tindakan memberi dan meminta informasi terkait jati diri dengan menggunakan struktur teks dan unsur kebahasaan yang tepat
B. Materi Pokok	Self Introduction
C. Langkah Pembelajaran	**Kegiatan Pendahuluan** Melalui aplikasi LMS Google classroom, 1. Guru memberi salam kepada peserta didik, dan mengajak mereka untuk selalu berdoa supaya diberi kesehatan dan kelancaran dalam mengikuti pembelajaran (PPK: Religius). 2. Siswa menerima informasi tentang pembelajaran yang akan dilaksanakan 3. Guru memberikan gambaran tentang tujuan dan manfaat pelajaran yang akan diberikan 4. Guru mengajak siswa untuk aktif di aplikasi grup whatsapp kelas dan juga LMS-GC mereka dikarenakan kehadiran peserta didik dihitung dari pengisian presensi dan juga dari kesiapan tugas yang peserta didik kerjakan. **Kegiatan Inti** 1. Melalui LMS Google Classroom, guru memberikan (sharing) kepada peserta didik buku sekolah elektronik (BSE) bahasa Inggris kelas X, sebagai buku pegangan bagi peserta didik selama menjalani KBM Daring dan peserta didik kemudian diminta untuk mengisi data diri di google form yang telah disediakan. 2. Melalui grup whatsapp kelas, guru meminta peserta didik untuk membuka aplikasi LMS Google Classroom dan meminta siswa untuk mendownload Slide Powerpoint melalui Link di LMS-GC serta membaca referensi tambahan mellaui link-link yang disajikan pada LMS-GC. 3. Guru meminta peserta didik untuk melihat isi slide powerpoint yang telah di-download (PPK-Bekerja keras, Mandiri, Tanggung Jawab)

	4. Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin ungkapan memperkenalkan diri yang berkaitan dengan slide materi dan juga link-link yang disajikan. (PPK-Bekerja keras, Mandiri, Tanggung Jawab) 5. Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam ungkapan memperkenalkan diri. 6. Peserta didik mengumpulkan data mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai contoh teks ungkapan memperkenalkan diri. (PPK-Mandiri, Kreatif) 7. Peserta didik diminta untuk membuat sebuah monolog (writing skill) dan mengucapkan apa yang ditulisnya serta merekam apa yang diucapkannya (speaking Skill) kemudian mengupload tugas tersebut kedalam LMS GC (PPK-Kreatif, Mandiri, Bekerja Keras) 8. Guru menilai tugas yang dikerjakan peserta didik melalui LMS-GC **Kegiatan Penutup** Melalui aplikasi LMS Google classroom, 1. Guru bersama siswa melakukan refleksi terhadap kegiatan yang telah dilaksanakan. 2. Guru menyampaikan target kegiatan belajar untuk pertemuan selanjutnya. 3. Guru mengakhiri kegiatan pembelajaran dengan salam (PPK-Religius)
D. Penilaian	Pengetahuan : Tugas Mandiri Terstruktur (melalui aplikasi Google Form) Keterampilan : Unjuk Kerja berupa menciptakan/menuliskan sebuah monolog yang kemudian direkam (Writing and Speaking) selanjutnya disampaikan lewat aplikasi LMS Google Classroom.
E. Lampiran	☐ Daftar hadir ☐ Modul / Materi ☐ Soal / Kuis / UH

Pertemuan Ke- 3 & 4	
A. Tujuan Pembelajaran	Melalui model pembelajaran discovery Learning, peserta didik diharapkan dapat secara mandiri: • Mengidentifikasi ungkapan-ungkapan memberi dan meminta terkait jati diri dan hubungan keluarga dalam hal penggunaan language feature: Simple Present Tense • Mengidentifikasi perbedaan cara menggunakan simple present tense dalam bentuk verba maupun nomina, positive, negative dan question.
B. Materi Pokok	Simple Present Tense
C. Langkah Pembelajaran	**Kegiatan Pendahuluan** Melalui aplikasi LMS Google classroom, 1. Guru memberi salam kepada peserta didik, dan mengajak mereka untuk selalu berdoa supaya diberi kesehatan dan kelancaran dalam mengikuti pembelajaran (PPK: Religius). 2. Siswa menerima informasi tentang pembelajaran yang akan dilaksanakan 3. Guru memberikan gambaran tentang tujuan dan manfaat pelajaran yang akan diberikan 4. Guru mengajak siswa untuk aktif di aplikasi grup whatsapp kelas dan juga LMS-GC mereka dikarenakan kehadiran peserta didik dihitung dari pengisian presensi dan juga dari kesiapan tugas yang peserta didik kerjakan. **Kegiatan Inti** 1. Melalui grup whatsapp kelas, guru meminta peserta didik untuk membuka aplikasi LMS Google Classroom dan meminta siswa untuk mendownload materi PDF melalui Link di LMS-GC serta membaca referensi tambahan mellaui link-link yang disajikan pada LMS-GC.

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	2. Guru meminta peserta didik untuk melihat isi materi yang telah di-download (PPK-Bekerja keras, Mandiri, Tanggung Jawab) 3. Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin language feature berupa simple present tense terkait dengan ungkapan memperkenalkan diri di dalam slide materi dan juga link-link yang disajikan. (PPK-Bekerja keras, Mandiri, Tanggung Jawab) 4. Peserta didik mengumpulkan data mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai contoh simple present tense. (PPK-Mandiri, Kreatif) 5. Peserta didik diminta untuk mengerjakan latihan untuk menambah wawasan terhadap materi yang disajikan di link google form yang tersedia. (PPK-Mandiri, Jujur) 6. Guru menilai tugas yang dikerjakan peserta didik melalui LMS-GC. **Kegiatan Penutup** Melalui aplikasi LMS Google classroom, 1. Guru bersama siswa melakukan refleksi terhadap kegiatan yang telah dilaksanakan. 2. Guru menyampaikan target kegiatan belajar untuk pertemuan selanjutnya. 3. Guru mengakhiri kegiatan pembelajaran dengan salam (PPK-Religius)
D. Penilaian	Pengetahuan : Tugas Mandiri Terstruktur (melalui aplikasi Google Form)
E. Lampiran	☐ Daftar hadir ☐ Modul / Materi ☐ Soal / Kuis / UH

Pertemuan Ke- 5	
A. Tujuan Pembelajaran	Melalui model pembelajaran discovery Learning, peserta didik diharapkan dapat secara mandiri: • Mengidentifikasi ungkapan-ungkapan memberi dan meminta terkait jati diri dan hubungan keluarga dalam hal penggunaan language feature: Pronouns • Mengidentifikasi perbedaan cara menggunakan Pronouns dalam bentuk Subject Pronouns, Object Pronouns, Possessive Adjective & Possessive Pronouns, sesuai konteks yang ada.
B. Materi Pokok	Pronouns
C. Langkah Pembelajaran	**Kegiatan Pendahuluan** Melalui aplikasi LMS Google classroom, 1. Guru memberi salam kepada peserta didik, dan mengajak mereka untuk selalu berdoa supaya diberi kesehatan dan kelancaran dalam mengikuti pembelajaran (PPK: Religius). 2. Siswa menerima informasi tentang pembelajaran yang akan dilaksanakan 3. Guru memberikan gambaran tentang tujuan dan manfaat pelajaran yang akan diberikan 4. Guru mengajak siswa untuk aktif di aplikasi LMS-Google Classroom mereka dikarenakan kehadiran peserta didik dihitung dari pengisian presensi dan juga dari kesiapan tugas yang peserta didik kerjakan. **Kegiatan Inti** 1. Melalui grup whatsapp kelas, guru meminta peserta didik untuk membuka aplikasi LMS Google Classroom dan meminta siswa untuk mendownload Slide Powerpoint melalui Link di LMS-GC serta membaca referensi tambahan mellaui link-link yang disajikan pada LMS-GC. 2. Guru meminta peserta didik untuk melihat isi slide powerpoint yang telah di-download (PPK-Bekerja keras, Mandiri, Tanggung Jawab) 3. Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin language feature berupa pronouns terkait dengan ungkapan memperkenalkan diri di dalam slide materi dan juga link-link yang disajikan. (PPK-Bekerja keras, Mandiri, Tanggung Jawab) 4. Peserta didik mengumpulkan data mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai contoh pronouns (PPK-Mandiri, Kreatif)

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	5. Peserta didik diminta untuk mengerjakan latihan untuk menambah wawasan terhadap materi yang disajikan di link google form yang tersedia. (PPK-Mandiri, Jujur) 6. Guru menilai latihan/tugas yang dikerjakan peserta didik melalui LMS-GC. **Kegiatan Penutup** Melalui aplikasi LMS Google classroom, 1. Guru bersama siswa melakukan refleksi terhadap kegiatan yang telah dilaksanakan. 2. Guru menyampaikan target kegiatan belajar untuk pertemuan selanjutnya. 3. Guru mengakhiri kegiatan pembelajaran dengan salam (PPK-Religius)
D. Penilaian	Pengetahuan : Tugas Mandiri Terstruktur (melalui aplikasi Google Form)
E. Lampiran	☐ Daftar hadir ☐ Modul / Materi ☐ Soal / Kuis / UH
F. Sumber/media pelatihan :	1. Elektronik Book 2. Handout 3. Electronic Platform

Mengetahui,
Kepala Sekolah
SMK Negeri 1 Rengat

ZURIATI, M.Pd
NIP. 19750515200312 2 003

Rengat, 27 Februari 2023
Guru Mata Pelajaran
Bahasa Inggris

Haslina Zein, S.Pd
NIP. 1982010203 200604 1 005

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APPENDIX 6

DOCUMENTATION

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KEMENTRIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME
Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 Po.BOX. 1004
Phone & Fax (0761) 858832. Website: https//pasca.uin-suska.ac.id. Email : pasca@uin-suska.ac.id.

Nomor : S-2216/Un.04/Ps/PP.00.9/06/2023 Pekanbaru, 27 Juni 2023
Lamp. : 1 berkas
Perihal : Penunjukan Pembimbing I dan Pembimbing II Tesis Kandidat Magister

Kepada Yth.
1. Dr. Dodi Setiawan. M. Pd (Pembimbing Utama)
2. Dr. Kalayo Hasibuan. M. TESOL (Pembimbing Pendamping)

di
Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n :

Nama	: Yulia Kartika
NIM	: 21990125572
Program Pendidikan	: Magister/Strata Dua (S2)
Program Studi	: Pendidikan Agama Islam
Semester	: VIII (Delapan)
Judul Tesis	: Students' Perception Of Using Google Classroom In Learning English Asynchronously: A Case Study At Tenth Grades At SMKN 1 Rengat In The Academic Year Of 2022/ 2023

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

1. Penelitian dan penulisan tesis;
2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian etelah Seminar Hasil Penelitian;
4. Perbaikan tesis setelah Ujian Tesis; dan
5. Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam,
Direktur

Prof. Dr. H. Ilyas Husti. MA
NIP. 19611230 198903 1 002

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THE GRADUATE PROGRAMME
UIN SUSKA RIAU
Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
Phone & Facs, (0761) 858832, Website: https://pasca.uin-suska.ac.id Email : pasca@uin-suska.ac.id

Nomor : B-1784/Un.04/Ps/HM.01/06/2023 Pekanbaru, 05 Juni 2023
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	: YULIA KARTIKA
NIM	: 21990125572
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: VIII (Delapan) / 2023
Judul Tesis/Disertasi	: STUDENTS' PERCEPTION OF USING GOOGLE CLASSROOM IN LEARNING ENGLISH ASYNCHRONOUSLY : A CASE STUDY AT TENTH GRADES AT SMKN 1 RENGAT IN THE ACADEMIC YEAR OF 2022/2023

untuk melakukan penelitian sekaligus pengumpulkan data dan informasi yang diperlukannya dari SMKN 1 RENGAT IN THE ACADEMIC YEAR OF 2022/2023

Waktu Penelitian: 3 Bulan (05 Juni 2023 s.d 05 September 2023)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

Wassalam
Direktur,

Prof. Dr. H. Ilyas Husti, MA
NIP. 19611230 198903 100 2

Tembusan:
Yth. Rektor UIN Suska Riau

UIN SUSKA RIAU

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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 **P E K A N B A R U**
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/57012
TENTANG

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

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : B-1784/Un.04/Ps/HM.01/06/2023 Tanggal 5 Juni 2023**, dengan ini memberikan rekomendasi kepada:

1. Nama	:	**YULIA KARTIKA**
2. NIM / KTP	:	21950125572
3. Program Studi	:	PENDIDIKAN AGAMA ISLAM
4. Konsentrasi	:	PENDIDIKAN BAHASA INGGRIS
5. Jenjang	:	S2
6. Judul Penelitian	:	**STUDENTS PERCEPTION OF USING GOOGLE CLASSROOM IN LEARNING ENGLISH ASYNCHRONOUSLY : A CASE STUDY AT TENTH GRADERS AT SMKN 1 RENGAT IN THE ACADEMIC YEAR OF 2022/2023**
7. Lokasi Penelitian	:	SMKN 1 RENGAT IN THE ACADEMIC YEAR OF 2022/2023

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 : 7 Juni 2023

Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)
DPM PTSP
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. Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

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DINAS PENDIDIKAN
SEKOLAH MENENGAH KEJURUAN (SMK) NEGERI 1 RENGAT

Alamat : Jalan Sultan Km.4 Rengat Kabupaten Indragiri Hulu Kode Pos : 29313
e-Mail : smkn1rengat_inhu@yahoo.co.id Telp./Fax : 0769 21613
Web site : www.smkn1rengat.sch.id
NSS : 3410904010017P NPSN : 10401500 Akreditasi : A

SURAT KETERANGAN RISET

Nomor : 421.5/SMKN.01/6.4/VI/2023/173

Yang bertanda tangan dibawah ini Kepala SMK Negeri 1 Rengat dengan ini menerangkan bahwa:

Nama	: **YULIA KARTIKA**
NIM	: 21990125572
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S.2
Alamat	: Jl. Arif Rahman Hakim, Kel.Sekip Hulu Kec. Rengat- Indragiri Hulu

Telah melaksanakan penelitian / riset di lingkungan SMK Negeri 1 Rengat dengan judul:
"STUDENTS' PERCEPTION OF USING GOOGLE CLASSROOM IN LEARNING ENGLISH ASYNCHRONOUSLY : A CASE STUDY AT TENTH GRADERS AT SMKN 1 RENGAT"

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Rengat, 12 Juni 2023
Kepala Sekolah

DINAS PENDIDIKAN PROVINSI RIAU
SMK NEGERI 1 RENGAT

ZURNYL, S.Pd,M.Pd
NIP. 19750515 200312 2 003

Dipindai dengan CamScanner

UIN SUSKA RIAU

UIN SUSKA RIAU

Sertifikat

Nomor: B-1937/Un.04/Ps/PP.00.9/04/2023

Komite Penjaminan Mutu Pascasarjana Universitas Islam Negeri Sultan Syarif Kasim Riau Menerangkan Bahwa :

Nama : **Yulia Kartika**

NIM : **221990125572**

Judul : **Students' Perception Of Using Google Classroom In Learning English Asynchronously : A Case Study At Tenth Graders At SMKN 1 Rengat**

Telah dilakukan uji Turnitin dan dinyatakan **lulus** cek plagiasi **Tesis** Sebesar **(22%)** di bawah standar maksimal batas toleransi kemiripan dengan karya tulis ilmiah lainnya. Berdasarkan peraturan Pemerintah melalui Dikti Nomor UU 19 Tahun 2002: Permendiknas 17 tahun 2010 bahwa tingkat persentase kesamaan tulisan yang diunggah di dunia maya hanya boleh 20-25% kesamaan dengan karya lainnya.

Pekanbaru, 16 Juni 2023
Pemeriksa Turnitin Pascasarjana

Dr. Perisi Nopel, M.Pd.I
NUPN. 9920113670

Mengetahui
Direktur Pascasarjana

Prof. Dr. Ilyas Husti, MA
NIP. 196112301989031002

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Akreditasi B
SK No: 197/BAN PAUD DAN PNF/AKR/2019

Certificate Number: 614/HOMIE/XII/2021

TOEFL®

CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name	:	Yulia Kartika
ID Number	:	14020170079600001
Test Date	:	18-12-2021
Expired Date	:	18-12-2023

achieved the following scores:

Listening Comprehension	:	53
Structure and Written Expression	:	50
Reading Comprehension	:	60
Total	:	543

Izin No: 37/06.06/DPMPTSP/IX/2021
Under the auspices of:
HOMIE ENGLISH
At: Pekanbaru
Date: 21-12-2021

Robi Kurniawan, M.A.
Homie English Director

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الشهادة

اختبار كفاءات اللغة العربية لغير الناطقين بها

يشهد العلق بأن:

سيد/ة : Yulia Kartika

رقم الهوية : 1402017007960001

تاريخ الاختبار : 19-12-2021

الصلاحية : 19-12-2023

قد حصل/ت على النتيجة في اختبار الكفاءات في اللغة العربية لغير الناطقين بها

الاستماع : 54

القواعد : 46

القراءة : 51

المجموع : 503

الترقيم التعريفي

No. 571/GLC/XII/2021

Izin No: 420/BID.PAUD.PNF.2/VIII/2017/6309

Under the auspices of:
Global Languages Course
At: Pekanbaru
Date: 21-12-2021

الأمين العام

أدي خير الدين الماجستير

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KARTU KONTROL
KONSULTASI

BIMBINGAN TESIS / DISERTASI MAHASISWA

NAMA	: YULIA KARTIKA
NIM	: 21990125572
PROGRAM STUDI	: PENDIDIKAN AGAMA ISLAM
KONSENTRASI	: PENDIDIKAN BAHASA INGGRIS
PEMBIMBING I / PROMOTOR	: Dr. DODI SETTIAWAN, M.Pd
PEMBIMBING II / CO PROMOTOR	: Dr. KALAYO HASIBUAN, M.TESOL
JUDUL TESIS/DISERTASI	: STUDENTS' PERCEPTION ON USING GOOGLE CLASSROOM IN LEARNING ENGLISH AT SMKN 1 RENGAT

PASCASARJANA
UNIVERSITAS ISLAM NEGERI
SULTAN SYARIF KASIM RIAU

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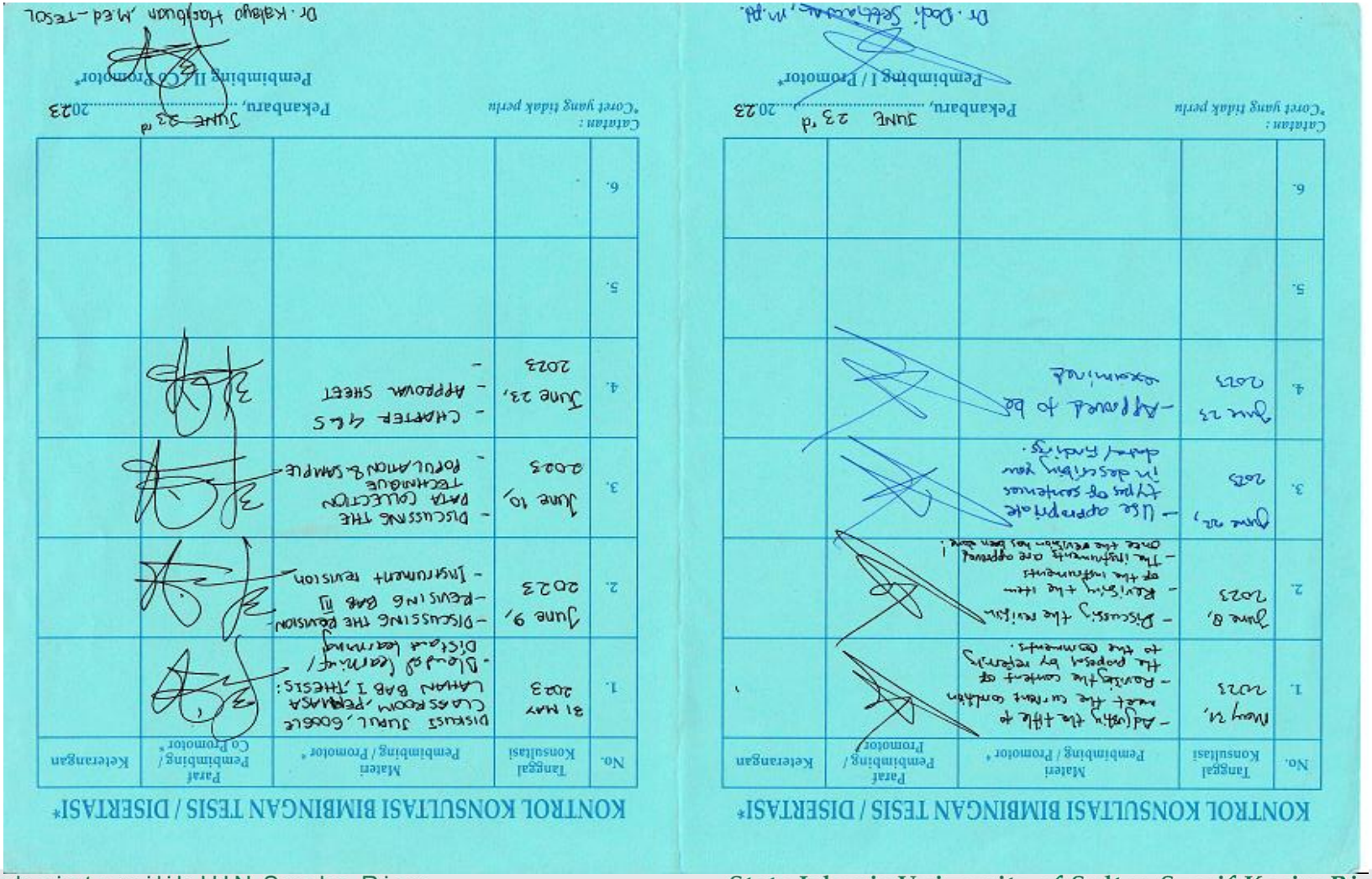

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI*

No.	Tanggal Konsultasi	Materi Pembimbing / Promotor*	Paraf Pembimbing / Promotor	Keterangan
1.	May 21, 2023	- Analyzing the title & research the current problem - Revising the content of the proposal by referring to the comments.		
2.	June 8, 2023	- Discussing the revision - Revising the items of the instruments - The instrument one approved once the revision has been done.		
3.	June 22, 2023	- Use appropriate types of sentences in describing your chart/findings.		
4.	June 23, 2023	- Approved to be examined		
5.				
6.				

Catatan :
*Coret yang tidak perlu

Pekanbaru, JUNE 23rd 2023

Pembimbing I / Promotor*

Dr. Dedi Sofyan, M.Pd.

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI*

No.	Tanggal Konsultasi	Materi Pembimbing / Promotor*	Paraf Pembimbing / Co Promotor*	Keterangan
1.	31 MAY 2023	DISCUSS JUDUL, GOOGLE CLASSROOM, PEMAHASAN LAHAN BAB I THESIS: - Background (research/ Discuss learning		
2.	June 9, 2023	- DISCUSSING THE REVISION - REVISING BAB II - INSTRUMENT REVISION		
3.	June 10, 2023	- DISCUSSING THE DATA COLLECTION TECHNIQUE & POPULATION & SAMPLE		
4.	June 23, 2023	- CHAPTER 4 & 5 - APPROVAL SHEET		
5.				
6.				

Catatan :
*Coret yang tidak perlu

Pekanbaru, JUNE 23rd 2023

Pembimbing II / Co Promotor*

Dr. Kalayo Hasibuan, M.Ed-TESOL

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