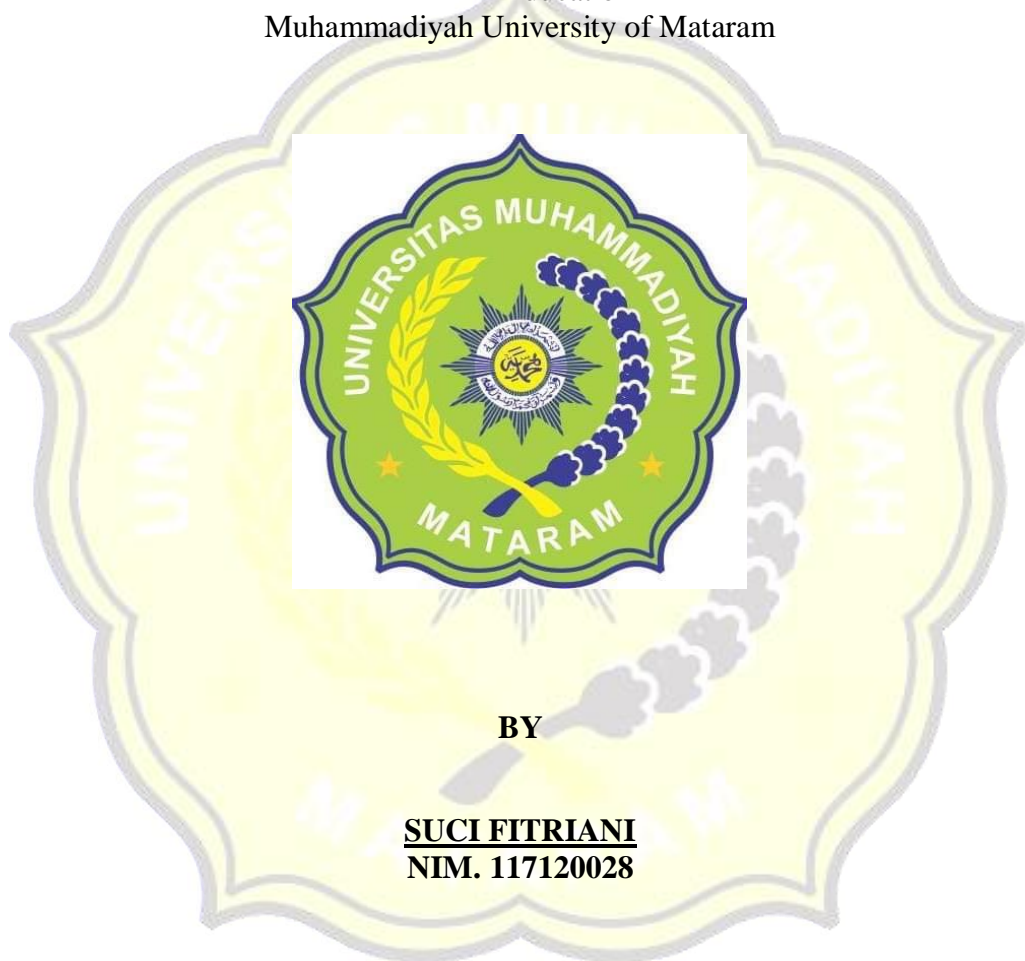


**A Thesis**

**ANALYSIS OF STUDENTS RESPONSE ON THE USE OF GOOGLE  
CLASSROOM AT THE FOURTH SEMESTER IN ENGLISH  
DEPARTMENT OF UMMAT**

Presented as A Partial Fulfillment of the Requirement for the Bachelor Degree  
in English Language teaching Faculty of Teacher training and  
Education  
Muhammadiyah University of Mataram



**BY**

**SUCI FITRIANI**  
**NIM. 117120028**

**ENGLISH EDUCATION PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF MATARAM  
2021**

APPROVAL SHEET

ANALYSIS OF STUDENTS RESPONSE ON THE USE OF GOOGLE  
CLASSROOM AT THE FOURTH SEMESTER IN ENGLISH  
DEPARTMENT OF UMMAT

A Thesis by : Suci Fitriani  
Student's Number : 117120028  
Approved on : July 28<sup>th</sup>, 2021

By  
First Consultant, Second Consultant,



Dr. Lukman, M.Pd  
NIDN. 0807017301



Rima Rahmaniah, M.Pd  
NIDN. 0821118601

MUHAMMADIYAH UNIVERSITY OF MATARAM  
FACULTY OF TEACHER TRAINING AND EDUCATION

Head of Program,



Hidavati, M.Hum  
NIDN.0820047301

**ACCEPTANCE**  
**ANALYSIS OF STUDENTS RESPONSE ON THE USE OF GOOGLE**  
**CLASSROOM AT THE FOURTH SEMESTER IN ENGLISH**  
**DEPARTMENT OF UMMAT**

A Thesis by : Suci Fitriani  
Student's Number : 117120028  
Approved on : August 2<sup>nd</sup>, 2021

This is certify that the thesis has been approved by the Board of Examiners as the requirement of the degree of S.Pd in English Education

By  
Board of Examiners Committee

1. Dr. Hijril Ismail, M.Pd. BI  
NIDN.0807068402

(Chairman)



2. Moh. Fauzi Bafadal, M.Pd  
NIDN.0813028501

(Member)



3. Rima Rahmaniah, M.Pd  
NIDN.0821118601


(Member)



**MUHAMMADIYAH UNIVERSITY OF MATARAM**  
**FACULTY OF TEACHER TRAINING AND EDUCATION**

Dean,



  
Dr. Muhammad Nizaar, M.Pd.Si  
NIDN. 0821078501

## DECLARATION

The autographed below, the writer as a student of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram state that:

Name : Suci Fitriani

NIM : 117120028

Address : Jln. KH. Ahmad Dahlan No.1, Pagesangan.

The writer certifies that the thesis entitle "Analysis of Students Response on the Use of Google Classroom at the Fourth Semester in English Department of UMMAT" presented as fulfillment for the requirement in bachelor degree is my work. Except where otherwise acknowledged, and this thesis has not been submitted for the other higher degree Institution or University.

Mataram, July 2021

The researcher,



Suci Fitriani  
117120028



UNIVERSITAS MUHAMMADIYAH MATARAM  
**UPT. PERPUSTAKAAN**

Jl. K.H.A. Dahlan No. 1 Mataram Nusa Tenggara Barat  
Kotak Pos 108 Telp. 0370 - 633723 Fax. 0370-641906  
Website : <http://www.lib.ummat.ac.id> E-mail : [upt\\_perpusummat@gmail.com](mailto:upt_perpusummat@gmail.com)

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PLAGIARISME**

Sebagai sivitas akademika Universitas Muhammadiyah Mataram, saya yang bertanda tangan di bawah ini:

Nama : SUCI FITRIANI  
NIM : 117120028  
Tempat/Tgl Lahir : JAKARTA 29-01-1999  
Program Studi : PENDIDIKAN BAHASA INGGRIS  
Fakultas : FKIP  
No. Hp/Email : 087 858 751 620/sucifitriani2901@gmail.com  
Judul Penelitian :-

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Dibuat di : Mataram

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Penulis



SUCI FITRIANI  
NIM. 117120028

Mengetahui,  
Kepala UPT. Perpustakaan UMMAT



Iskandar, S.Sos., M.A.  
MIDN. 0802048904



UNIVERSITAS MUHAMMADIYAH MATARAM

## UPT. PERPUSTAKAAN

Jl. K.H.A. Dahlan No. 1 Mataram Nusa Tenggara Barat

Kotak Pos 108 Telp. 0370 - 633723 Fax. 0370-641906

Website : <http://www.lib.ummat.ac.id> E-mail : [upt.perpusummat@gmail.com](mailto:upt.perpusummat@gmail.com)

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Sebagai sivitas akademika Universitas Muhammadiyah Mataram, saya yang bertanda tangan di bawah ini:

Nama : SUCI FITRIANI  
NIM : 117120028  
Tempat/Tgl Lahir : JAKARTA 29-01-1999  
Program Studi : PENDIDIKAN BAHASA INGGRIS  
Fakultas : FKIP  
No. Hp/Email : 087 858 751 620/sucifitriani2901@gmail.com  
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Penulis



SUCI FITRIANI

NIM. 11712-0028

Mengetahui,  
Kepala UPT. Perpustakaan UMMAT



Iskandar, S.Sos., M.A.  
NIDN. 0802048904

## MOTTO

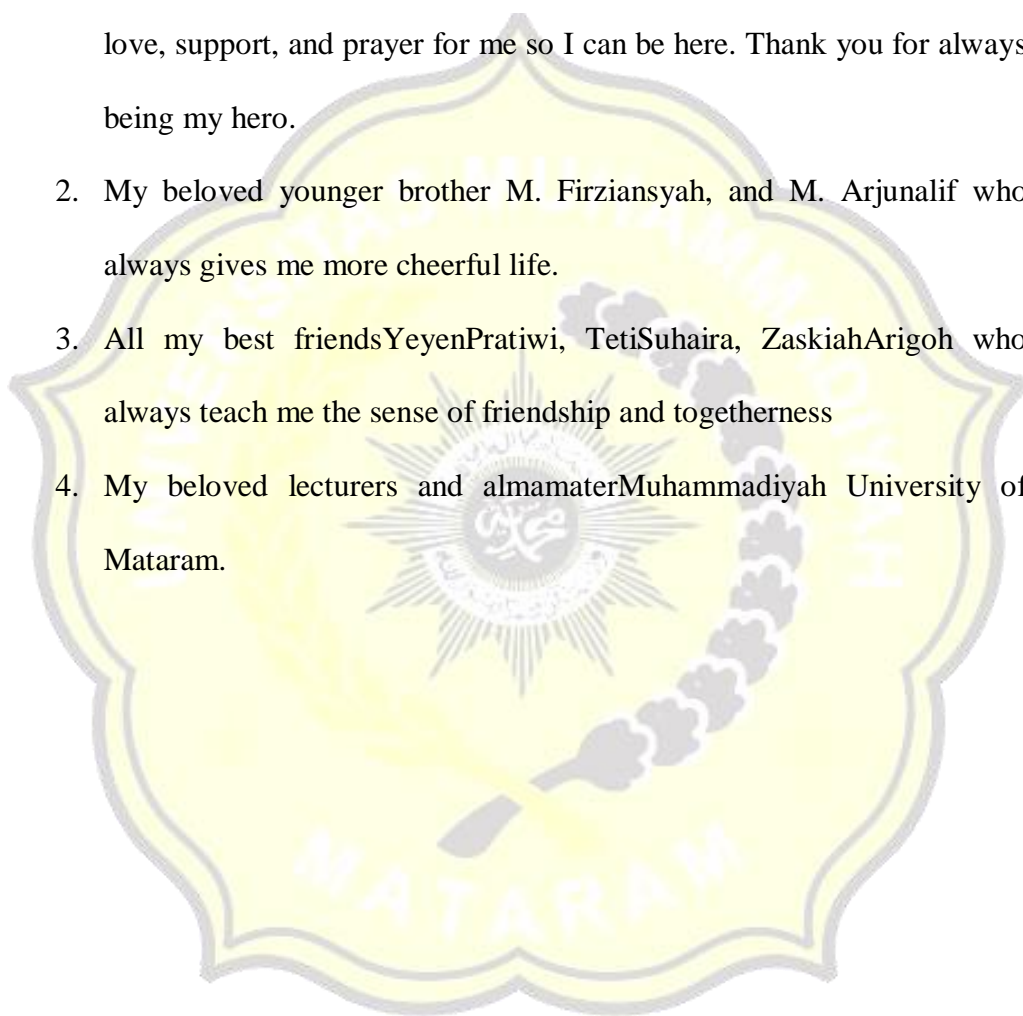
Don't educate your children to be rich. Educate them to be happy, so they know the value of things, not the price.



## DEDICATION

This thesis is dedicated to:

1. My beloved parents Fatahullah and Lismayani who always give their love, support, and prayer for me so I can be here. Thank you for always being my hero.
2. My beloved younger brother M. Firziansyah, and M. Arjunalif who always gives me more cheerful life.
3. All my best friends Yeyen Pratiwi, Teti Suhaira, Zaskiah Arigoh who always teach me the sense of friendship and togetherness
4. My beloved lecturers and almamater Muhammadiyah University of Mataram.





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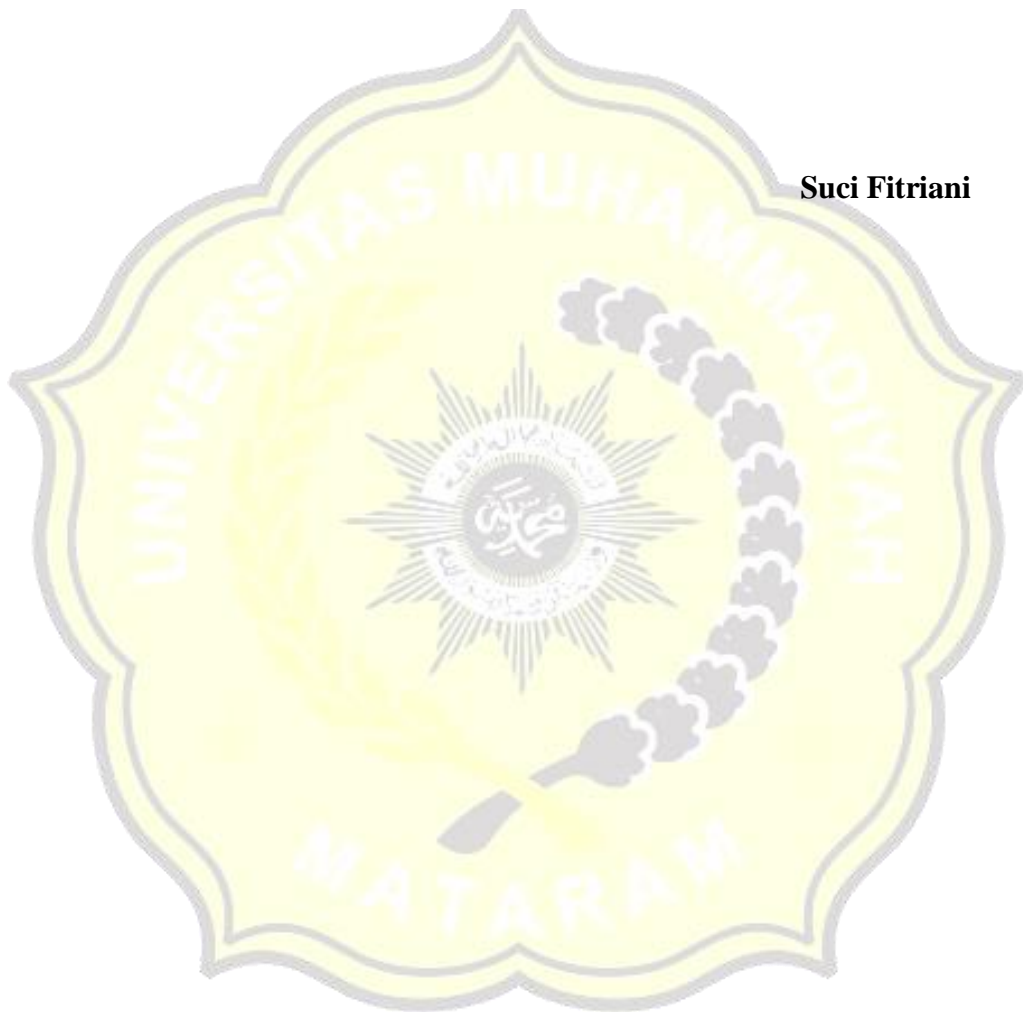
In this great occasion, the researcher would like to thanks to all of those who gave the researcher help, guidance and advice in composing this thesis. The researcher would like to thanks to:

1. Drs. H. Arsyad Abd. Gani, M.Pd., as the head of Muhammadiyah University of Mataram.
2. Dr. Muhammad Nizaar, M.Pd.Si, as the Rector of Faculty of Teacher Training and Education of Muhammadiyah University of Mataram.
3. Hidayati, M.Hum., as the head of English Education Department
4. Dr. Lukman, M.Pd., as the first consultant and Rima Rahmaniah, M.Pd., as the second consultant for the encouragement and advice for the completion of this thesis.
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Finally, the researcher realizes that this thesis is still far from being perfect. Therefore, any suggestion and criticism is received by the researcher. The researcher prays that all who helped get blessing from Allah SWT.

Mataram, July 2021

**Suci Fitriani**



Fitriani, Suci. 2021. **Analysis of Students Response on the Use of Google**

**Classroom at the Fourth Semester in English in English Department of UMMAT.** Thesis. Mataram: Muhammadiyah University of Mataram.

Consultant 1: Dr. Lukman, M.Pd.

Consultant 2: Rima Rahmaniah, M.Pd.

### **ABSTRACT**

The objectives of this study are to find out students response on the use of Google Classroom as a media in online learning at the fourth semester in English department of UMMAT. The data was collected through questionnaire and interview with the fourth semester students as participated in this study. This study generally answered two questions as follows: (1) How are the affective and conative response on the use of Google Classroom as a media in online learning at the fourth semester in English department of UMMAT? And (2) How are the cognitive response on the use of Google Classroom as a media in online learning at the fourth semester in English department of UMMAT?. Based on the research findings and discussion, the researcher found that affective and conative response gets negative response because students choose learning face to face than learning using Google Classroom because by learning face to face students easily to understand the material give by the lecturer and the students don't get feedback quickly using Google Classroom. The researcher found cognitive response gets positive effect, because Google Classroom is a good application for e-learning because easier to use and easy to access. Google Classroom is useful for assessing assignment without having to meet face to face.

***Key words: Students response, Google Classroom, Online Learning.***

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Consultant 2: Rima Rahmaniah, M.Pd.

### **ABSTRAK**

tujuan dari penelitian ini adalah untuk mengetahui respon mahasiswa terhadap penggunaan Google Classroom sebagai media pembelajaran pembelajaran online pada mahasiswa semester empat yang mengikuti penelitian ini. penelitian ini secara umum menjawab dua pertanyaan sebagai berikut: 1.) Bagaimana respon afektif dan konatif terhadap penggunaan Google Classroom sebagai media pembelajaran online pada semester empat jurusan bahasa Inggris UMMAT? dan 2.) Bagaimana respon kognitif penggunaan Google Classroom sebagai media pembelajaran online pada semester empat jurusan bahasa Inggris UMMAT?. Berdasarkan pada hasil penelitian dan pembahasan, peneliti menemukan bahwa respon afektif dan konatif mendapat respon negative karena mahasiswa memilih pembelajaran online tatap muka dari pada pembelajaran menggunakan Google Classroom karena dengan pembelajaran tatap muka mahasiswa lebih mudah memahami materi yang diberikan oleh dosen dan siswa tidak mendapatkan umpan balik dengan cepat menggunakan Google Classroom. Peneliti menemukan respon kognitif mendapat efek positif, karena Google Classroom merupakan aplikasi yang baik untuk e-learning karena lebih mudah digunakan dan mudah diakses. Google Classroom berguna untuk menilai tugas tanpa harus bertatap muka secara langsung.

***Kata Kunci : Respon siswa, Google Classroom, Pembelajaran Online.***

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## **CHAPTER I**

### **INTRODUCTION**

This chapter described five basics information has related to the next chapter. Those five basics are the background of the study, research question, the purpose of the study, the significance of the study, and scope of Study.

#### **1.1 Background of the Study**

The world of adult education is entering a media era, learning activities require fewer lecture methods and are substituted by the use of a variety of media. According to Hadibin & G (2013, p.1), is a tool that serves to explain some aspects of the overall learning program that are difficult to express verbally. If you learn the material in this manner, it will be easier and clearer to understand it.

According to (Evans, 2014), online media becomes a tool for information and can be used as a learning resource. the learning resources can currently be completed, which include information collected not only from lecturers or teachers but information can also be obtained from the online media. Based on ( Hamid et al. 2015), The usage of online media as learning materials is thought to be ideal for producing global information without taking up time and effort.

Information technology learning has indeed been implemented in the last few years in the Indonesian education system. However, teaching and



learning activities are considered to be the solution for teaching and learning activities to continue in the midst of this pandemic.

This technological advancement also penetrates the world of education, So gave to many learning models to be directed to use technology better, with the hope of improving results more effective learning. There are a lot of online social learning environment and education tools which are accessible for both students and teachers. Such as, Google Docs, Google Scholar, Google Meet and ect. One of the used is Google Classroom as a learning media. It cannot be denied that the use of smarthpones among students is growing very rapidly, so that anyone will easily to access Google Classroom.

Google Classroom is a collaborative tool that allows lecturers and students to work together. It also allows lecturers to create and distributed assignments to students in online class. Lecturers who have been taught the subject may include information on the subject in Google Classroom. Lecturers can upload teaching materials, delegated student assignments, and upload the grade of the student, so that they will see the scores. Furthermore, Google Classroom can be used to postpone sessions when the lecturers are out of the townor unavailable during class hours. Google Classroom also minimizes the costs incurred due to the use of more affordable stationery and other materials, and can minimizes time realeased energy (Inoue & Pengnate, 2018).

The learning approach uses Google Clasroom as learning media is expected to help lecturers and students in digest the lecture material in an interactived and fun. The college student also expected to have life skills from

more technology applications modern from previous learning. In addition, students are expected can compete in the modern era and this pandemic Covid 19 that is all using technology.

Therefore this study aims to see students' responses on the use of Google Classroom based on learning media that has been implemented in English Department of UMMAT. Based on the description above, the researcher would like to analyze about the use of Google Classroom entitled, "Analysis of Students Response on the use of Google Classroom As a Media at the Fourth Semester in English Department of UMMAT."

### **1.2 Research Question**

Based on the background stated above, the main problems in this study are:

1. How are the affective and conative of students' response on the use of Google Classroom as a media in online learning at the Fourth semester in English Department of UMMAT?
2. How are the Cognitive responses on the use of Google Classroom as a media in online learning at the Fourth semester in English Department of UMMAT?

### **1.3 Purpose of Study**

Based on the research Question above, the purpose of this study are:

1. To investigated the affective and conative response on the use of Google Classroom as a media in online learning at the fourth semester in English Department of UMMAT.

2. To investigate the students' cognitive responses on the use of Google Classroom as a media in online learning at the Fourth semester in English Department of UMMAT.

#### **1.4 Significance of the Study**

The significance of the study is divided into theoretical and practical.

1. Theoretically

By reading this study, the researcher hopes the English learners, particularly students in the English Department of UMMAT, can help the students to express their feelings by studying using Google Classroom as a media in online learning.

2. Practically

The researcher hopes, can make this research as material for consideration and input in completing the facilities and infrastructure required to support the Google Classroom-based learning process, in relation to the development of educational technology.

#### **1.5 Scope of the Study**

1. This research focused on the affective and conative responses on the use of Google Classroom and carried out at the fourth semester in English department of UMMAT.
2. This research focused on the cognitive responses on the use of Google Classroom and carried out at the fourth semester in English department of UMMAT.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this part, the researcher reviews some previous studies, literature review and theoretical framework.

#### **2.1 Previous Study**

The study that is related to this research as follows;

First, the study entitles “Student’s Responses to English Learning at SMP Maitreyawira” made by Anton (Vol 19, No 1 (2018)). The research objectives are to explore and describe students’ responses to English learning at SMP Maitreyawira Batam, and to make the relations of substantive theory based students’ responses. This research approach is naturalistic by using open questionnaire. The results show some students feel fun, joyful, enjoying, easier, and have self-encouragement in English learning. Some students feel unenthusiastic, bored, get unknowing purpose, and have the complexity in English learning.

Second, the study entitles “Students’ Response on the Application of Google Classroom in English Education Department at UIN Alauddin Makassar” made by Rahmiyanti, Hamdani, and Azizah (2020). The purpose of this research was to find out the students’ response on the application of Google Classroom in English Education Department at UIN Alauddin Makassar. In this study the researcher used quantitative method which used questionnaire and interview as instruments to obtained the

data. Where, the questionnaires consists of 2 important parts namely the performance of Google Classroom in online learning and task submission. This research used total sampling with the total respondent was 70 students of English Education department. The frequency of students' response in online learning was 71.02%. while, in submitting task was 65.60%. meanwhile, the mean score of the students' perception on the implementation of Google Classroom was 68.31%. The result above showed that students still agree with the implementation of Google Classroom.

The Last , the study entitles "Student's Responses on Learning in the Early Covid-19 Pandemic" made by Wargadinata (Vol 5, No 1 (2020). The purpose of this was to break down the online learning process in the early process as well as effective and optimal online learning. The design of this research is descriptive qualitative research. The data were collected through observation, questionnaires, interviews, and documentation. This study found online learning using the early COVID-19 pandemic. WhatsApp is easy, simple, and does not require a large data quota package.

- a. The first study conducted by Anton. This study focused on Student's Responses to English Learning at SMP Maltreyawira Batam. This study difference from the study above were this study is Analysis of Students Response on the Use of Google Classroom as Instructional Media at the Fourth Semester in English Department of UMMAT, besides that

difference from this study is using Google Classroom as instructional media in online learning.

b. The second, study conducted by Wargadinata this study focused on Student's Response on Learning in the Early Covid-19 Pandemic. This study difference from the study above where this research is Analysis of Students Response on the Use of Google Classroom as an Instructional Media at the Fourth Semester in English Department of UMMAT, besides the difference from this study is the researcher using Google Classroom as a media in online learning, while study by Wargadinata he uses Whatsapp as a media on learning in the early covid-19 pandemic.

c. The third, study conducted by Rahmiyanti, Hamdan, Azisah. This study focused on students Response on the Application of Google Classroom in English Education Department at UIN Alaludin Makassar. This study difference from the study above where this research is Analysis of Students Response on the Use of Google Classroom as Instructional Media at the Fourth Semester in English Department of UMMAT, besides the difference from the study above is this study using qualitative method, while the study above using quantitative method which used questionnaire and interview as instruments to obtained the data.

## **2.2 Literature Review**

### **2.2.1 Definition of Learning**

Learning is a change in behavior caused by experience so that there is a change in his behavior. According to Hilgard and Bower (Hamalik 2009: 45)

learning as changes in behavior resulting from actions activities, practices, and experiences. Brown (2008:8)there are seven components in definition of learning:

1. Getting or obtaining knowledge is referred to as learning.
2. Learning is the process of retaining knowledge or skills.
3. The terms retention and memory refer to the storage system, memory, and cognitive organization.
4. Learning entails a conscious, active focus on and response to stimuli both outside and inside the organism.
5. Learning relatively permanent, but subject to forgetting
6. Learning entails some type of practice, which may be reinforced.
7. Learning is a process of altering behavior.

### **2.2.2 The Definition of E-Learning**

According to Abbad et al (2009) E-learning to mean learning that is enabled electronically, but they reduced it down to learning that is facilitated by the use of digital tools. According to Jetro et.al (2012: 205), e-learning is one of application of internet technology for delivering in a wide range of content based on three criteria, namely:

1. E-learning is a network that allows users to renew, save, distributed, and share educational materials and information.
2. Using ordinary internet technology, delivery reaches the final user via computer.

3. Focus on the broadest perspective on learning that lies beneath the typical learning paradigm.

Based on the explanation above, we can concluded e-learning is learning that is activated electronically using digital technology.

### **2.2.3 Types of E-learning**

According to Algahtani (2011), there are two types of E-learning, consisting of computer-based and the internet based e-learning as follows:

1. Computer based e-learning

Computer based e-learning, according to Algahtani (2011), entails the use of a wide range of hardware and software that are generally available for the use of information and communication technology, and each component can be used in one of two ways: computer-managed instruction or computer-assisted learning.

2. Internet based e-learning

According to Almoa (2001), the internet based learning is an advancement of the computer-based learning, that it makes the content available on the internet with the readiness of links to related knowledge sources, such as E-mail services and references, which can be used by learners at any time and place as well as the presence or absence of teachers instructor (Almoa, 2001).



## **2.2.4 Advantages and Disadvantages of E-Learning**

### **1. Advantages of E-Learning**

According to L. Tjokro (2009) as quoted in Indrakusuma and Putri (2016:7) there are advantages from the application of E-Learning as follows:

- a. Easier to absorb, which means that E-learning can incorporate multimedia elements such as images, text, animation, sound, and video into the learning process.
- b. Much more cost-effective, as E-learning does not require an instructor, there is no requirement for a minimum audience, it can be delivered anywhere, and so on.
- c. Much more condensed, implying that E-learning does not include many class formalities and jumps right into a subject, as needed.
- d. Available 24 hours a day, 7 days a week, implying that mastering of the topic is dependent on students' passion and absorption, which may be tracked and tested using an e-test.

### **2. Disadvantages of E-Learning**

According to Nursalam (2008) as quoted in Indrakusuma and Putri (2016:7) there are disadvantages from the application of E-Learning as follows:

- a. There is a Lack of an interaction between students and teacher or even between students themselves.
- b. This tendency may cause academic or social components to be overlooked, as well as the expansion of corporate or commercial features.

- c. The teaching and learning process tends towards training rather than educational itself.
- d. The change in the role of the teacher from initially mastering conventional learning techniques is now also required to be able to know learning techniques using ICT (information, communication, and technology).
- e. Not all internet services are available at all places.
- f. There aren't enough people who know how to use the internet.
- g. Lack of understanding of computer languages.
- h. Access to sufficient computer can be a challenge for pupils.
- i. The availability of serviceable infrastructure.
- j. The quality and correctness of the material varies, guidelines and feature questions are required.
- k. Students can feel isolated.

### **2.2.5 Learning media**

#### **2.2.5.1 The Definition of Learning Media**

Material presented with words and pictures rather than words is referred to as a media. Students are more likely to understand the material if it is presented with words and pictures rather than words. Learning media, according to Sarrifudin (2013), is a teaching and learning tool that may be utilized to stimulate learners' skill, thoughts, and feelings, hence facilitating the learning process. According to Mateer et al. (2018), media such as group discussions or case studies might be useful in active learning. Images, songs,

films, and newspaper articles are examples of media; students can even create their own.

Based on definition above, we can concluded media is important in learning process because make students easy to understand better than words.

#### **2.2.5.2 The Use of Learning Media in Language Learning**

Learning is aided by the use of media. According to Williams (2018), the job of media in the classroom is to appeal to a variety of learning styles, to create an authentic learning experience, to enhance critical thinking abilities, and to teach students how to used media. While according to Tileston (2003), media can have an impact on student's motivation, behavior control, achieving higher levels of cognition, and real world application.

based on definitions above the use of learning media make easy to access information, and make an interesting learning process and also make students exciting.

According to Pedagogy in Action (2018), the benefits of employing media include: gaining and maintaining students' attention, sharpening analytical skills, allowing students to see concepts and examples, and experiencing a world outside their own. There are a number of cautions that should be kept in mind when using media, in addition to the numerous benefits.

According to Perez (2015), the problems of using media are figuring out how it works, and integrating it into learning. Students can not only learn about the

content and obtain information by using media, but they can also appreciate and become wise to using media.

## **2.2.6 Students' Response**

### **2.2.6.1 Definition of Response**

According to Ahmadi (2009:150) that “response as one of the soul’s fundamental activities can be regarded as a memory image of observation, has halted merely an impression”. Furthermore, Ahmadi (2009: 68) stated that a response or conception is the outcome of an impression retained in a persons’s mind and soul following observation.

Furthermore, Ahmadi (2009: 68), stated that a response or conception is the outcome of an impression retained in a person’s mind and soul following observation.

Based on definition above, response is an idea or reaction that can be an impression or description of a previously observed stimuli or an item. When some people respond or provide input, communication in the classroom flows smoothly.

According to Steven M. Chaffee (Rakhmat,2004), said the response is divided into three parts, namely:

- a. Cognitive, is a response that is directly linked to a person’s knowledge abilities and information. This is a response that appears when the audience’s understanding and perception changes.

- b. Affective, is a reaction to emotions. Emotion is a mental reaction that is consciously controlled. This response is used when the audience's preferences for something change.
- c. Conative (psychomotor) refers to a response to actual actions, such as an action or habit.

## **2.2.7 Google Classroom**

### **2.2.7.1 The definition of Google Classroom**

Google Classroom is a free online classroom tool that allows students and teacher collaborated. Teacher can also create and distribute assignments to students (Beal, 2017). According to Nagale (2017), teachers may utilize Google Classroom to produce dynamic courses that are student-centered, collaborative, and memorable since it provides easy-to-use learning elements and allows students of various types to collaborate. Based on the previous statement, we can conclude that Google Classroom refers to learning that is delivered using electronic technology.

### **2.2.7.2 How Google Classroom works**

For some people Google Classroom may still be unfamiliar. As a result, here is a tip on how to use Google Classroom effectively for improved understanding (Google, 2018). To get started, go to [classroom.google.com](https://classroom.google.com) and sign in with your institution's e-mail address. The option to "create class" will appear, and you should select it. Add a class name after that.

In the about page, the teacher can add information about the class, such as a description and instructions for students, as well as a Google Drive folder for

classroom resources and an online course and lesson plan. Finally, the class is ready, and students with institutional Google accounts can join at any time by looking for the class code in the “stream” tab.

### **2.2.7.3 The benefits of Google Classroom**

Google Classroom includes a lot of features that are useful for the users. A few of them are user friendly, cost free, cell phone friendly, and time saving. Using Google Classroom is very easy and simple to used. According to Janzen (2014), “Google Classrooms’s design purposely simplifies the instructional interface and options utilized for delivering and tracking assignments. Communication with the entire course or individuals is likewise simplified through announcements, e-mail, and push notifications.

### **2.3 Theoretical Framework**

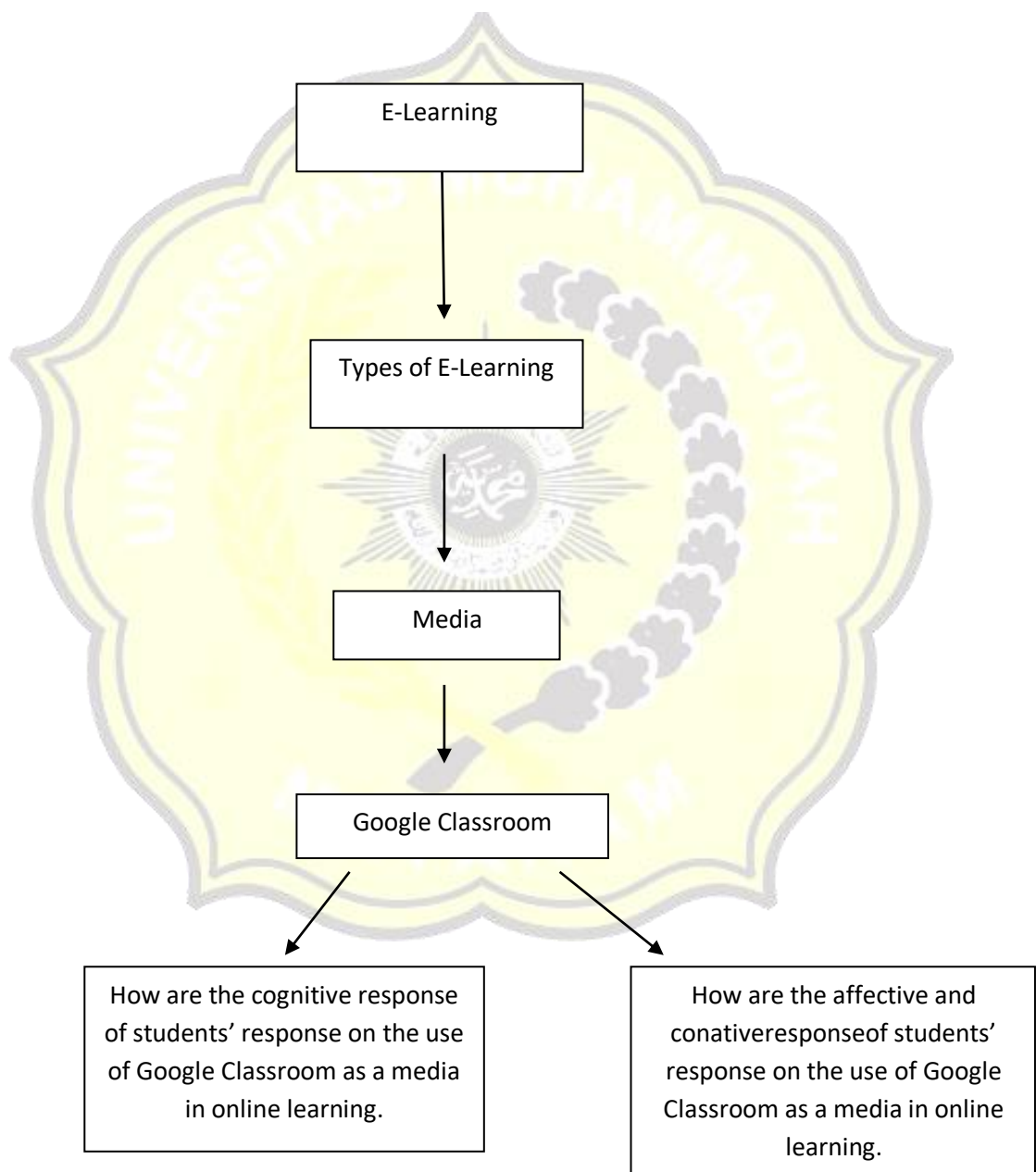
Based on Agarwal & Pandey (2012), e-learning focuses on the use of technology in learning and education. E-learning is the use of electronic media and information and communication technologies in the learning process. Students can learn to utilize e-learning in the same way they can learn to use other online systems, such as Google Classroom.

Google classroom is an application that attempts to assist lecturers and communicating with students without being bound by class schedules if these two things get I the way.

Therefore, students’response on the use of Google Classroom as a media in online learning students from one another certainly have a different response and reaction. The students response is divided into three parts,

namely: Cognitive, is a response that is closely related to knowledge skills and information about person. Affective, is a response related to emotions. And the last is conative, is related to real behaviors, include action or habit.

Based on the description of the theory above, the researcher prepared a frame of mind as follows:



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter described about research design, research, data sources and types, method of collecting data, research instrument and data analysis method.

#### **3.1 Research Design**

Research design directs the researcher to get valid data and find the answer to the research problems. In order to obtained the answer to this research, the researcher used a method that appropriates with this research. The method is qualitative research. According to Creswell (2014), qualitative research is a method for investigating and comprehending the meaning that individuals or groups attach to a social or human situation. The researcher used qualitative research to investigated how are the cognitive responses on the use of Google Classroom and to investigated how are the affective and conative responses on the use of Google Classroom as a media in online learning . There were 16 participants in this research by the fourth Semester in English Department of UMMAT.

#### **3.2 Research Location**

Setting of the place of the study is at English Department of UMMAT or fammiliarly called “PBI” at Faculty of Teacher Training and Education. It is on Jl. Kh.ahmad dahlan Pagesangan indah, University Muhammadiyah of Mataram.



### **3.3 Data Sources and Types**

According to Prastowo (2011: 204) explained there are two types of data which can be found in the field, namely qualitative data and quantitative. This study is qualitative, and it was conducted through interview and questionnaire. Lofland and Lofland (in Moleong, 2006: 157), say that the main data sources used in qualitative research is words and actions. Bungin (2001: 129) also states the data sources is the first source where the information is obtained. In this study, the data source is primary data obtained by conducting Questionnaires and Interviews at the fourth semester in English Department of UMMAT.

### **3.4 Method of Collecting Data**

According to Raco (2010: 180), data is collected if the direction and purpose of the research are clear and the data source, namely the informant or participant, has been identified and given permission to supply the information needed.

The researcher needs to collect the data to get material needed to answer the research problem. The researcher used two types of collecting the data as were Questionnaire and Interview.

#### **1. Questionnaire**

Questionnaire is the list of questions or statements that are given to participants. According to Sugiyono (2008: 142) explained questionnaire is a method of gathering the data that is done by giving some questions or statement related to beliefs in vocabulary learning strategy.

The researcher prepare questionnaire, consisted of ten questionnaire that focused on affective and conative responses on the use of Google Classroom as a media in online learning, but for make it easier for students the researcher made an electronic questionnaire in the form of googleform. Then, the researcher distributed the link of googleform through personal chat, the students could easily fill out the questionnaire that the researcher had created.

## 2. Interview

In this study, the researcher prepare five questions that focused on the cognitive responses of students' response on the use of google classroom as a media in online learning. The researcher used semistructure interview to interview the students.

### 3.5 Research Instrument

The researcher used questionnaires and interview as the instruments of this study:

#### 1. Questionnaire

According to Sugiyono (2012), questionnaire is data collection techniques that done by giving a set of statements and questionnaire to the respondents to answer. Furthermore, according to Arikunto (2006), a questionnaire is a collection of written questions intended to obtained information from respondents. The researcher used questionnaire to described the affective and conative response on the use of Google

Classroom as a media in online learning at the Fourth Semester in English Department of UMMAT.

## 2. Interview

Interview is a structured conversation between two or more persons in which one person attempts to obtain information from the other (Airasian as cited in Rachmawati, 2011). The researcher interview the fourth semester and give five questions to described cognitive responses of students response at the fourth semester. The researcher only takes the answers of students who answer the questions which has been given.

### 3.6 Data Analysis Method

According to Sugiyono (2016:206) data analysis is “Activities after all respondents’ data has been collected”. According to Helaludin and Wijaya (2019: 123) described several stages/techniques in analyzing data, as follows:

#### a. Data reduction

In qualitative data collection, the researcher used various techniques and carried out repeatedly to obtain very large and complex data. because the data obtained in the field are still very complex, still rough, and not systematic, the researcher need to do an analysis by reducing the data. At this step, the researcher get the data from the questionnaire and interview with students. The result of the questionnaire and interview show how affective, conative and cognitvie responses on the use of Google Classroom as a media in online learning.

b. Data display

After data reduction the next step in analyzing data is data display. It is process of data displaying data in the form of table or essay so what it gets nmore understand able. Sugiyono (2009: 341) states that in displaying data, can be presented in the form of a brief description, flow chart, and the like. In this research, the researcher used tables and essay to display data because data displays are the most common employed in qualitative research.

c. Conclusion

In the last stepis drawing conclusion. The researcher starting to see what the data. Researcher analyze all students' answers about the use of Google Classroom as an online learning media. The researcher first determines the rating weight of the questionnaire. Furthermore, the researcher calculated the results of the questionnaire about affctive, conative and cognitive responses on the use of Google Classroom as a media in online learning.

**Table 3.1 Questionnaire rating weight**

No	Alternative answers	Score
1	Strongly agree	5
2	Agree	4
3	Doubtful	3
4	Disagree	2

5	Totally disagree	1
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Sugiyono (2014, hlm. 135)

Next, answer indicators (eg: Strongly agree, agree, doubtful, disagree, totally disagree) and in this case and the reference i use the calculation of proportions using the Likert scale.

The formula for finding a percentage contains a questionnaire, according to (Sugiyono, 2008) as follows:

Finding the Percentage

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

(Sugiyono, 2008)

Note :

P = Percentage of Answers

F = Answer Frequency

N = Number of Respondents

100% = Fixed Numbers