



**EFL STUDENTS' PERCEPTION TOWARD THE USE OF GOOGLE
CLASSROOM AS A SUPPORTIVE TOOL IN LISTENING COURSE AT
UNIVERSITY OF ISLAM MALANG**

SKRIPSI

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FACULTY OF TEACHER TRAINING AND EDUCATION

ENGLISH EDUCATION DEPARTMENT

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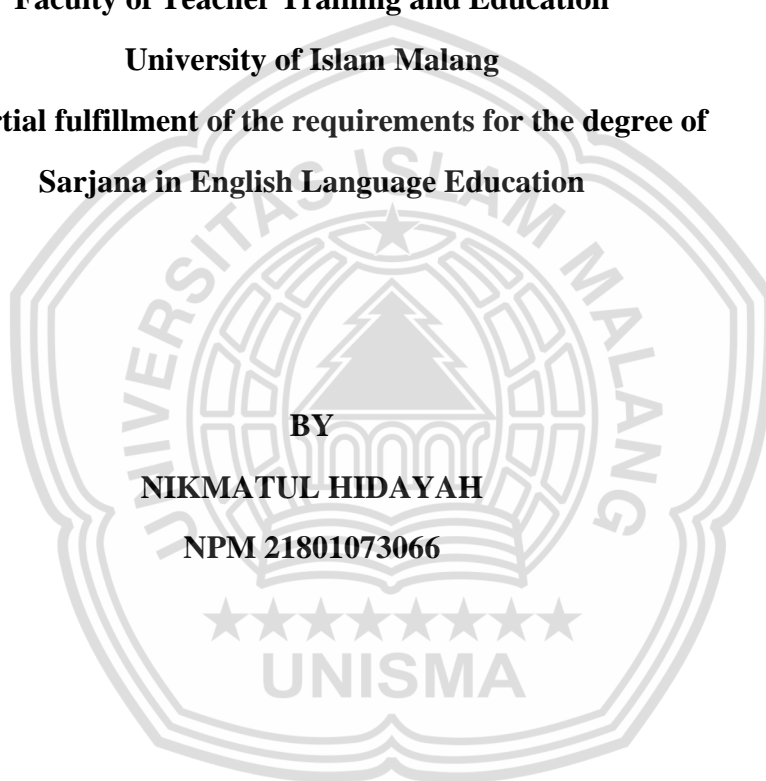
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ABSTRACT

Hidayah, Nikmatul. 2023. *EFL Students' Perception Toward The Use of Google Classroom as a Supportive Tool in Listening Course at University of Islam Malang.* Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Drs. Alfian Zuhairi, M.Pd.; Advisor II: Dr. Dwi Fita Heriyawati, M.Pd.

Keywords: Perception, Google Classroom, Listening Skill

The present study addresses two objectives: 1) find out the EFL students' perception use of Google Classroom in learning listening. 2) find out the aspects of perception are the most interested by EFL students in learning listening. The subject were 33 students of English Department of University of Islam Malang. They were required to complete 20 items of a questionnaire on aspect of perception. They are aspect of attractiveness, effectiveness, relevance, and motivation. The researcher used a quantitative descriptive design with statistical tool in SPSS to obtain the data. The result of the study showed that each aspect of perception was high (4.1-5) and medium (3.1-4), which explains that EFL students have a positive perception toward the use of Google Classroom in learning listening. Then, EFL students are more interested in aspect of effectiveness than other aspects of perception in learning listening. The conclusion was that Google Classroom as learning media in listening course was attractive, effective, relevant to the course content and also motivated students to learn listening.

CHAPTER I

INTRODUCTION

This chapter presents some topics related to the introduction of the study. They are background of the study, research problems, objective of the study, significance of the study, scope and limitation of the study, and the definition of key terms.

1.1 Background of the Study

Research on perceptions about the use of technology-based learning media is still a topic that is being widely studied today by foreign language learners such as Indonesians who study English. Technology-based learning began to be used along with the times. One of the technologies used today is digital-based learning. Digital-based learning is a learning that uses technology effectively to enhance students' learning experiences. In this case, digital based learning emphasizes giving students access to download the learning material, get feedback from lecturers, learn the material anytime and anywhere, and instruction to ensure all students achieve their learning objective. One of the digital-based learning media is Kahoot, Google Classroom, Microsoft Teams, Edmodo and so on. Digital-based learning includes different aspects, tools and applications to support lecturers and students in learning activities. And also help between lecturers and students in material distribution activities. Based on the explanation that the perception of students is very important because delivering good and correct material will make students able to understand the subject matter so that they can achieve competence and learning goals.

One of the digital-based learning is Google Classroom application. Google Classroom application has advantages for educational distribution, organizing and forming assignments. Citra (2016) stated that the features of Google Classroom App are providing for classroom activities. Google Classroom application is very important in material contributions and indirect interaction between lecturer and students in learning activities, especially in learning English. The lecturer and students can access the application through their smartphones. Before the lecturer creates an online class, make sure the lecturer creates a class code and share to the students to let them join to the class. Students using this application are able to access material easily, submit the assignment and check their score given by the lecturer.

Online learning is kind of learning without the need coming to the class but through digital learning. According to Stern, Jamil and Hamre (2018) Online learning is a remote learning to know where lecturers and students can not meet in the classroom. The use of online learning can be used for students who are located in remote areas and more broadly, it can also be used across the country. In general, lecturers and students are interested in learning activities that are not carried out in class. In online learning lecturers have to use digital-based learning media, such as Edmodo, Ruang Guru, Quipper School, Google Meet, Google Classroom, Zoom, etc. Learning uses technology by computer and internet provider space as a medium that gives opportunities for lecturers to be more creatively and actively in teaching material. And also for students to get a practical and fun learning experience, because the media used varies.

One of the skills in learning English is listening skill. Listening skill becomes the most important skill because it is for receiving and understanding the information from people or media. Gan and Bufton (2012) explained that listening is used to understand information from communicating with others.(Harahap, 2020). In learning English, Listening skill is important for students when learning English. Listening skills are possessed by students so that they can understand and learn from what is conveyed by lecturers or the media.

In order to learn more about students' perception use digital-based learning media. The researcher is interested in conducting a study to find out EFL students' perception in using Google Classroom as a learning media. The researcher believes that with a lot of features provided by Google Classroom, it can help both students and lecturers in learning activities. Google Classroom was used by 5th semester students who previously took listening course at University of Islam Malang. In the listening class, the implementation of Google Classroom is a learning media used the lecturer to facilitate students in learning listening by uploading relevant materials and giving assignments to students, and also interact with students. Furthermore, Google Classroom as learning media for students that they can access and download the material easily, submit the assignment on time, see the grades obtained from assignment given by the lecturer in the listening class. The goal of the learning is listening skill in line with the function of Google Classroom is to support students in improving their listening skill.

1.2 Research Problems

Based on the background that has been stated clearly, the research problem of this study can be stated as follows:

1. What is EFL students' perception the use of Google Classroom in learning listening?
2. What aspects of perception are the most interested by EFL students in learning listening?

1.3 Objective of the Study

Based on the question of the research problem, the objective of the study are:

1. To find out the EFL students' perception when using Google Classroom in learning listening.
2. To find out the aspects of perception are the most interested by EFL students in learning listening.

1.4 Significant of the Study

Similar studies have been conducted by several previous studies. From their results, many suggest that Google Classroom is a good App in the teaching and learning process. So many findings conclude that there are suggestions for lecturers to assess how to improve students in learning English when using technology in learning activities.

The learning process is carried out smoothly if students and lecturers are comfortable with each other. The use of Google Classroom will make it easier for students to learn and understand the material presented by the lecturer and improve

students' listening skills in their course. In addition, this study was conducted to find out in more detail in how aspects students' perception the use of Google Classroom as supportive tools in learning listening, because by utilizing technological tools in learning properly that can influence students' perception in learning listening. With this study, researchers hope that other researchers can give information for further research regarding students' perception using of Google Classroom in the learning listening. Furthermore, researchers hope that the findings of this study can be used as a reference for further researchers who conduct this study.

1.5 Scope and Limitation of the Study

This research raised case studies on learning listening that focused on EFL students' perception based on aspects of perception, namely attractiveness, effectiveness, relevance and motivation in using Google Classroom in learning listening. However, in this study not all learners of the English Department at University of Islam Malang were selected as samples.

The limitation of this study is that it may occur as in previous studies in filling out the questionnaire. The researcher did not distribute questionnaires to all the 5th semester students of the English Department but researcher used samples as selected one, especially students who had taken listening in previous class.

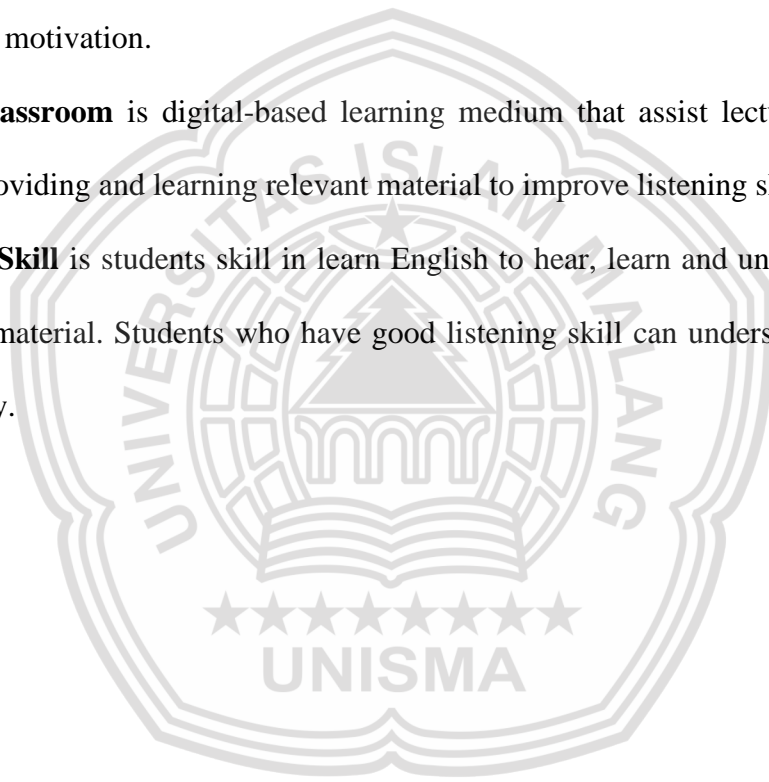
1.6 Definition of Key Terms

The definition of the important phrases are supplied to avoid misunderstanding and ambiguity. There were a few terms used in this study which needed to be defined in this investigation.

Perception is students' responses and understanding in learning listening using digital-based learning media based on aspect of attractiveness, effectiveness, relevance and motivation.

Google Classroom is digital-based learning medium that assist lecturer and students in providing and learning relevant material to improve listening skills.

Listening Skill is students skill in learn English to hear, learn and understand the listening material. Students who have good listening skill can understand the material easily.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the result of this study and the researcher also presents the recommendations of the research result. The conclusion was deduced from the research result and discussion. In addition, the researcher makes recommendations for future researchers in relation to this study.

5.1 Conclusion

This research was conducted to know EFL students' perception the use of Google Classroom experienced by students in the 5th semester who previously took listening course at University of Islam Malang. The students' perception based on four aspect perception which include attractiveness, effectiveness, relevance and motivation. According to the result in the previous chapter, we known that Google Classroom is helpful in teaching and learning process in the listening courses.

Based on the data analysis and result of the study that most of participants from 5th semester of English Department had positive perception of the use Google Classroom in listening course. In each aspect of perception at the high (4.1-5) and medium (3.1-4), it explain that most of students had positive perception toward the use of Google Classroom in their listening course. The Google Classroom support and help students to increase their listening skills, such as help them to access the listening material easily, help them to interact with lecturer, help them to submit assignment on time, help them to download material that accordance the learning

objectives. And also increase their motivation in learning listening such as, motivated in getting good grades that can improve their listening skill.

Furthermore, in each aspect of perception has high mean score. The high mean score in aspect of attractiveness with Q2 (M= 4.4), in aspect of effectiveness with Q7 (M= 4.5), in aspect of relevance with Q14 (M= 4.4) and in aspect of motivation with Q20 (M= 4.2). So, this was proven that 33 participants out of 5th semester showed interested in aspect of effectiveness when using Google Classroom in listening classes.

Then, the researcher concluded that EFL students had positive perception toward the use of Google Classroom in their learning listening. They agreed that Google Classroom as learning media was attractive, effective, relevance to the course content and also could motivate students to increase their listening skill. Then, In aspect of perception, students are interested in the effectiveness aspect because it helps them to download the content of listening material that relevant in the form of link video and documents. Therefore, the result showed students had positive perception with the use of Google Classroom in listening course, so the Google Classroom can be used as supporting application for teaching and learning process for listening course.

5.2 Suggestion

According to the research findings, the followings recommendations have been made:

1. For the Lecturers

Hopefully, the lecturer who use Google Classroom as digital learning for teaching and learning process may he/she can manage the online class properly. The lecturer must give clear instruction on the task or assignment to be given to avoid misunderstanding for students. furthermore, the lecturer must be able to create a more lively online class atmosphere with interesting features that available in Google Classroom.

2. For the Students/ Learners

Researcher hopes that students/ learners who will use Google Classroom in their learning, may they can well-prepared with read the instruction clearly before using this digital as learning media. And also students are able to improve their listening skill in the learning process. Additionally, students should adapt in use of digital based learning because in this era, teaching and learning activities carried out online and offline.

3. For the Future Researcher

Hopefully, this research can become one of references for further researchers who conduct similiar study. In this research, the researcher focused on the aspect of attractiveness, aspect of effectiveness, aspect of relevance and aspect of motivation. For the further researcher, it is be better if she/he focus on other case to find out students' perception of using Google Classroom as learning media.

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