

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describes all the findings of the data collected and its analysis. Data of this research is presented in the findings while analysis of the research data is elaborated in discussions.

The result consists of three parts; respondent's general information, the frequency of internet access, and students' responses on the use of Google Classroom based on Shaharane et.al (2016) questionnaire which are categorized into four parts; ease of access, perceived usefulness, communication and interaction, students' satisfaction. Additionally, chart was also presented to give detailed explanations.

4.1 Research Finding

4.1.1 The Result of Respondent Personal Information

Respondent personal information that completed the questionnaire shown in the chart below:

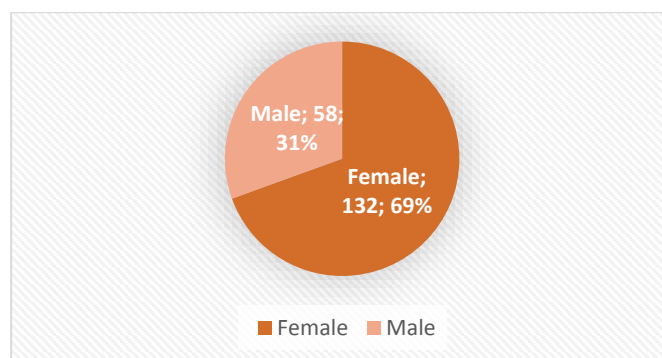


Figure 2. Chart of The Result of Respondent Personal Information

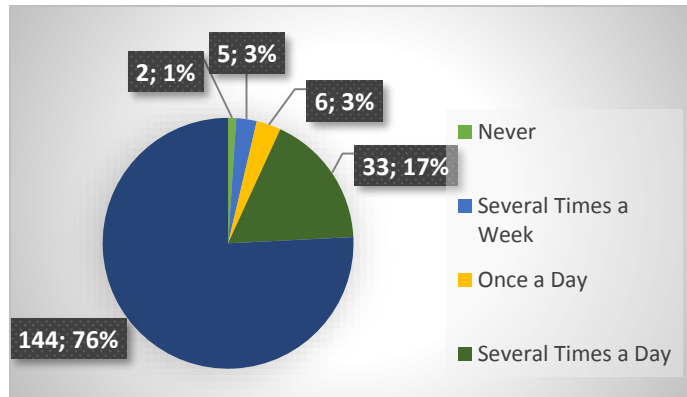


Figure 3. Chart of the Frequency of Internet Access

From the data shown above, total respondent was 190 from 316 students who completed the questionnaire and dominated by female with 132 respondents and then followed by male about 58 respondents. Slightly above 70% respondents use the internet many times a day. It implies that most of the respondents are familiar with the use of internet and web-based programs.

4.1.2 Main Findings

This chapter aims to answer the research question on students' responses on the use of Google Classroom. There are 23 questions related to students' responses on the use of Google Classroom. This research was conducted at the Islamic University of Indonesia. This study only focused on students English Language Education major, especially students of 2014, 2015, 2016, and 2017 who used Google Classroom as one of the learning tools. Based on research data via questionnaire to 190 students batch 2014, 2015, 2016, and 2017, the data shows that the highest score is 4.37 and the lowest score is 3.44.

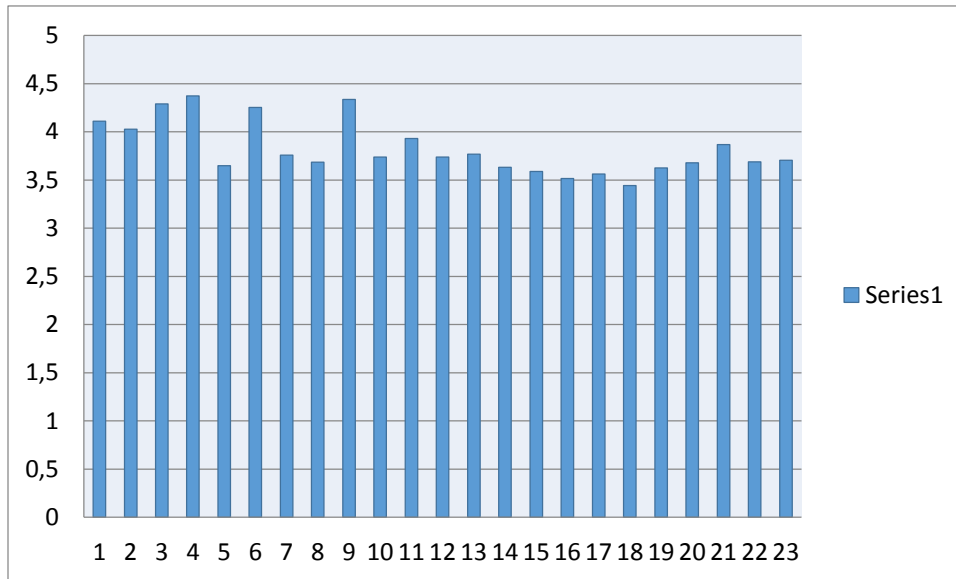


Figure 4. Chart of the main finding

Based on the whole finding from the questionnaire, the highest average of the data comes from question number 4 (Submitting assignment) with score 4.37. While the lowest score from the whole data come from question number 18 (Lecturers are enthusiastic in teaching and explaining via the Google Classroom.) with score 3.44.

4.1.3 Finding of Each Part of the Questionnaire

4.1.3.1 Ease of Access

Based on the results of questionnaire answered by the respondents, the average of Ease of Access is shown in the chart below.

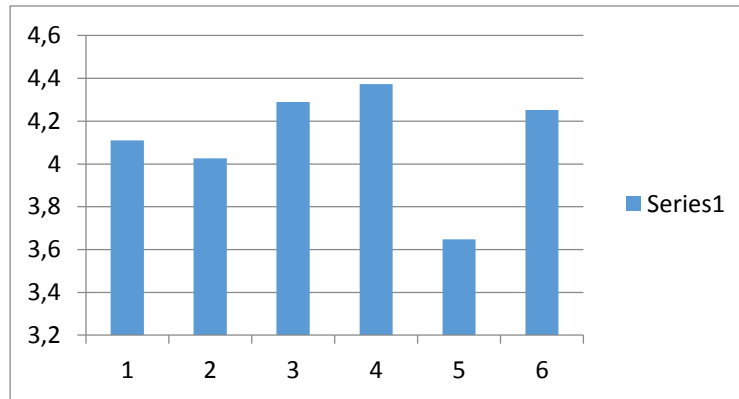


Figure 5. Chart finding of Ease of Access

The following is the statements shown in the questionnaire.

1. Signing on to the Google Classroom.
2. Accessing course materials.
3. Sending and receiving assignment.
4. Submitting assignment.
5. Navigating the system.
6. Easy to understand the system.

The chart above describes the ease of access of Google Classroom. The highest average is from question number 4 (submitting assignment) with score 4.37. Thus, it can be concluded that respondents feel submitting assignment is easy in Google Classroom. They do not find any difficulty.

4.1.3.2 Perceived Usefulness

Based on the result of questionnaire answered by the students, the average of Perceived Usefulness is shown in the chart below.

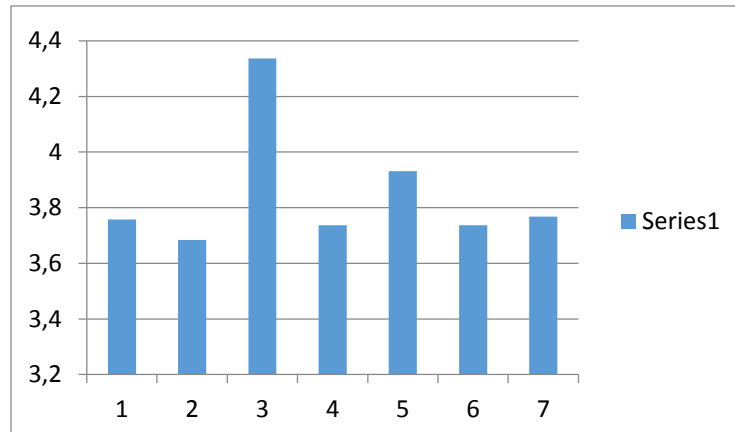


Figure 6. Chart finding of Perceived Usefulness

The following is the statements shown in the questionnaire.

1. The quality of learning activity was excellent.
2. Google classroom is an excellent medium for social interaction (lecturer vs students and student vs student) as demonstrated by this activity.
3. Google classroom help me to submit assignment on time.
4. The course activities helped me to examine issues, to evaluate new ideas, and to apply what I have learned.
5. The feedback provided by the lecturer is useful.
6. The grading system in Google classroom help in monitoring my performance and understanding the current topic discussed.
7. The subject objective, assessment and content were consistent with the aid of Google Classroom.

The chart above describes the perceived usefulness of Google Classroom. The highest average comes from question number 3 (Google Classroom help me to submit assignment on time) with score 4.33. It can be concluded that respondents

feel Google Classroom has helped them to submit assignment on time because there is deadline in Google Classroom.

4.1.3.3 Communication and Interaction

Based on the result of questionnaire answered by the students, the average of Communication and Interaction is shown in the chart below.

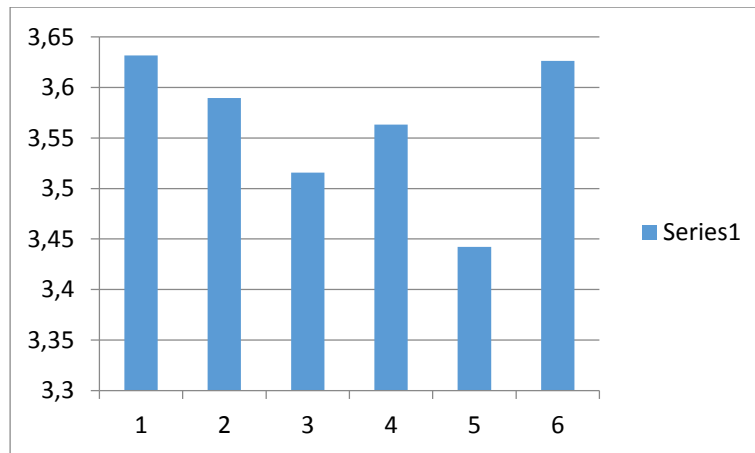


Figure 7 Chart finding of Communication and Interaction

The following is the statements shown in the questionnaire.

1. I felt comfortable conversing through this medium for this activity.
2. Lecturer helped to keep course participants engaged and participating in productive discussion.
3. I felt comfortable interacting with other participants in this activity.
4. My point of view was acknowledged by other participants during this activity.
5. Lecturers are enthusiastic in teaching and explaining via the Google Classroom.
6. Lecturers are friendly, approachable and could be easily contacted.

The chart above describes the communication and interaction on using Google Classroom. The highest average comes from question number 1 (I felt

comfortable conversing through this medium for this activity) with score 3,63. Therefore, it can be concluded that respondents feel comfortable using Google Classroom as learning tool.

4.1.3.4 Students' Satisfaction

Based on the result of questionnaire answered by the students, the average of Perceive Instruction Delivery is shown in the chart below.

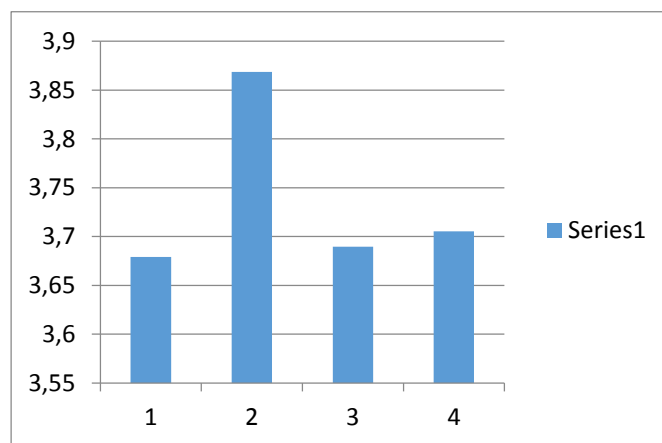


Figure 8. Chart finding of Students' Satisfaction

The following is the statements shown in the questionnaire.

1. The subject met my personal goal through the medium introduced.
2. I would recommend this method of learning to be applied to other appropriate subject.
3. Google classroom is my first choice in active learning compare to other method.
4. I like the Google Classroom as a learning initiative and motivation booster.

The chart above describes respondents' satisfaction on using Google Classroom. The highest average comes from question number 2 (I would recommend this method of learning to be applied to other appropriate subject) with

score 3,86. It can be concluded that respondents feel Google Classroom is useful in learning process and they feel satisfied with Google Classroom.

4.2 Discussion

The questionnaire used in this study is a questionnaire taken from the study of Shaharane et.al (2016). The questionnaire is used to collect data about students' responses on the use of Google Classroom by the students of English Language Education Department. The researcher elaborated further on the results of data processing that have been discussed earlier.

The results of the data from the students of English Language Education Department of batch 2014, 2015, 2016 and 2017 are calculated in 2 steps. First step is about the overall data. Based on the chart, the highest average comes from question number 4 (submitting assignment) with score 4.37. While the lowest score from the whole data comes from question number 18 (Lecturers are enthusiastic in teaching and explaining via the Google Classroom.) with score 3.44.

Second step describes about each part of the questionnaire. Ease of Access consists of 6 questions; with average $\bar{X} = 4.11$. The highest score is number 4 (submitting assignment) with average 4.37 which means respondents strongly agree that Google Classroom makes it easier for them to submit assignments. The lowest score is number 5 (navigating the system) with average 3.64 which means respondents disagree that navigation system in Google Classroom is easy. However, it is still included in high category.

Perceived Usefulness consists of 7 questions with average $\bar{X} = 3.85$. The highest score is number 3 (Google Classroom helps me to submit assignment on

time) with average 4.33 which means respondents strongly agree that Google Classroom helps them to submit assignments on time. The lowest score is number 2 (Google Classroom is an excellent medium for social interaction (lecturer vs students and student vs students) as demonstrated by this activity) with score 3.68 which means respondents disagree that Google Classroom does not indicate any use for social interaction. Nevertheless, it is still included in high category.

Communication and Interaction consists of 6 questions with the highest average $\bar{X} = 3.56$. The highest score is number 1 (I felt comfortable conversing through this medium for this activity) with average 3.63 which means students strongly agree that Google Classroom makes their communication and interaction comfortable. The lowest score is number 5 (Lecturers are enthusiastic in teaching and explaining via the Google Classroom) with average 3.44 which means respondents disagree that lecturers are enthusiastic in teaching and explaining via Google Classroom.

Student's Satisfaction consists of 4 questions with average $\bar{X} = 3.73$. The highest score is number 2 (I would recommend this method of learning to be applied to other appropriate subject) with average 3.86 which means respondents strongly agree that they feel satisfy with Google Classroom and will recommend to other appropriate subjects. The lowest score is number 1 (The subject met my personal goal through the medium introduced) with average 3.67 which means respondents disagree that Google Classroom cannot reach their personal goal. However, it still included in high category.

To sum up, the result on the of part Ease of Access shows that most students do not find any difficulties in operating Google Classroom and Google Classroom is easy to use as a learning tool. This result is similar with Iftakhar (2016), that among students' participants of his research, 18 agree that Google Classroom is effective and easy to use.

The part on Perceived Usefulness shows that most students feel Google Classroom is useful in their learning process. This result is similar with Wijaya (2016), that they are already feeling the benefits provided by the e-learning itself. It also means that students benefit when using Google Classroom. Respondents also said that Google Classroom can also increase the effectiveness in completing the tasks assigned by the Faculty.

The part on Communication and Interaction shows that through Google Classroom, most students feel communication and interaction can be easier. Part Students' Satisfaction shows that most students feel satisfy with Google Classroom as a learning tool. This result is similiar with Iftakhar (2016), the respondents said taht They can get so many uploaded files at a time. As they have been given Gmail id from the DIU (Daffodil International University), they can join the class by using class code from anywhere and anytime.

The part on Students' Satisfaction shows that most students feel satisfied with Google Classroom as a learning tool. This result is similiar with Shahraneet al (2016) that many students feel satisfied with Google Classroom because of its effectiveness and efficiency.