

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the following sub topics: (1) findings, and (2) discussion.

#### 4.1 Findings

At SMA Muhammdiyah 1 Palembang, the researcher aimed to investigate students' perceptions the use of Google Classroom in learning reading comprehension. The researcher began gathering information by interviewing the students of 10<sup>th</sup> IPS Olympiad class at SMA Muhammdiyah 1 Palembang. After interviewing the respondents and transcribing the interview process, the researcher created the data code, which was then utilized for the process of describing the theme for analysis and interpretation of the data. Furthermore, as highlighted in the previous chapter, the outcome of data obtained during the interview session was described as follows.

##### 4.1.1 Table Themes and Codes of Students' perceptions on the use of Google Classroom in Learning Reading Comprehension

Themes	Codes
1. The ease of access	a. The students felt happy learning reading comprehension through

	<p>Google Classroom.</p> <p>b. The student felt do not find difficulties when accessing Google Classroom.</p>
<p>2. Flexible in use</p>	<p>a. The students stated that they often made an agreement with the teacher regarding the time to submit assignments.</p> <p>b. The students felt free to access the material anytime and anywhere.</p>
<p>3. Saving time</p>	<p>a. The students felt more focused on doing assignments quickly.</p> <p>b. The students felt that they could access the material directly and without having to be explained by the teacher.</p>

4. The useful features	<p>a. The students felt no need to switch applications because they wanted submit assignments.</p> <p>b. The students felt that Google Classroom is paperless.</p>
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#### 4.1.1.1 The Ease of Access

In the learning process of reading comprehension through Google Classroom, students could face the use of using this application. The ease experienced by students when accessing the application because it was easy to use. As confessed by the first student, D, *"I felt happy because the application was easy to use, especially for students."* (Personal communication, September 28th, 2021). And another confession was made by the second student, initially, L that, *"I felt happy because the application was easy to use to carry out learning reading comprehension and more effeciently."* (Personal communication, September 28<sup>th</sup>, 2021).

Other evidence showed that Google Classroom was easy to navigate the system by simply delivered reading comprehension material to the Google Classroom. As confessed by the first student, D, *"So far, I haven't encountered difficulties."* (Personal communication, September 28th, 2021).

#### 4.1.2.2 Flexible in Use

According to the data gathered from interviews, the use of Google Classroom in learning reading comprehension can be accessed or has flexible time; this is obvious from the agreement on the time for collecting assignments. As the first student, D, confessed, *"Of course, there was an agreement regarding the time for collecting assignments. For example, the assignments had to be submitted at that time. However, regarding the learning schedules, there was already a schedule provided by the school"* (Personal communication, September 28th, 2021). And another confession was made by the second student, L, *"Yes, I have. For example, at the time of collection of assignments, it could be collected tomorrow or next week because each student did the assignment at a different time, so there was a changing agreement"* (Personal communication, September 28th, 2021). And the last confession was spoken by the third student, initially, M, that, *"Yes, sometimes we as students often made an agreement with the teacher regarding the time for submitting assignments"* (Personal communication, September 28th, 2021).

In addition, Google Classroom helped the students learn reading comprehension because the application can be opened at any time and anywhere. As confessed by the second student, L, *"The advantage is that we could save more time when using Google Classroom and also Google Classroom could be accessed freely anytime and anywhere."* (Personal communication, September 28th, 2021). And the last confession was spoken by the third student, initially, M, that, *"I think learning reading comprehension through the Google Classroom*

*allowed students to access the application anywhere.”* (Personal communication, September 28th, 2021).

#### **4.1.2.3 Saving Time**

Based on interview data, most of the students said that Google Classroom was saving more time than offline learning. It is confirmed by all respondents. As admitted by the first student, D that, *“In my opinion, learning reading comprehension through Google Classroom saves a lot of time. For example, in submitting assignments we only needed to take a photo of the assignment and then upload it to the Google Classroom application.”* (Personal communication, September 28<sup>th</sup>, 2021). And another confession was made by the second student, L that, *“Yes, I think learning reading comprehension through Google Classroom saved more time. Because I could do assignment anywhere and in doing my assignments I could also directly use my phone. Then, for the collection of assignments I just needed to upload it through this application.”* (Personal communication, September 28<sup>th</sup>, 2021).

In addition, the use of Google Classroom helps students to access the material directly and without having to be explained by the teacher. As declared by the first students, D that, *“ Usually, the teacher gave us reading texts that were already uploaded via Google Classroom and told us to read.”* (Personal communication, September 28<sup>th</sup>, 2021). And another confession was made by the second student, L that, *“Usually, the teacher provide reading texts that were uploaded in Google Classroom so that students could easily read and re-understand the material.”* (Personal communication, September 28<sup>th</sup>, 2021). And

the last confession was spoken by the third student, initially, M, that, " Usually, the teacher already prepared reading texts as material for students to read and uploaded to Google Classroom. So that, students could read it repeatedly in order to better understand the material." (Personal communication, September 28th, 2021).

#### **4.1.2.4 The Useful Features**

Based on data obtained from interviews, it was found that Google Classroom useful in learning reading comprehension. This Apps was easy to collect the assignment. As declared by the second students, L that, *"In my opinion, attendance and task collection features. The absence feature made it easier for students to take attendance on time and the assignment collection feature made it easier for students to collect assignments. So, they didn't need to switch applications just because they wanted to collect assignments"* (Personal communication, September 28<sup>th</sup>, 2021).

In addition, the use of Google Classroom helps students collecting reading assignments because it is paperless. As declared by the first student, D, *"In my opinion, the most useful features in the Google Classroom application are the attendance and task collection features."* (Personal communication, September 28th, 2021). The Third student, M, made the other confession, *"The features that were most useful for me were the attendance feature and a place for collecting assignments."* (Personal communication, September 28th, 2021).

## **4.2 Discussion**

After the researcher analyzed the result of data analysis by using thematic analysis, the researcher found that there were positive perceptions on the use of Google Classroom in learning reading comprehension. It was found that the positive perceptions in learning reading comprehension through Google Classroom were divided into (a) the ease to access, (b) flexible to use, (c) saving Time, and (d) the useful features and.

The first perception from students was that Google Classroom was easy to use. According to Jazen (2014), Google Classroom is easy to use. The design of Google Classroom intentionally simplifies the instructional interface as well as the options for delivering and monitoring assignments; communication with entire courses or individuals is also streamlined through announcements, emails, and push notifications. Wijaya (2016), students as Google Classroom users can experience all the facilities and features that are available because Google Classroom is easy to use and easy to access, and make it easier for students to complete assignments. Google Classroom, according to Susanti et al. (2021), is easy to use. Google Classroom makes it easier for students to find references related to the material being discussed, in addition to providing easy access to learning. On the other hand, problems also occur in the use of Google Classroom. Ramadhan and Tarsono (2020), stated that the implementation of Google Classroom was not easy to use since there was a modification of learning which required that through Google Classroom, students had difficulty operating its features. The teachers indicated that during the early stages of Google Classroom implementation, many students complained about technological issues they didn't

understand, such as uploading assignment files. According to Wulandari et al. (2020), this problem also happens at SD Negeri 5 Silo, where students and parents can't operate Google Classroom properly. In conclusion, Google Classroom as a Learning Management System (LMS) was a learning support application that was easy to use. Nevertheless, there were viewpoints that showed that the lack of human resources in operating Google Classroom made Google Classroom not easy to use.

The second perception from the students was that Google Classroom was flexible in use. Students sometimes make an agreement about the time for submitting assignments. This was related to the Google Classroom, which could be accessed at any time without time limits. This showed Google Classroom's flexibility. According to Diana et al. (2021a), Google Classroom is a flexible application. It is easily accessible and used by instructors and learners in both face-to-face and completely online learning situations. According to Paristiowati et al. (2019), Google Classroom is flexible since it allows students and teachers to effortlessly distribute and submit assessments without regard to time limits. Furthermore, Google Classrooms are flexible in use. Because it can be accessed via mobile devices, Google Classroom can be accessed at any time and any place (Sholah, 2020). Aside from that, another viewpoint mentioned that Google Classroom was not flexible. Research by Suhada et al. (2020), showed that 52.93 percent of students stated that learning with Google Classroom did offer various features, yet Google Classroom notifications were not as flexible as other applications and required a stronger internet network, and students had to scroll



the application repeatedly. Thus, Google Classroom was an application that was flexible in its use. Students could have access to Google Classroom at any time and from any location, encouraging students to access the application anytime they wanted to. Regrettably, Google Classroom notifications were also not as flexible as other applications because the usage needed a faster internet connection.

Third, the use of Google Classroom in acquiring reading comprehension, was thought to save more time than implementing offline learning. This was also reinforced by several theories that claim Google Classroom saves time. According to Diana et al. (2021b), Google Classroom was deemed to be time-saving. Because Google Classroom was fully integrated with Google apps, it was designed to save time. Google Classroom provided features that save both teachers' and students' time. Iftakhar (2016a), Google Classroom is intended to save students time. It connects and automates the usage of other Google apps, such as Docs, Slides, and Spreadsheets, simplifying and streamlining the administration of document distribution, grading, formative assessment, and feedback. According to Subandi et al. (2018a), Google Classroom can save time and can be accessed anywhere and at any time as long as it is internet-connected, making it easier for teachers to give homework, convey information to students, and distribute learning materials. But on the contrary, different opinions were found regarding Google Classroom, which was considered less time-saving. Research by Rifaldi et al. (2021), found that five respondents admitted that learning through Google Classroom did not save time and money. This was due to

the fact that access to Google Classroom still needed internet costs. In summary, Google Classroom lets students submit an assignment without having to write it on paper or type it on a laptop, then print it and hand it to the teacher. It's enough for students to save time by writing on their personal computers and submitting files to Google Classroom. However, when viewed afresh, Google Classroom was regarded as less time-saving by some students since it required internet to access it, and some students complained about having to utilize internet access.

The fourth perception was that using Google Classroom has useful features. That was related to the point made by Nurlifa et al. (2020), who stated that the majority of educators prefer Google Classroom as an online learning medium since it has various advantages. Google Classroom was not only free, but it also offered a variety of features. According to Susanti (2021), many of the facilities available in Google Classroom help students use the learning management system. The presence of the "classwork" menu is one of them. Furthermore, Google Classroom offers supporting features from Gmail, Drive, and Docs through a unique design for instructors and students (Subandi et al., 2018b). According to Pradana and Harimurti (2017), Google Classroom is a Google product dedicated to education since it has many facilities offered, such as relaying information or assigning tasks, collecting assignments, and assessing assignments. Meanwhile, Anurrahman et al. (2021), emphasized the different opinions regarding the features offered by Google Classroom, stating that not all of the features provided by Google Classroom were used properly by instructors. Subsequently, due to the many features offered by Google Classroom that are

helpful, especially in learning reading comprehension. Thus, teachers are expected to be able to take advantage of the availability of these various features to improve the students' understanding. Teachers could assist students in understanding the features of Google Classroom and how to use it. Students found the Google Classroom feature useful in this method. Google Classroom's latest features were highly beneficial for student assignments, and innovative learning might help students become more creative.