LAPORAN AKHIR PENELITIAN NASIONAL MADYA (PPNM)

A psycholinguistic analysis of the students' perceptions used Google
Classroom as online learning media during pandemic

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**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
2023**

SURAT PERJANJIAN KONTRAK KERJA PENELITIAN
LEMBAGA PENELITIAN DAN PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH PROF DR HAMKA

Nomor : 741 / F.03.07 / 2022
Tanggal : 1 Desember 2022

Bismillahirrahmanirrahim

Pada hari ini, Kamis, tanggal Satu, bulan Desember, Tahun Dua Ribu Dua Puluh Dua, yang bertanda tangan di bawah ini **Dr. apt. Supandi M.Si.**, Ketua Lembaga Penelitian dan Pengembangan Universitas Muhammadiyah Prof. DR. HAMKA, selanjutnya disebut sebagai PIHAK PERTAMA; **Siti Ithriyah S.S., M.Hum.**, selanjutnya disebut sebagai PIHAK KEDUA.

PIHAK PERTAMA dan PIHAK KEDUA sepakat untuk mengadakan Perjanjian Kontrak Kerja Penelitian yang didanai oleh RAPB Universitas Muhammadiyah Prof. DR. HAMKA

Pasal 1
PIHAK KEDUA akan melaksanakan kegiatan penelitian dengan judul : **A PSYCHOLINGUISTIC ANALYSIS OF THE STUDENTS' PERCEPTIONS USED GOOGLE CLASSROOM AS ONLINE LEARNING MEDIA DURING PANDEMIC** dengan luaran wajib dan luaran tambahan sesuai data usulan penelitian Bacth 1 Tahun 2022/2023 melalui simakip.uhamka.ac.id..

Pasal 2
Kegiatan tersebut dalam Pasal 1 akan dilaksanakan oleh PIHAK KEDUA mulai tanggal 1 Desember 2022 dan selesai pada tanggal 30 Mei 2023.

Pasal 3
(1) Bukti progres luaran wajib dan tambahan sebagaimana yang dijanjikan dalam Pasal 1 dilampirkan pada saat Monitoring Evaluasi dan laporan.
(2) Luaran penelitian, dalam hal luaran publikasi ilmiah wajib mencantumkan ucapan terima kasih kepada pemberi dana penelitian Lemlitbang UHAMKA dengan menyertakan nomor kotrak dan Batch 1 tahun 2022.
(3) Luaran penelitian yang dimaksud wajib PUBLISH, maksimal 1 tahun sejak tanggal SPK.

Pasal 4
Berdasarkan kemampuan keuangan lembaga, PIHAK PERTAMA menyediakan dana sebesar Rp.7.000.000,- (Terbilang : *Tujuh Juta*) kepada PIHAK KEDUA untuk melaksanakan kegiatan tersebut dalam Pasal 1. Sumber biaya yang dimaksud berasal dari RAB pada Lembaga Penelitian dan Pengembangan Universitas Muhammadiyah Prof. DR. HAMKA Tahun Anggaran 2022/2023.

Pasal 5
Pembayaran dana tersebut dalam Pasal 4 akan dilakukan dalam 2 (dua) termin sebagai berikut;
(1) Termin I 70 % : Sebesar 4.700.000 (Terbilang: *Empat Juta Tujuh Ratus Ribu Rupiah*) setelah PIHAK KEDUA menyerahkan proposal penelitian yang telah direview dan diperbaiki sesuai saran

reviewer pada kegiatan tersebut Pasal 1.

(2) Termin II 30 % : Sebesar 2.300.000 (Terbilang: *Dua Juta Tiga Ratus Ribu Rupiah*) setelah PIHAK KEDUA mengunggah laporan akhir penelitian dengan melampirkan bukti luaran penelitian wajib dan tambahan sesuai Pasal 1 ke simakip.uhamka.ac.id.

Pasal 6

(1) PIHAK KEDUA wajib melaksanakan kegiatan tersebut dalam Pasal 1 dalam waktu yang ditentukan dalam Pasal 3.

(2) PIHAK PERTAMA akan melakukan monitoring dan evaluasi pelaksanaan kegiatan tersebut sebagaimana yang disebutkan dalam Pasal 1. Bila PIHAK KEDUA tidak mengikuti Monitoring dan Evaluasi sesuai dengan jadwal yang ditentukan, tidak bisa melanjutkan penyelesaian penelitian dan harus mengikuti proses Monitoring dan Evaluasi pada periode berikutnya.

(3) PIHAK PERTAMA akan membekukan akun SIMAKIP PIHAK KEDUA jika luaran sesuai pasal 3 ayat (3) belum terpenuhi.

(4) PIHAK PERTAMA akan mendenda PIHAK KEDUA setiap hari keterlambatan penyerahan laporan hasil kegiatan sebesar 0,5 % (setengah persen) maksimal 20% (dua puluh persen) dari jumlah dana tersebut dalam Pasal 4.

(5) Dana Penelitian dikenakan Pajak Penghasilan (PPh) dari keseluruhan dana yang diterima oleh PIHAK PERTAMA sebesar 5 % (lima persen).

(6) PIHAK PERTAMA akan memberikan dana penelitian Termin II dalam pasal 5 ayat (2) maksimal 30 Mei 2023.

Jakarta, 1 Desember 2022

PIHAK PERTAMA
Lembaga Penelitian dan Pengembangan
Universitas Muhammadiyah Prof. DR. HAMKA
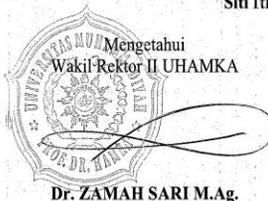Ketua,

PIHAK KEDUA
Peneliti,

Dr. apt. Supandi M.Si.

Siti Ithriyah S.S., M.Hum.

Mengetahui
Wakil Rektor II UHAMKA

Dr. ZAMAH SARI M.Ag.

LAPORAN AKHIR

Judul (Title)
A psycholinguistic analysis of the students' perceptions used Google Classroom as online learning media during pandemic

Latar Belakang (Background)

In the beginning of March, 2020, the coronavirus (COVID-19) has come to Indonesia. According to Tosepu, Ramadhan Effendy, Devi Safitri Ahmad (2020), the first contagion of COVID-19 was originated from a visit of Japanese citizen, dancing with a 31-year-old woman at a place in Paloma Club before being tested on 14th February 2020. Setiati and Azwar (2020), told that there were 1.528 insured COVID-19 case in Indonesia and 136 deaths associated with the disease in March, 2020. However, the total amount of COVID-19 cases in Indonesia based on (WHO Website, 2020) were more than five-hundred-thousand cases out where more than eighteenththousand people had died, and more than four-hundred-thousand people had 2 recovered from the virus. From the website of WHO, it can be concluded that the COVID-19 cases are getting worse and worse in Indonesia.

To prevent the increasing of COVID-19 cases, all the parties working in Health and Government Sectors in Indonesia as well as the President of Indonesia, Joko Widodo, have issued some procedures that must be obeyed by Indonesian citizens. Kemenkes

RI in Sukmana, Aminuddin, and Nopriyanto (2020), stated the procedure given by The Ministry of Health was to encourage the community to operate PHBS (Pola Hidup dan Budaya Sehat) and healthy lifestyle in order to prevent the diffusion of COVID-19 from human to human. Similarly, the President of Indonesia, Joko Widodo, issued a procedure to enforce large-scale social restriction (Pembatasan Sosial Berskala Besar) in cities and provinces, instead of quarantining independently to deter COVID-19 transmission and people coming outside of the area (Setiati and Azwar, 2020).

Online learning or distance learning is a type of education where students and teachers or lecturers do not stay in a room or do not meet each other in instant. (Sadeghi, 2019), wrote distance education or distance learning was the type of education where students might not attend any class physically. Online or distance learning can be beneficial during the pandemic because it can increase students' activeness and help students to get better sources without worrying about the time limit. The previous study from Febrianto, Mas'udah, and Megasari, (2020), said online learning simplified students to distribute resources, tape the learning material, and participate in the discussion easily, and online learning might help teacher give their student knowledge freely as it offered flexible times at any time and from anywhere.

The urgency of the research is to see and find out the psycholinguistic analysis of the students' perceptions used Google Classroom as online learning media during pandemic. Therefore,

researcher will analyze and calculate the perception of student responses so that you can see the impact seen in using Google Classroom as online learning during a pandemic with also psycholinguistic analysis **The specific** specification related to the schema is one of the derivatives of previous research and remains in the realm of psycholinguistics because of this, the researcher decided to take the schema is Penelitian Dasar Keilmuan with purple cover.

Tujuan Riset (Objective)

This research was explained and analyzed about psycholinguistic analysis the students' perception used google classroom as online learning media during the pandemic. This research applied mixed-method in order to answer the research questions. For collecting the data, the researcher utilized the close-ended questionnaire carrying 6 indicators about the students' perceptions of Google Classroom which were analyzed quantitatively and used the interview analyzed qualitatively, or called it mixed-method.

Metodologi (Method)

A. The Procedure to do The Research

The Research Design For the method of this research, the researcher applies mixed-method. Malik and Hamied in Cakrawati, (2017), claimed mixed-method was a method involving collection and analysis of quantitative and qualitative in order to get better understanding in responding to examined

research questions. Onwegbuzie in Siahaan, (2020), stated mixed-method was a method where the researcher merged quantitative and qualitative techniques, methods, approaches, constructs or language into a single study. From the statements given, mixed-method is a method whose process combines quantitative and qualitative techniques for understanding a research problem more complete in a single study. There are four designs of mixed-method which are: Explanatory Design, Exploratory Design, Triangulation Design and Embedded Design. In this research, the researcher chooses Sequential Explanatory Design in order to answer the research questions and to expand the results got from the first step of the research design, which is quantitative, by supporting them with the result from the second step which is qualitative. Siahaan, (2020), stated Sequential Explanatory Design was a design begun with quantitative data and continued with the qualitative data that was meant to define or expand the quantitative results. In this study, the researcher decides that the data from students' perceptions of Google Classroom used as an online learning media during the pandemic will be taken by using questionnaire (close-ended questionnaire) and interview. Next, the questionnaire results will be analyzed quantitatively in order to get the percentage of each statement written on the questionnaire, while the interview will be analyzed qualitatively in order to find out and expand as well support the eight-grade students' perception of Google Classroom used as an online learning media during the pandemic that they have responded on

the questionnaire beforehand.

2. The Procedure to Do The Research

For the researcher decides to apply the Sequential Explanatory Design, the researcher will hold the study by following some procedure as follows:
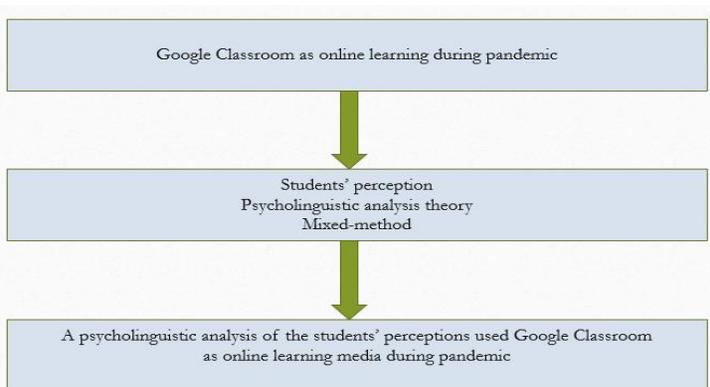
a. The Quantitative Research

The first step that the researcher will perform is the quantitative research. Sugiyono, (2016), stated quantitative was a method whose analysis used statistics and the research data was in the form of numbers. The researcher carries this step through distributing the link of the questionnaire created on Google Form to the participants. The result of this step will be analyzed quantitatively and explained descriptively. The purpose of doing this step is to answer the research questions made on the first chapter before which are to find out the eight-grade students' perceptions as well to get the percentage of the eight-grade students' perceptions of Google Classroom used as an online learning media during the pandemic.

b. The Qualitative Research

The second step that will be carried is the qualitative research. Fitrah and Lutfiyah cited in Mulyani, Sri, (2020), claimed qualitative research was a research method that used descriptive data in the form of written or oral words from people who were investigated. Kuswoyo and Susardi excerpted in Handayani, E. Tri, et al, (2020), asserted qualitative research was a research applying verbal interpretation of the data as its attribute. From the

definitions can be taken that qualitative research is a research method utilizing verbal description of its data comprising written-or-oral words. The researcher does this step by interviewing a few participants through ZOOM or WhatsApp, and the result of this step will be analyzed qualitatively by classifying them with the indicators specified on the blueprint of the questionnaire. The aim of taking this step is to find out the eight-grade students' perceptions of Google Classroom used as an online learning media during the pandemic as well to expand or support the results on the quantitative step which are from the questionnaire.

The Flowchart


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Google Classroom as online learning during pandemic
        ↓
Students' perception
Psycholinguistic analysis theory
Mixed-method
        ↓
A psycholinguistic analysis of the students' perceptions used Google Classroom
as online learning media during pandemic
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Hasil dan pembahasan

. The Research Findings The research findings were taken from the questionnaire and the interview. The research findings got from those instruments will be written and clarified by the researcher into some forms. The finding of the questionnaire will

be served on the table form involving the percentage of each statement and will be interpreted descriptively, whilst the finding of the interview will be served in the transcript form. 1. The Findings of Interview In this section the researcher will write the findings gained from the interview in order to give a respond to the research questions. The researcher used structured interview where the questions were created based on the indicators set on the questionnaire. The interview guideline consisted of 20 questions that were conveyed to all participants. The interview guideline itself can be seen on the appendix part C. There were 10 participants who had been chosen as the interviewees in this research. The interview findings would be grouped based on indicators set beforehand and would be used to find out the eight-grade students' perceptions of Google Classroom used as an online learning media during the pandemic as well to expand or support the results got from the questionnaire. The findings will be exposed and clarified as follows:

In the interview session, the students gave the positive responses toward the ease of accessing Google Classroom. Those responses could be proven by looking at the sample of the students' perceptions itself. They stated that Google Classroom and its features were really easy to use and understand as well. Furthermore, Google Classroom did facilitate the students to receive materials and to submit their assignments without having to use any paper. Most of the students strongly agreed that Google Classroom and its features were easy to use and understand as it only has a few features serving clear explanation about how to use them well so that the students did not feel baffled when utilizing them. The students' responses were presented as follows:

"…In my view, Google Classroom and the features are easy to use as the steps and definition of each feature have been available clearly."

"…In my view, Google Classroom is easy to use as it is understandable. The features on it are also easy to use, especially for students so that the features are not burdening, and by looking at the features once, we have known how to use it."

Based on the interview above, the researcher can conclude that most students agree if Google Classroom is quite simple to access as Google Classroom and its features really are handy to use and understand. In addition, Google Classroom can be able to help them access the material course as well submit tasks at the same time and on the same media.

There were some students who stated that they liked communicating via Google Classroom as they could not meet directly with their teachers as well friends due to the pandemic, yet Google Classroom could help them do the communication as it had specific features which were private comment and notification section made for doing that. Since Google Classroom facilitated them to communicate by serving some specific features, it made the students feel comfortable interacting with other participants. There were the students' responses:

"…Yes, it is easy as I directly ask in a private comment." "…Yes, it does simplify me to communicate and interact as there have been comment and announcement columns."

By using Google Classroom, some students felt that their teachers became more enthusiastic in learning and teaching. They claimed that their teachers would always ask them to keep inquiring some materials or tasks that were difficult and they had not understood it yet. Their responses were recorded as follows:
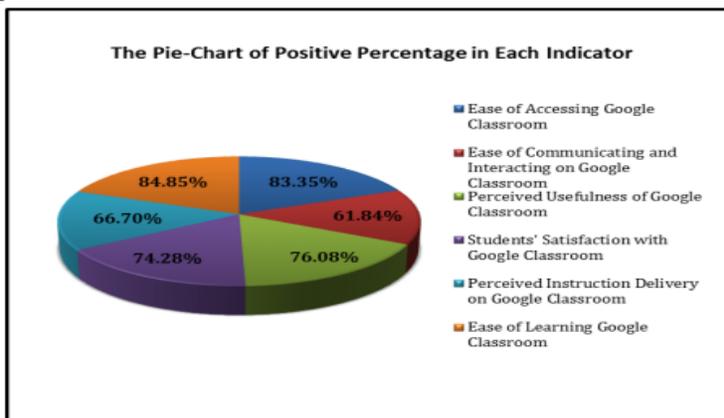
"…When we need to comprehend something, the teachers would always ask the students who have not known it. Our homeroom teacher always tells if we have not comprehended the materials given, we may ask the teacher who teaches it or share and re-explain the materials cannot be understood."

From all the results showed by looking at the percentage of each statement on the questionnaire above can be concluded that the students' perceptions of Google Classroom used as an online learning media during the pandemic are positive. The positive perceptions given by most students exhibited that they agreed with Google Classroom used as an online learning media during the pandemic. In order to combine the percentage of each statement and know the categories of each indicator on the

questionnaire used, the researcher decides to display them in the table that can be seen on the seventh table below. From the data in the seventh table can be viewed that the combined percentage of each statement makes the indicators stand in good and excellent categories.

Indicators	Numbers	The Calculation of The Total Percentage		
		SA + A	N	D + SD
Ease of Accessing Google Classroom	1, 2, 3, 4, 5, 6, 7, 8	83.35%	16.68%	0.00%
Ease of Communicating and Interacting on Google Classroom	9, 10, 11, 12, 13	61.84%	35.16%	3.04%
Perceived Usefulness of Google Classroom	14, 15, 16, 17, 18, 19, 20, 21, 22	76.08%	23.62%	0.33%
Students' Satisfactions with Google Classroom	23, 24, 25, 26	74.28%	25.75%	0.00%
Perceived Instruction Delivery	27, 28	66.70%	33.30%	0.00%
Ease of Learning Google Classroom	29, 20	84.85%	15.20%	0.00%

How is the percentage of the students' perceptions of Google Classroom used as an online learning media during the pandemic?

The Pie-Chart of Positive Percentage in Each Indicator

From the chart above can be seen that the percentage of the eight-grade students' perceptions of Google Classroom used as an online learning media during the pandemic in 6 indicators always stayed in good and excellent category. The indicators could be in

good category if they had percentage 67 from 60.00% - 79.99%. The indicators that fulfilled the percentage in good category were ease of communicating and interacting on Google Classroom (61.84%), perceived usefulness of Google Classroom (76.08%), students' satisfaction with Google Classroom (74.28%), perceived instruction delivery (66.70%). Whereas the indicators stayed in excellent categories should have percentage from 80.00% - 100%. The indicators that were suitable with the requirement are ease of accessing Google Classroom (83.35%) and ease of learning Google Classroom (84.85%). From the percentage stayed in excellent category can be seen that most eight-grade students strongly agreed if Google Classroom was easy to learn and to access. Those statements are supported by (Salam, Urai, 2020: Harjanto and Sumarni, 2019). In Urai's research, he claimed that all of the students answered strongly agree and agree toward easy of accessing Google Classroom whose mean was 4.49 in his study. Whereas Almio's research claimed that the teachers could be able to conform with Google Classroom as it was quite simple to be explored or learnt. Based on the diagram above can be seen that the lowest percentage went to The Ease of Communicating and Interacting on Google Classroom whose percentage was 61.84%. The percentage showed that there were a few students who strongly disagreed with the easiness of communicating and interacting via Google Classroom. Those students felt that communicating and interacting on Google Classroom was hard to do as they could not be able to ask and interact with their teachers or friends directly as well could not be able to understand the materials given clearly. The statements are supported and expanded by the research of Rahmawati, B. Fitri, et.al, (2019) claiming most students stated that face-to-face learning was better than using Google Classroom as they could be able to ask the teachers directly and to interact with their friends freely, especially when it came to discuss difficult materials.

Result

Result

From the findings and the discussion, the researcher has successfully found out that the students gave positive perceptions toward Google Classroom used as an online learning media during

the pandemic. The first findings showed that Google Classroom did help the students receive the course materials and submit tasks easily. Next, Google Classroom did make the students become more productive, discipline, responsible and independent throughout the learning process during the pandemic. Whereas the second findings declared and depicted the percentage got from the students' perceptions of Google Classroom used as an online learning media which were divided into six indicators: 1. The Ease of Accessing Google Classroom; 2. The Ease of Interacting and Communicating on Google Classroom; 3. The Students' Satisfaction on Using Google Classroom; 4. Perceived Usefulness of Using Google Classroom; 5. Perceived Instruction Delivery on Google Classroom; and 6. The Ease of Learning Google Classroom.

From the second findings could be seen that the first and second highest percentages went to The Ease of Learning Google Classroom (84.85%) and The Ease of Accessing Google Classroom (83.35%), and those were grouped in excellent category, whilst The Ease of Communicating and Interacting on Google Classroom (61.84%), Perceived Usefulness of Google Classroom (76.08%), The Students' Satisfaction with Google Classroom (74.28%), and Perceived Instruction Delivery on Google Classroom (66.70%) indicators were stayed in good category.

Even though all of the students had shown the positive perceptions towards Google Classroom used as an online learning media during the pandemic, there were still a few students who gave neutral or negative perceptions of Google Classroom used as an online learning media in a few indicators as they believed that face-to-face learning was still being the primary and most common types of learning.

Google Classroom provides a platform for teachers to create and manage virtual classrooms, assignments, and resources for students. The platform incorporates various multimedia features such as videos, images, and interactive presentations that can aid in the learning process. These multimedia elements can enhance students' engagement and motivation, which are important factors in the process of learning.

From a psycholinguistic perspective, the use of

multimedia elements in Google Classroom can facilitate language acquisition and comprehension. For example, videos can provide visual cues and context that can aid in understanding new concepts or vocabulary. Interactive presentations can help students to engage with the material and retain information better. Moreover, the use of digital tools such as Google Docs and Google Forms can facilitate collaborative learning and help students to develop their language skills by practicing writing, speaking, and reading.

In conclusion, the use of Google Classroom as a learning medium can have a significant impact on students' language acquisition and comprehension. The platform provides a range of multimedia features that can enhance students' engagement and motivation, which are important factors in the process of learning. Therefore, teachers should consider incorporating Google Classroom into their teaching practices to improve students' language learning outcomes.

Daftar Pustaka (Voncoover)

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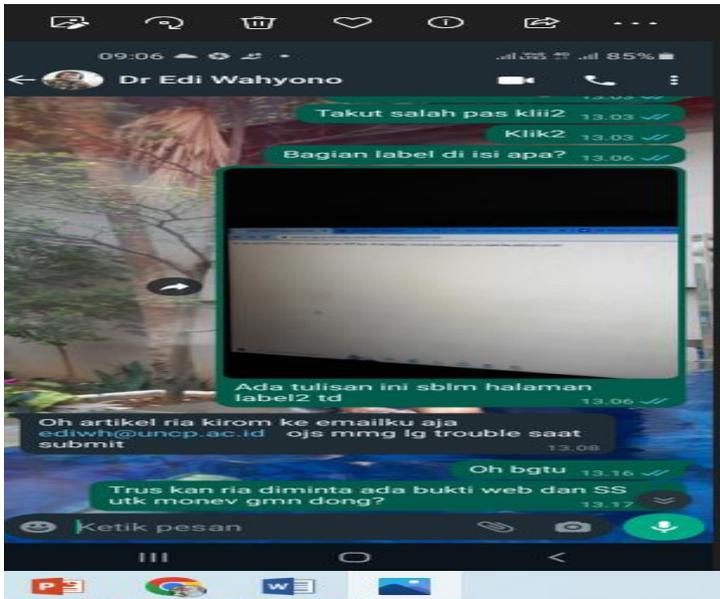Surani, Dewi. 2020. Students Perceptions in Online Class Learning During the Covid-19 Pandemic. 3(3).

Target Jurnal Internasional (Output)
Copernicus Journal

Lampiran Log Book

No.	Tanggal	Kegiatan
1	10 november 2022	Penyusunan pembuatan proposal penelitian batch 1 2022/2023 dengan deadline tanggal 30 november 2022
2	2 desember 2022	Perbaikan atau revisi penelitian batch 1 2022/2023
3	16 desember 2022	Pembuatan SPK 1 dengan pencairan dana tahap 1 sebesar 70%
4	21 desember 2022	Pemberian nomor SPK dari lemlitbang UHAMKA
5	22 desember 2022	Pengambilan data penelitian
6	3 januari 2023	Pengolahan data penelitian
7	9 februari 2023	Kegiatan monev luaran penelitian
8	15 februari 2023	Penyusunan laporan penelitian
9	14 april 2023	Kegiatan Monev penelitian batch 1 tahun 2022/2023
10	3 mei 2023	Submit ke jurnal sinta 3
11	17 mei 2023	Menarik artikel jurnal sebelumnya karena terbit akhir tahun dan submit ke jurnal internasional Copernicus
12	13 juni 2023	Pemberitahuan upload laporan di simakip serta pencairan dana tahap 2

Lampiran Luaran Wajib
(sinta 3) kemudian ganti jadi jurnal internasional

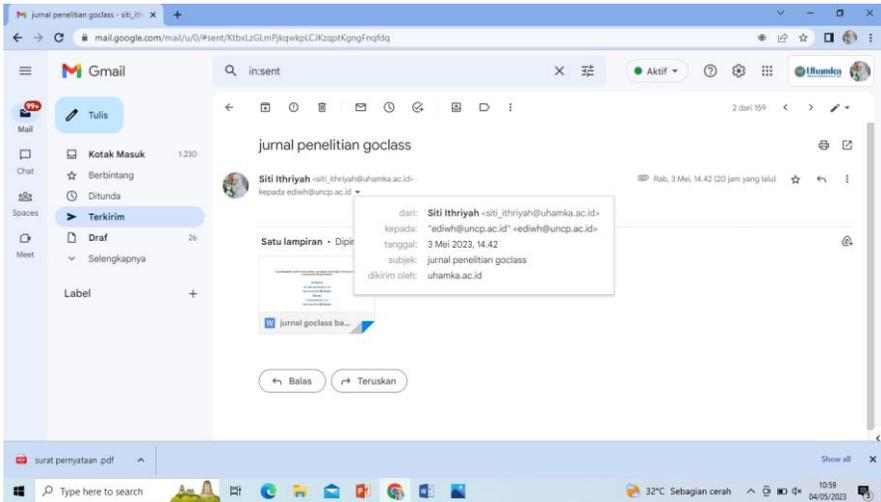Karena sedang bermasalah pada OJS maka penulis mengirimkan melalui email admin dan sedang di review.

Update info terkait jurnal publikasi:
Karena jurnal sinta 3 rata-rata terbit hanya 2x setahun maka penulis menarik artikel yang sebelumnya telah di review namun terbit akhir tahun ke jurnal internasional Copernicus, yang statusnya sekarang masih **in review.**

Lampiran Luaran Tambahan (HKI JURNAL)
Karena masih proses belum publikasi maka belum bisa di buat HKI

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