

**THE READINESS OF THE UNDERGRADUATE STUDENTS
OF ENGLISH DEPARTMENT UIN DATOKARAMA PALU
IN USING GOOGLE CLASSROOM DURING
COVID-19 PANDEMIC**



THESIS

*Presented as a Partial Fulfillment of Requirements for the Bachelor degree at the
English Tadris Department Faculty of Tarbiyah and Teacher Training
(Datokarama State Islamic University Palu)*

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2023**

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I hereby declare that this thesis entitled: *“The Readiness of The Undergraduate Students of English Department UIN Datokarama Palu in Using Google Classroom During Covid-19”* has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

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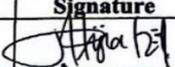
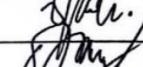
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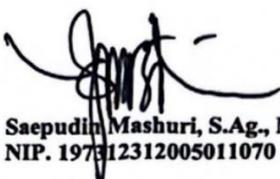
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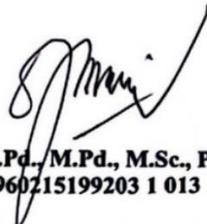
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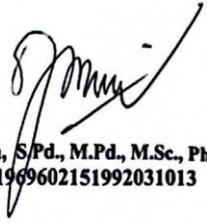
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ABSTRACT

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Entitled : The Readiness of The Undergraduate Students of English Department UIN Datokarama Palu in Using Google Classroom During Covid-19 Pandemic.

The spread of the corona virus outbreak has forced educational institutions to transform learning activities in university into network-based learning at home. Students who are not familiar with the online learning system will face various challenges, especially in understanding lessons that cause learning outcomes to be less than optimal. Readiness of students is the first step for students in accepting and responding to the transformation of learning so as to achieve their learning Goals. Online learning carried out in the English Tadris program by utilizing the Google Classroom application. So the purpose of this research is to determine the readiness of students Tadris English program to use Google Classroom During Covid-19 Pandemic.

The Problem in this research are: (1) How is the readiness of students in implementing online learning using Google Classroom? (2) What are the factors that affect student's readiness to use Google Classroom during the COVID-19 pandemic?

The research uses a qualitative description. The data collection techniques in this research are questionnaire and interview. Data analysis techniques used are data reduction, data presentation and data verification.

The results indicated that most English students are ready to face online learning using Google Classroom during the COVID-19 pandemic. there were four indicators that could be used to identify how students were ready for online learning. First, it was the skills of students in using Google Classroom. Second, the students understood how to make use technological devices for learning including Google Classroom. Third, the students were ready to receive learning materials through Google Classroom.

In addition, the students' attitudes towards Google Classroom were categorized sufficiently acceptable. This was shown by the average scores of students that were at 76%. Related to the factors that influenced students' readiness for online learning, learning facilities and other infrastructures together contributed

to the whole readiness of students in learning English via Google Classroom during Covid-19 Pandemic.

CHAPTER I

INTRODUCTION

A. Background of the Research

English is an international language and has become the most important language to people in many parts of the world. It is most widely used in communicating around the world, also it is spoken as the first language in many countries and most countries use English as their foreign language especially in Indonesia. English is increasingly being used as a tool for interaction among non-native speakers Millions of people around the world use English as their second (foreign) language.¹

Today, the need for mastering of English has become crucial for people around the world. The reason for this is that English becomes the major language used in global communication, also most of the information today is written and delivered in English. Thus the need to master English is very important.

English is one of the foreign languages and is a compulsory subject that must be taught in educational units to support the ability of students in foreign languages.² It also considers as the optional subject or local content materials that to be taught in elementary schools and as a needed subject to pass National Examination.

¹H Douglas Brown, *Principle of Language Learning and Teaching, Fourth Edition*. (White Plains; NY: Pearson Education, 2000), 118.

²Peraturan Menteri Pendidikan Nasional NO 22 tentang Kerangka Dasar dan Struktur Kurikulum Bahasa Inggris SMP dan MTS, (Jakarta: Depdiknas, 2003), p. 11.

With the current situation, that online learning must have physical / mental readiness. Readiness is the overall condition of a person who makes ready to respond or answer in a certain way to certain situation. “learning readiness is consists of attention, motivation, and development readiness”.³ (online learning can be an alternative way to conduct learning activities. An online learning is the delivery of a series of lessons in a web browser or mobile device, which can be accessed anytime and anywhere. It was designed as an online environment for comfortable learning asynchronously. Its learning system by teaching students through the internet or in an online learning environment. Students access class goals, lecture notes, teaching materials, and examinations via the internet. Students and instructors interact online through email, chat rooms and thread discussions. Also known as web-based classrooms, e-learning, virtual education, and distance learning. Once considered a trend, online learning has evolved into a “timely” teaching hybrid anytime, anywhere.⁴

Currently the world is in the midst of the Corona virus unrest (COVID-19), and the COVID-19 pandemic is imposing a policy of physical grouping to reduce the spread of COVID-19, and this policy is strived to inhibit the rate of spread of the Corona virus spreading in the community. The ministry of education and culture (Kemdikbud) issues or provides learning policies from home, through online learning.

³Nasution, 2010.179),

⁴Crews,2003.

Because of the COVID-19 phenomenon, normal teaching and learning activities in several regions or zones in Indonesia cannot be carried out face to face so that online learning alternatives are also used to impose the teaching and learning process. One alternative to online learning is to use Google products, namely Google Classroom. Google classroom is a service in G Suite Education products that can be obtained via the web or downloaded via the mobile application. Because it is part G Suite, Google Classroom will be provided with support for Google Drive, Calendar, Jamboard, Forms, Hangout Meet, Docs, Sheets, Slide and also Gmail. With that, all of these services will be connected in the learning process in the classroom.⁵ Datokarama State Islamic University (UIN) Palu has taken action regarding the handling of COVID-19 through the circular letter of the Rector of Datokarama state Islamic University (UIN) Palu Number 760/In.13/HK.00.7/03/2020 regarding the state institute for Islamic studies policy to prevent Coronavirus Disease (COVID-19) and Chancellor's circular Number 787/In.13/HK.00.7/03/2020 regarding adjustments to the course system and work system during the prevention period of the Corona Virus Disease 2019 (COVID-19) at State Institute for Islamic Studies.

The Researcher is interested in recognizing the readiness of students' online course using Google Classroom. Students find it difficult because there are changes in the pattern of learning and teaching activities from those who usually conduct face-to-face meetings in the classroom to learning online either through Whatsapp

⁵Fauzan Evan, "*Solusi di Masa Pandemi Belajar Online Menggunakan google Classroom*" <https://mantrasukabumi.pikiran-rakyat.com/pendidikan/pr-20627932/solusi-di-masa-pandemi-belajar-online-menggunakan-google-classroom> di aksespadatanggal 21 juli2020 .

groups, Google Classroom, campus website, or applications that can be used in the learning system. Learning methods and teaching and learning activities like this will usually have their constraints both from the teaching staff and the students themselves.

This analysis only focuses on students in the hope that they can know more clearly the image of students' readiness in carrying out online courses using Google Classroom, and wants to find out how ready or not students are in dealing with online learning using Google Classroom.

So, the researcher is interested in conducting a study entitled: "UIN Palu English Department Students' Readiness in using Google Classroom During COVID-19 Pandemic".

B. Problem Statement

Based on the background above, the researcher formulated the research question as follow:

1. How is the readiness of students in implementing online learning using Google Classroom?
2. What are the factors that affect students's readiness to use Google Classroom during the COVID-19 pandemic?

C. Objective and Significance of the Research

The objective of this research is to determine the readiness of students to use Google Classroom.

1. To provide an overview of the student's readiness category through online learning.

2. As a reference for the English Tadris Department in online courses to find out what factors need to be improved or fixed for the support online learning using Google Classroom.
3. For the researcher, this research will develop knowledge in teaching, especially in readiness through online learning using Google Classroom.
4. For other researchers, this research will help further researchers.

D. Operational Definition of Terms

This research focuses on knowing the readiness of students English Tadris program (TBI) at Datokarama UIN Palu who are actively studying using Google Classroom.

E. Outline The Research

To clarify and avoids interpretation in the discussion of Skripsi entitled “Datokarama UIN Palu English Department Students’ Readiness in Using Google Classroom During COVID-19 Pandemic.” the researcher gives defines the title as follows:

1. Readiness

Readiness is the overall condition that makes it ready to respond or answer in a certain way to a situation. Adjustment of the conditions at any time will affect the tendency to respond.

2. Google Classroom

Google Classroom is an internet-based collaboration tool developed by google as part of G Suite For Education. With a google account, educators can use the platform to create virtual classrooms, invite students to attend live

instruction, and record student can be followed by many people and can be used for free.

CHAPTER II

LITERATURE RIVIEW

A. Previous Research

Here the researcher would like to show some relevant research that have been done by other researchers, as follow:

The first, the researcher that has been done by Wahyuni Eka Afrianti entitled *Applying Google Classroom in Accounting Learning*. The researcher used purposive sampling. The researcher was conducted S1 students of the accounting study program, Indonesia Islamic university. The aim to determine the effect of using Google Classroom in supporting accounting learning. Respondents consisted of 314 active students are active students from the class of 2014, 2015, 2016, and 2017. The result of this research indicates that there is no significant effect of the ease of Google Classroom and student expectation on the use of Google Classroom in supporting accounting learning. As for the performance of the use of Google Classroom and the social influence on the use of Google Classroom, there is a significant effect.⁶

Second, the researcher that has been done by Anita Ningrum entitled *Analysis of the Implementation of Google Classroom Learning in the Pandemic Era of COVID-19 Solar System Material for Class VII Students of MTs Negeri Salatiga for the 2019/2020 Academic Year*. The researcher used a qualitative descriptive method. The researcher was conducted at MTs NegeriSalatigajln. Tegalrejo Raya no.1, Tegalrejo, Kec.Argomulyo, Salatiga City, Central Java (50733). The aims to determine the learning process of the Google Classroom COVID-19 pandemic era solar system material, to find out student's perceptions of the implementation of the

⁶Wahyuni Eka Afrianti, "*Penerapan Google Classroom Dalam Pembelajaran Akutansi*" (skripsi, 07 Februari, 2018), Xvi.i

COVID-19 pandemic era Google Classroom learning, the solar system material, to find out teacher's perceptions of the implementation of the COVID-19 pandemic era Google Classroom learning solar system material. The result of this research is (a) the learning objectives of this solar system material are so that students can describe the components of the solar system, (b) subject matter: the teacher provides material in detail, (c) the media used by the teacher are pictures, (d) the method used is the question and answer method, (e) the teachers teaching strategy by conveying important points, (f) the results of the Google Classroom learning assessment have not succeeded in achieving the classical KKM.⁷

Third, the research that has been done by Fuji Siti Fuji awati and Reza Mauldy Raharja entitled Analysis of Education Student Readiness Art Applying Learning Online Based (E-Learning & Mobile Learning). The researcher used a quantitative descriptive method. The researcher was conducted at Sultan Ageng Tritayasa University in the academic year 2019. This research aims to determine the extent of readiness students in utilizing online-based learning.

This research is expected to provide information to what extent readiness of students in utilizing internet facilities for learning viewed from aspects of student readiness in the availability of facilities owned, ICT Literacy (technical and cognitive skills), activities carried out online and other responses related to student readiness to face online-based learning. The result of this research indicates a positive response to the readiness of students in facing online learning. Students are

⁷ Anita Ningrum, "Analisis kesiapan Pelaksanaan Pembelajaran Google Classroom Era Pandemic Covid-19 Materi Tata Surya pada Siswa Kelas VII MTs Negeri Salatiga Tahun Pelajaran 2019/2020" (skripsi, 24 Juni, 2020)

ready to face online-based learning, be it e-learning or in the form of mobile learning.⁸

The previous researchers above were related to research conducted by researchers who wanted to find out the readiness of students in facing online learning. The difference between research and research above lies in the subject, research design, and research method.

In the first previous research, the research was conducted at Indonesia Islamic University. Respondents consisted of 314 students who were active students from the batch 2014, 2015, 2016, and 2017. The data collection method used was a research questionnaire whose data were analyzed using the SPSS 17 program.

In the second previous research, the research was conducted at MTs Negeri Salatiga. This type of research uses a qualitative approach, data sources in this study include primary and secondary data sources. Researchers' data study techniques used the method of observation, interviews, and documentation. Data analysis in this study used a flow data analysis model by Miles and Huberman. Checking the Validity of the data with credibility (trustworthiness), transferability (transferability), dependability (dependence), and confirmation (certainty).

The third, previous research, the research subject were students of Agen Tritayasa University in the 2019 academic year. The previous research subjects were similar to this research. However, the research procedure is different. In this research, an online survey method was used which was aimed at all active students of the Untirta Sendratasik Education class of 2017, 2018, and 2019. And obtained data of 110 students. The data were analyzed by using a quantitative descriptive

⁸Fuja Siti Fujiawati dan Reza Mauldy Raharja, "*Analisis kesiapan Mahasiswa Pendidikan Seni Mengaplikasikan pembelajaran Berbasis Online (E-Learning & Mobile Learning)*". Pendidikan dan Kajian Seni. Vol.4 No. 2, oktober 2019, Hal. 150.

approach. Asking questions to find out the responses from students, then presented. The survey data presented in graphs and charts and then explained.

In conclusion, there is a difference between this research and the 3 previous research, in this research, the researcher wanted to identify the readiness of students to use Google Classroom for online learning. This research used a interview to find out how many students were ready or not ready to face online courses use Google Classroom. Researchers use the descriptive method.

B. Review of the Related Literature

1. Definition of Readiness

In psychology, readiness consists of several levels of processes, namely, psychological, and social.⁹ The first stage is a process that is considered a human mental process. The second stage is a process that is analyzed as a phenomenon of human reactions to external or internal influences and the third stage is the concept of readiness related to an individual's emotional and intellectual potential for certain activities.

There are several opinions regarding the nation of a person's readiness. Based on the psychological dictionary readiness is the level of maturity that is favorable to practice something? states that readiness is the formation of a complex personality consisting of moral qualities, personality, social motives, skills, abilities, and psychological functions necessary for professional life.¹⁰ Another opinion says that readiness is the overall condition of a person who makes himself ready to respond in a certain way to the situation and conditions at had. The ability and maturity to respond and benefit if you do something to achieve your

⁹Uhryn, 2013.

¹⁰Chaplin and Povarenkov (2006).

goals.¹¹ Readiness is the condition of someone ready to respond/answer in a certain way to a situation. Willingness to respond or react, Willingness arises from within a person and is also related to maturity because maturity means readiness to carry out skills. Readiness needs to be considered in the learning process because if students learn and there is a readiness in them, the learning outcomes will be better.

Based on the explanation above, it can be concluded readiness to learn is the most important factor in determining student success in learning. Readiness requires good physical and mental conditions in the learning process and individual readiness as a student in learning will determine the quality of the process and students' achievement. Success and failure of learning depend on how the learning process is experienced by students.

2. Readiness factors

Several factors can affect students learning readiness. Below are the factors of readiness to learn from some opinions, as follows:

1) The readiness factors include:

a) Physical conditions that are not conducive

For example, the illness will inevitably affect other factors needed to study.

b) Poor psychological condition

For example, restless, depressed, etc. is an unfavorable initial condition for the fluency of learning.¹²

2) The conditions of readiness include 3 aspects. That is:

a) Physical, mental, and emotional conditions

b) Needs, motives, and goals

¹¹Faninda NurulFatia "Analisis Kesiapan dan Penerimaan Siswa Dalam Penerapan Ujian Semester Berbasis Komputer (USBK) Pada SMAN 90 Jakarta" (skripsi, 08 Agustus, 2019) 14,15

¹²Darsono (2000),27.

c) Skills, knowledge, and other understanding that has been learned¹³

3) Readiness factors include:

a) Physical readiness

For example the body is not sick (far from the disturbances lethargy, drowsiness, and so on).

b) Psychic readiness

For example, there is a desire to learn, to be able to concentrate, and there is intrinsic motivation.¹⁴

c) Material Readiness

For example, some materials are studied or worked on in the form of reading books, notes, etc.

3. Google Classroom

Google classroom is an online learning method intended to improve the quality of education to overcome the learning process that is limited by the availability of classrooms. With this method, creating and assigning assignments can be done through the Gmail application and then forwarded to Google Classroom. Students can be invited to a classroom in several ways, namely through the institution's database, through a personal code which can then be added between students and educators. Through Google Classroom, educators can discuss with students during the online learning process.¹⁵

Google Classroom is a Google product that is connected with Gmail, drive, hangout, youtube, and a deep calendar. The many facilities provided by Google Classroom will make it easier for teachers to carry out learning activities. The

¹³Slameto (2003),113.

¹⁴Djamarah (2002),35

¹⁵Sukmawati, "Impelementasi Pemanfaatan Google Classroom dalam Proses Pembelajaran Online di Era Industri 4.0",jurnalkreatif online. Vol. 8 no 1, 2020, 44.

intended learning is not only in class but, also outside the classroom because students can do learning wherever by accessing Google Classroom online.

Google Classroom is a learning platform that can be devoted to any educational scope that is intended to help to find a way out of the difficulties experienced in making paperless assignments. This software has been introduced as part of Google App for Education (GAFE) since august 12, 2014. It is easier for teachers and students to carry out the learning process more deeply through this application. This is because both teachers and students can collect assignments, distribute assignments, and assess assignments without being bound by the lesson deadline.¹⁶ Google classroom is a learning management system that can be used to provide teaching materials, integrated test assessments. It is different from learning media, the other advantages of Google Classroom media are problems of effectiveness and efficiency in learning.

4. Google Classroom Features

Lots of activities we can do with Google Classroom when the class is operated. First, one can create an announcement. the Teacher can give announcements about the update of the class in this section. They can attach files and class materials as well. Secondly, create an assignment. This is the most substantial feature in Google classroom.

The teachers can upload assignments for the student within due time to submit. The students also can download materials that have been uploaded by the teacher to finish their task. Third, create question. In the section, the student can create a question to be discussed with teacher or other students if allowed by the teacher. Fourth, use post. Important posts can be used by the teacher in this section, such as announcements, assignments, and questions.

¹⁶Sukmawati, Nensia, "*The Role of Google Classroom in ELT*".International Journal For Educational and Vocational Studies. Vol 1, No. 2, June 2019

5. The function of Google Classroom

Google classroom is a product part of Google For Education which according to the author is very special because a product with one content has many facilities in it such as giving announcements or assignments. As written on the official website, Google Classroom was first released on August 12, 2014, but Google Classroom was only widely used in mid-2015. On the Google Classroom website it is also written that Google Classroom is connected to all other Google for Education services so that educators can take advantage of Google mail, Google Drive, Google Calendar, Google docs, Google sheets, Google slides, and Google sites in the learning process.

So that when educators use Google classroom, educators can also use Google calendar to remind students of existing schedules or assignments, while using Google drive as a place to store learning needs such as power point, files that need to be used in learning, and others. Thus, Google Classroom can help make it easier for teachers and students to carry out teaching and learning activities more deeply. This is because both students and teachers can collect assignments, distribute assignments, and discuss lessons anywhere without being bound by time limits or lesson hours. This makes the learning process more interesting and more efficient in terms of time management that have been given by the teacher.

Google Classroom is designed to facilitate the interaction of lecturers and students in cyberspace. This application provides an opportunity for lecturers to explore scientific ideas that they have for students. And the Google Classroom application can be used by anyone who is part of the class. The class is a class designed by the lecturer to match the real class or real class in school. Classroom

design that applies Google Classroom is environmentally friendly. Because students do not use paper in collecting their assignments.¹⁷

6. The advantages and disadvantages of Google Classroom

a) The advantages of Google Classroom

The advantages of Google Classroom include:

- Easy to use: it is very easy to use. “Google Classroom’s design purposefully simplifies the instructional interface and options used for delivering and tracking assignments; communication with the entire course or individuals is also simplified through announcements, email, and push notifications.”
- Save time: Google Classroom is designed to save time. It integrates and automates the use of other Google apps, including docs, slides, and spreadsheets, the process of administering documents distribution, grading, formative assessment, and feedback is simplified and streamlined. Cloud-based: Google Classroom presents more professional and authentic technology to use in the learning environment as Google apps represent a “significant portion of cloud-based enterprise communications tools used throughout the professional workforce.”
- Flexible: this app is easily accessible and useable to instructors and learners in both face-to-face learning environments and fully online environments. This enables educators to explore and influence the “flipped instructional method more easily as well as automate and

¹⁷Diemas Bagas Panca Pradana dan Rina Harimurti, “Pengaruh Penerapan Tools Google Classroom Pada Model Pembelajaran Project Based Learning Terhadap Hasil Belajar Siswa ”, Jurnal IT-Edu Universitas Negeri Surabaya, Vol 02 Noo 01, 2017, 60

organize the distribution and collection of assignments and communications in multiple instructional milieus.”

- Free: Google Classroom itself is not necessarily available to learners without access to an educational institution. But anyone can access all the other apps, such as Drive, Docs, Spreadsheets, Slide, etc. simply by signing up for a Google account.
- Mobile friendly: Google Classroom is designed to be responsive. It is easy to use on any mobile device. “mobile access to learning materials that attractive and easy to interact with is critical in today’s web connected learning environments.”¹⁸

b) The disadvantages of Google Classroom

- Can only be accessed with a Google account, actually the same as other social, media. However, on other social media, you can usually sign in using an email account from any platform. Making it possible to receive access from unlimited users. Meanwhile, Google Classroom can only be accessed by the Google account owner. This is an absolute requirement to be able to enjoy the features in it. Actually, it is only natural, because the Google Classroom belongs to Google, but the risk is that it can only be accessed by a limited group.
- Google account.
- There is no share button to share class activities with other people. If we are currently using Google Classroom, don’t expect to be able to share the ongoing class activities. Because Google Classroom does not provide a share button as we usually fin on social media. If you

¹⁸Shampalftikar, “*Google Classroom: What Works And How?*” Journal of Education and Social Science, Vol 3, Tahun 2016, 13

can't recommend other people to join the class by clicking the shared referral link

- There is no like button or indicator that shows the number of audiences who have read or liked the material distributed by the class.¹⁹
- The web-based Google Classroom requires students and teachers to be connected to the internet.
- Learning in the form of an individual so that reduces the social learning of students.
- If students are not critical and material errors occur, it will have an impact on their knowledge.
- Requires high hardware, software, and internet network specifications.²⁰

From the description above, the researcher can conclude that basically, everything has its advantages and disadvantages, especially from the advantages of the online course using Google Classroom, the online course program is carried out because of an obstacle such as (COVID 19) now this is very appropriated and quite helpful. Because if there is an obstacle, it does not have to be a reason for students to continue to attend course activities. This course can be carried out directly or indirectly, the important thing is to have a strong intention for students to gain knowledge.

¹⁹ Anna N Safitri, "*Google Classroom: kelebihan, kelemahan dan cara penggunaan*". <https://annasafitri09.wordpress.com/2019/05/13/google-classroom-kelebihan-kelemahan-dan-cara-penggunaan/>, padatanggal 12 agustus 2020.

²⁰ Idarka, "*pengertian, keuntungan dan kelemahan kelas maya (virtual class)*" <https://www.google.co.id/amp/s/arkatkj.wordpress.com/2014/11/29/pengertian-keuntungan-dan-kelemahan-kelas-maya-virtual-class/> di akses pada 10 desember 2017 pukul 19:46 WIB

CHAPTER III

RESEARCH METHODOLOGY

A. Design of the Research

This research is qualitative descriptive. Qualitative descriptive research tends to describe the form of words rather than number. According to Creswell, qualitative research method is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging question and procedures, data typically collected in the participant's settings.²¹ The data of this research was collected from students English Tadris Department Datokarama UIN Palu.

In this research, the researcher aimed to analyze the readiness of students in using Google Classroom. Descriptive data were needed to give details of specific situations during the research. Since the researcher placed herself as a researcher, the findings were clarified based on the researchers' interpretation in the form of description. In other words, a descriptive qualitative study is an appropriate research design to be used based on the research purpose.

B. Population and Sample

1. Population

According to sugiyono, the population is a generalization area that consists of objects and subjects that have certain qualities and character to be learned and to be conducted.²² In this research, the population was all the students in the English Teacher Education Department of Datokarama UIN Palu who are actively studying, totaling 285 students

²¹John W. Creswell, *“Research Design; Qualitative, Quantitative, and Mixed Methods Approach 4th Ed”*, (California SAGE Publications, 2014), 4.

²²Sugiono, *Metode penelitian Kualitative Kuantitatif dan R & D*, (Bandung :2016) ,81.

2. Sample

The sample is part of the number and characteristics of the population. If the population is large and it is impossible for the researcher to study everything in the population²³, for example, because of limited funds, manpower and time, the researcher uses a sample taken from that population. The technique to get the participants was purposive sampling. Purposive sampling is a sampling technique that used specific considerations. Purposive sampling is sampling based on scientific reason objectives.

The research took 20% of the population as research samples. Consists of 57 students who are actively studying and who are currently using Google Classroom.

C. Time and Place of the Research

The research was conducted on odd-semester TBI students who are active in 2020/2021 academic courses. The research was conducted two months.

The research place is the English Tadris Department located at Tarbiyah and Teacher Training Faculty in Datokarama State Islamic University (UIN) Palu Located on Jln. Diponegoro No. 23, Kel. Lere, Kec. Palu Barat Palu City, Central Sulawesi Province 94221, Indonesia.

The researcher chose the place because Datokarama UIN Palu is a State Islamic College which became one of the community options especially in Palu and the researcher is interested in researching this title with the current situation (COvid-19) because in this situation there are many obstacles and challenges are facing online learning.

²³Ibid.

D. Data and Source Data

- a. Primary data. The data were obtained through questionnaires and interviews on the subject under study, namely students in the seventh semester of the English Tadris Department Faculty of Tarbiyah and Teacher Training Datokarama State Islamic University Palu.
- b. Secondary data. The data obtained from various available sources in the form of articles, found in scientific journal, reading a book, from the thesis, and from relevant research theses of research result of perspective researchers.

E. Collecting Data Technique

The varied nature of qualitative forms of data is placed into four categories, such as, observation, interviews and questionnaires, document and audiovisual materials. The followings are the steps of collecting the data of this research:

1. Questionnaire

The questionnaire contains questions about a problem or area that would researched. The questionnaire in this research uses Google Form and be distributed online to 57 TBI students of Datokarama UIN Palu who actively learn and use Google Classroom..

This questionnaire contains 20 questions based on the ELR Aydin & Tasci model for four factors: skills/ease of using Google Classroom, understanding of Google Classroom, readiness to receive learning materials through Google Classroom, and attitudes towards Google Classroom. Adopted and modified by researchers Bayu Setiaaji and Pri Ariadi Cahya Dinata's "Analysis of e-Learning Readiness on Physics education Students During the COVID-19 pandemic", this questionnaire uses closed questions. The assessment of this questionnaire uses a Likert scale (1-5) and research This method uses a checklist by giving a checkmark

(√) on the answer options that match the page rating. The score used is 5, 4, 3, 2, 1 (Strongly Agree, Agree, Uncertain, Disagree, Strongly Agree) for each assessment of the answer to each question.

Table 3.1 Questionnaire Guideline for the Students

Indicator	Questions
Skill/ease of using Google Classroom	<ol style="list-style-type: none"> 1. I can operate Google Classroom. 2. With the existence of Google Classroom, obtaining information, materials, and collecting assignments have become more accessible and more flexible during the current Covid-19 pandemic. 3. Learning using Google Classroom is more accessible than other applications. 4. Google Classroom makes it easier for me to access lecture materials.
Understanding of Google Classroom Technology	<ol style="list-style-type: none"> 5. I understand the concept of online learning using Google Classroom. 6. I can use the features on Google Classroom. 7. Learning English with Google Classroom makes me understand better. 8. I understand the procedure for implementing online learning using Google Classroom. 9. I am used to communicating or discussing online with friends using Google Classroom.
	<ol style="list-style-type: none"> 10. I have a Google Classroom account. 11. I have an adequate internet connection to carry out online learning using Google Classroom.

<p>Readiness to receive e-learning learning materials through Google Classroom.</p>	<p>12. I prepare myself by studying before e-learning starts.</p> <p>13. I downloaded and studied all the course materials in Google Classroom.</p>
<p>Attitude towards Google Classroom.</p>	<p>14. e-learning activities using Google Classroom can increase my interest in learning.</p> <p>15. Google Classroom increases my learning motivation.</p> <p>16. Google classroom improves the quality of communicating with lecturers and students.</p> <p>17. Google Classroom makes it easier for me to understand the lecture material and assignments given by the lecturer.</p> <p>18. Google classroom increases my confidence in learning.</p> <p>19. Google Classroom increases the effectiveness of time in learning.</p> <p>20. Google Classroom allows me to get feedback quickly.</p>

2. Semi-Structured Interview.

The semi-structured interview is a method of research commonly used in social sciences, Hymne et al. (1954) describe interviewing as a method of enquiry that is universal in social sciences. Magaldi and Berler (2020) define the semi-structured interview as an exploratory interview. They further explain that the semi-structured interview is generally based on a guide and that it is typically focused on the main topic to provides a general pattern.

Researcher interviewed representatives of twelve TBI students actively studying for the 2020/2021 academic year at Datokarama UIN Palu to get answers and descriptions of students' readiness to use Google Classroom during the COVID-19 Pandemic. Interviews were conducted via Whatsapp and Recorded, considering the uncertain field conditions due to the pandemic.

Interview Guidelines

1. Can you use Google Classroom? and how many lecturers use Google Classroom in learning?
2. Can you access the internet from home? if not, what's the problem?
3. What do you think about online learning using Google Classroom? Is the learning material easier to understand?
4. What assignments do you usually upload to the Google Classroom app? for example in the form of pdf, ppt, video etc.
5. How to find out if there are assignments given by the lecturer when studying online?
6. Are you able to understand the learning material delivered by the lecturer through Google Classroom? if not, what is the cause?
7. What do you do to focus and concentrate when taking online learning using Google Classroom?²⁴

F. Technique Data Analysis

Data analysis is a process of systematically finding and structuring the data gained from the interview, field records, and documentation by organizing the data into categories, describing into units, patterns, choosing which are important and

²⁴ Ni Made Septiana Dewi Yustanti “Analisis Kesiapan Guru Kimia dan Siswa Kelas X dan XI Mipa Sma Negeri 4 Singaraja dalam Pembelajaran Berbasis E-Learning” 26 januari 2021.

which would be learned and inferred, that it is easily understood by oneself and others. Descriptive analysis is used because data was poured in the form of a description or sentence, table, or diagram.²⁵ The data obtained would be analyzed using several techniques namely:

As for the data analysis in the study using qualitative descriptive analysis techniques. The measurement of the score of questionnaire data is calculated using a Likert scale measurement scale.

As for the ready and unprepared responses of students to readiness to use Google Classroom during the Covid-19 pandemic, it is known based on the answers of respondents consisting of 57 active students who are using Google Classroom for online learning with an average choice of answer agreeing about 70% of the expected 100%.

The score from questionnaire data is calculated using percentage statistic with the Following formula:

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

Description:

P= percentage value of respondents' answers

F= frequency of respondents' answer

N= number of respondents

The percentage of the questionnaire was expressed in the form of a category of assessment results. The category of assessment result is used to determine the readiness of students to use Google Classroom in online learning during the COVID-19 pandemic.

²⁵ Leny Nofianty dan Qomariah, Metode penelitian survey Retrieved from: <https://www.google.com/on> 10 july 2020.

Detemination of the qualitative average percentage category using the indicator in table 3.2

Table 3.2 The categories of questionnaire assessments²⁶

Interval Presentase	Category
86%-100%	Very ready
85%-70%	Ready
69%-54%	Not ready
53%-38%	Very unprepared

As for knowing the factors that influence students readiness to use Google Classroom in online learning during the COVID-19 pandemic using descriptive analysis techniques obtained from interviews with respondents, this type of research with the process of obtaining data as it is.

²⁶ (sumber: Arikunto 1998)

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. *Research Findings*

This chapter presents the profile of the English Tadris Department, the condition of lecturers English Tadris Department and students who are actively studying academic year 2020/2021 in UIN Datokarama Palu.

1. The Profile of English Tadris Department in Datokarama UIN Palu

One year after the opening of the PGMI and PGRA majors/program studi, faculty of Tarbiyah and Teacher Training, Datokarama State Islamic University (UIN) Palu. Opened a new Department/Program Studi, namely English Tadris Department was opened based on the high public interest who was interested in this program. In particular, this program study is prepared to provide education and learning that will produce scholars who will become reliable English teachers at every level and academic unit.

Based on the decree of the director-general of Islamic education Number: 3633 the year 2015 on 25 June 2015 on the license to run the English Tadris study Department, the English Study Department was officially established and accepted students for the first time in 2015/2016 currently. Those who have served as head of the English Tadris Department in Datokarama UIN Palu since its formation now can be described as follows:

- a. Drs. Muhammad Ihsan, M. Ag. (2015-2017)
- b. Dr. Hj. Nur Asmawati, S. Ag., M.Hum. (2017-2021)
- c. Ruslin, S.,Pd., M.Pd.,M.Sc., Ph.D.from 2022 at present.

Table 4.1

The condition of Students English Tadris Department who are actively studying in IAIN Palu

No	Batch	Male	Female	Ket
1	2020	5 students	14 students	Respondent
2	2019	8 students	11 students	respondent
3	2018	6 students	13 students	respondent

a) The Result of Questionnaire

The research results on each student's readiness for online learning using Google Classroom during the covid-19 pandemic using a closed questionnaire (Likert scale), namely: strongly agree, agree, hesitate, disagree, and strongly disagree. The five alternative answers provide answers to the various readiness of English students in online learning using Google Classroom.

Table 4.3 shows 4 indicators and 22 statements in the questionnaire filled out by 57 English students in class 2018, 2019, and 2020 UIN Datokaraam Palu. The 4 indicators and 22 reports obtained different percentages. This can be known by looking at the student's readiness response to each of the statements listed on the questionnaire sheet.

Table 4.2

Student's Scoring and categorizing

Indicator	Statement	SA	A	D	DA	SD
Skill/ease of using Google Classroom.	I can operate Google Classroom.	17 (29,8%)	34 (59%)	4 (7%)	2 (3,5%)	0 (0%)
	With the existence of Google Classroom, obtaining information, materials, and collecting assignments have become more accessible and more flexible during the current Covid-19 Pandemic.	6 (10,5%)	32 (56,1%)	1 (1,8%)	18 (31,6%)	0 (0%)
	Learning using Google Classroom is more accessible than other applications.	15 (26,3%)	39 (68%)	0 (0%)	3 (5,3%)	0 (0%)
	Google Classroom makes it easier for me to access lecture materials.	9 (15,8%)	34 (59%)	9 (15,8%)	5 (8,8%)	0 (0%)
understanding of Google Classroom technology.	I understand the concept of online learning using Google Classroom.	13 (22,8%)	32 (56,1%)	9 (15,8%)	2 (3,5%)	0 (0%)
	I can use the features on Google Classroom.	12 (21,1%)	31 (54,4%)	11 (19,3%)	3 (5,3%)	0 (0%)
	Learning English with Google Classroom makes me understand better.	3 (5,3%)	23 (40,4%)	19 (33,3%)	11 (19,3%)	1, (1,8%)

	I understand the procedure for implementing online learning using Google Classroom.	18 (31,6%)	28 (49,1%)	9 (15,8%)	2 (3,5%)	0 (0%)
	I am used to communicating or discussing online with friends using Google Classroom.	23 (40,4%)	31 (54,4%)	1 (1,8%)	2 (3,5%)	0 (0%)
	Google Classroom makes it easier for me to understand the lecture material and assignments given by the lecturer.	4 (7%)	30 (52,6%)	13 (22,8%)	8 (14%)	2 (3,5%)
Readiness to receive e-learning materials through Google Classroom.	I have a Google Classroom account.	18 (31,6%)	32 (56,1%)	4 (7%)	3 (5,3%)	0 (0%)
	I have an adequate internet connection to carry out online learning using Google Classroom.	11 (19,3%)	33 (57,9%)	8 (14%)	5 (8,8%)	0 (0%)
	I prepare myself by studying before e-learning starts.	8 (14%)	32 (56%)	14 (26,6%)	2 (3,5%)	1 (1,8%)
	I downloaded and studied all the course materials in Google Classroom.	9 (15,8%)	35 (61,4%)	9 (15,8%)	3 (5,3%)	1 (1,8%)
	e-learning activities using Google Classroom can increase my interest in learning.	5 (8,8%)	27 (47,4%)	17 (29,8%)	5 (8,8%)	3 (5,3%)

Attitude towards Google Classroom.	Google Classroom increases my learning motivation.	5 (8,8%)	25 (43,9%)	18 (31,6%)	6 (10,5%)	3 (5,3%)
	Google classroom improves the quality of communicating with lecturers and students.	5 (8,8%)	26 (45,6%)	14 (24,6%)	11 (19,3%)	1 (1,8%)
	Google classroom increases my confidence in learning.	4 (7%)	25 (43,9%)	19 (33,3%)	6 (10,5%)	3 (5,3%)
	Google Classroom increases the effectiveness of time in learning.	9 (15,8%)	29 (50,9%)	11 (19,3%)	6 (10,5%)	2 (3,5%)
	Google Classroom allows me to get feedback quickly.	17 (29,8%)	30 (52,6%)	8 (14%)	2 (3,5%)	0 (0%)

Based on the result a detailed explanation regarding each question item:

Statement 1 About being able to operate Google Classroom. The results of this study indicate that from 57 respondents, 17 respondents answered strongly agree, 34 respondents answered agree, 4 respondents answered doubtfully, 2 respondents answered disagree, and no answered strongly disagree. The average student uses Google classroom for online learning during the pandemic. Therefore, they can export Google Classroom.

Statement 2 regarding the existence of Google Classroom, obtaining information, materials, and collecting assignments become easier and more flexible during the current Covid-19 pandemic. The results showed that from 57 respondents, 6 respondents answered strongly agree, 32 respondents answered

agree, 1 respondent answered doubtfully, 18 respondents indicated disagree, and no one answered disagree.

Statement 3 about learning using Google Classroom is more accessible than other applications. The results showed that from 57 respondents, 15 respondents answered strongly agree, 39 respondents answered agree, 3 answered disagree, and no respondents answered doubtfully and strongly disagreed.

Statement 4 about Google Classroom makes it easier to access lecture material. The results showed that from 57 respondents, 9 respondents answered strongly agree, 34 respondents answered agree, 9 respondents answered doubtfully, 5 respondents answered disagree, and no one answered disagree. This statement is in the ready category because students can easily access lecture materials in the Google Classroom application anywhere and anytime.

Statement 5 About understanding the concept of online learning using Google Classroom. The study results showed that of 57 respondents, 13 respondents answered strongly agree, 32 respondents answered agree, 9 respondents answered doubtfully, 3 respondents answered disagree, and no one responded strongly disagree. Some English students have used Google Classroom during the pandemic because this statement is in the ready category.

Statement 6 about The ability to use features in Google Classroom. The results showed that from 57 respondents, 12 respondents answered strongly agree, 31 respondents answered agree, 11 respondents answered doubtfully, 2 respondents answered disagree, and 1 respondent answered strongly disagree.

Statement 7 about learning English with Google Classroom makes it more understandable. The results showed that from 57 respondents, 3 respondents answered strongly agree, 23 respondents answered agree, 19 respondents answered doubtfully, 11 respondents answered disagree, and 1 respondent answered strongly disagree.

Statement 8 about Understanding the procedures for implementing online learning using Google Classroom. The results showed that from 57 respondents, 18 respondents answered strongly agree, 28 respondents answered agree, 9 respondents answered doubtfully, 2 respondents answered disagree, and no one

responded strongly disagree. The answer to this statement is in the ready category. Some are still in doubt and don't agree because some of them are doing online learning for the first time in this COVID-19 situation, causing them to be unfamiliar with online learning procedures or systems.

Statement 9 About the habit of communicating or discussing online with friends using Google Classroom. The results of this study show that from 57 respondents, 23 respondents answered strongly agree, 31 respondents answered agree, 1 respondents answered doubtfully, 2 respondents answered disagree, and 0 respondents answered disagree. This statement is in the ready category.

Statement 10 about Google Classroom makes it easier to understand lecture material and assignments given by lecturers. This study shows that from 57 respondents, 4 respondents answered strongly agree, 30 respondents answered agree, 13 respondents answered doubtfully, 8 respondents answered disagree, and 2 respondents answered strongly disagree. This statement is in the agree category because it is considered to help understand and facilitate lecturers and students in carrying out the learning process. So lecturers and students can distribute materials, collect, and assess assignments, regardless of distance and time.

Statement 11 about students having Google Classroom accounts. The study results of 57 respondents, 18 respondents answered strongly agree, 32 respondents answered agree, 4 answered doubtfully, 3 respondents answered disagree, and no one answered strongly disagree. From this statement, most respondents have online learning accounts because they are needed in online learning, especially during this COVID-19 pandemic.

Statement 12 about Having an adequate internet connection to carry out online learning using Google Classroom. The results showed that from 57 respondents, 11 respondents answered strongly agree, 33 respondents answered agree, 8 respondents answered doubtfully, 5 respondents answered disagree, and no one answered strongly disagree.

Statement 13 about preparing yourself by learning before e-learning begins. The results showed that from 57 respondents, 8 respondents answered strongly agree, 32 respondents answered agree, 14 respondents answered doubtfully, 2

respondents answered disagree, and 1 respondent answered strongly disagree. Of this statement are in the ready category, but some respondents are hesitant and disagree with this statement. This is in line with previous research, which shows this to be a problem because students will not reach online learning if they do not have an adequate internet connection, sufficient internet quota, and less control from lecturers. UIN Datakorama Palu provides a policy in the form of internet quota assistance for students. With this assistance, it is hoped that every student has an adequate internet connection, and if the control of the lecturer is tightened on e-learning learning as well as face-to-face learning, student preparation will be better and more prepared.

Statement 14 regarding downloading and studying all course materials available in Google Classroom. The results showed that from 57 respondents, 9 respondents answered strongly agree, 35 respondents answered agree, 9 respondents answered doubtfully, 3 respondents answered disagree and 1 respondent answered strongly disagree. This question is in the ready category without requiring improvement because it can be seen not only in English courses using Google Classroom.

Statement 15 about e-learning activities using Google Classroom can increase interest in learning. The results showed that from 57 students, 5 respondents answered strongly agree, 27 respondents answered agree, 17 respondents answered doubtfully, 5 respondents answered disagree and 3 respondents answered strongly disagree. This statement is in the ready category, this is in line with the statement that e-learning using Google Classroom is able to increase student interest in learning during this pandemic.

Statement 16 about Google Classroom increases students' learning motivation. of 57 respondents, 5 respondents answered strongly agree, 25 respondents answered agree, 18 respondents answered doubtfully, 6 respondents answered disagree and 3 respondents answered strongly disagree.

Statement 17 about Google Classroom improve the quality of communicating with lecturers and students. The results showed that from 57 respondents, 5 respondents answered strongly agree, 26 respondents answered

agree, 14 respondents answered doubtful, 11 respondents answered disagree, and 1 respondent answered strongly disagree. This statement is in the ready category because the use of Google Classroom can improve communication in lectures. however, adaptation is still needed for students to be more optimal in communicating with lecturers through Google Classroom.

Statement 18 about Google Classroom increases self-confidence in learning. This study shows that from 57 respondents, 4 respondents answered strongly agree, 25 respondents answered agree, 19 respondents answered doubtfully, 6 respondents answered disagree, and 3 respondents answered strongly disagree. This statement is in the agreed-on category because it is essential for students to feel confident. After all, otherwise, they will not learn as fast or gain the fluency they need. However, with the answers above, the researcher saw that almost all students could share in chat forums and ask questions online, which increased their self-confidence.

Statement 19 about using Classroom goggles can save time. The results showed that from 57 respondents, 9 respondents answered strongly agree, 29 respondents answered agree, 11 respondents answered doubtfully, 6 respondents answered disagree, and 2 respondents answered strongly disagree. This statement is categorized as agree because, in the implementation of online English lectures using Google Classroom, it can be accessed and is not accessible to error to save time. Google classroom increases the effectiveness of time in learning.

Statement 20 about Google Classroom allows students to get feedback quickly. The results showed that from 57 respondents, 17 respondents answered strongly agree, 30 respondents answered agree, 8 answered doubtfully, 2 answered disagree, and no respondents answered strongly disagree.

Based on data obtained from questionnaires on student readiness for online learning using Google Classroom, which consists of indicators of skills/ease in using Google Classroom, understanding of Google Classroom technology, readiness to receive e-learning learning materials through Google Classroom, and attitudes towards Google Classroom, the data obtained can be seen in table 4.4

Table 4.4

the overall results of the response to the readiness of English students in using Google Classroom during the covid-19 pandemic.

Indicator	Average	Category
Skill/ease of using Google Classroom	77%	Ready
Understanding of Google Classroom Technology	78%	Ready
Readiness to receive E-learning materials through Google Classroom.	80%	Ready
Attitudes towards Google Classroom	70%	Ready
Average	76%	Ready

Based on table 4.4, it is known that the overall results of the readiness of English students in using Google Classroom during the covid-19 pandemic, which consists of 4 indicators show a value with an average of 76% in the ready category.

b) The Result of interviews

The result of interviews with twelve TBI students covering semester one, three and five in the 2020/2021 academic year showed that there were differences in the ways the students responded the question during the interviews despite that case majority of the students selected for interviews were ready to learn English using Google Classroom. This especially during Covid-19 pandemic where hybrid mode of learning were paramount.

Since the research employed semi-structured interviews, there were seven thematic-based questions develop to better understand about the readiness of TBI students in using Google Classroom during Covid-19 pandemic. The questions were aimed to dig up in- depth regarding to experiences of students dealing with online learning. The first dealt with ability of TBI students to use Google

Classroom as a learning platform chosen by the majority of students from different department. The result showed the majority of TBI students from different batches in semester one, three and five were able to use Google Classroom for online learning more over the students found it easy to use Google Classroom.

The second question discussed the accessibility of the internet toward the selected TBI students. In these context many students complained about limitation of internet package. Beside, network problems made the students in some ways frustrated because they were not able to get connected with their lecturers.

The third question dealt with the opinions of TBI students about the Google Classroom use. The students were varied in the context. Many of the students mentioned that it was easy to use Google classroom because the features of Google Classroom were very simple. Even to the new user of Google Classroom could find it simple to user Google Classroom for online Learning.

In terms of the types of assignments uploaded in Google Classroom and the form assignments required for the subject, the students under took different experience. The students found that different lecturers gave different type on forms assignments.

Fifth, the ways of TBI students to access to the assignment given depended on notifications available in the page of Google Classroom. Some students missed the notification not because they did not know but there were not familiar with the features of Google Classroom. Moreover, the were reluctant for explore the features provide in Google Classroom.

Meanwhile, the understanding of students towards learning materials given were determine by the ability of lecturers to find out whether the students understood or not. In the case. Reputing the materials was one of the common strategies by lecturers.

Finally, the strategies of students to stay focus were various. The students made mention that it was important for them neutralize in environmental sound

around the learning settings. More over the TBI students admitted that it was important to get riles by drinking coffee, soft drink and water. On top of that, it was particularly important to get this connected from other applications during online learning.

Based on the results of the interview above that, most of them are ready and know to use Google Classroom, but most of them use Google Classroom only to send assignments in the form of PDF, PPT, etc. and students know that learning in Google Classroom begins through WhatsApp groups according to their courses and to prepare before learning begins so that their concentration is stable, they usually ensure a good network connection, a comfortable place to study, eat moderately and drink coffee so that they are not sleepy. As for the obstacles that students have, the quota is limited, but the quota package is not a serious obstacle because students get internet quota packages from the Ministry of Education and Culture, and the internet network is not always good, where this network cannot be predicted at any time and depends on where they live as well as the obstacles faced by some of the English language students, namely the internet network due to student residences in villages and cities that have internet networks that are not good, especially when the lights go out and bad weather like blackouts.

B. Discussion

In this section, the researcher discussed the result of questionnaire and interview. The writer used qualitative approach in analyzing the results.

1. Students readiness in using Google Classroom During Covid-19 Pandemic.

Based on 20 statements and 4 indicators in the English student readiness questionnaire using Google Classroom, all respondents had variations in responses. The researcher found that the readiness of students in online learning using Google

Classroom during the pandemic was in the ready category with an average of 76% for each indicator with a percentage interval of 85%-70%.

The first indicator consists of 4 items about skills/ease of using Google Classroom which are in the ready category with an average of 77%. Students' answers to the questionnaire on readiness to use Google Classroom show that in general students are skilled at operating Google Classroom, making it easier to collect materials, information, and assignments and very flexible during the Covid-19 pandemic. and this can be seen from all respondents who agreed to answer in interviews that using Google classroom made it very easy for students during this Covid-19 pandemic. it can be seen from the respondent's answer that is.

"Yes, I can use Google Classroom. Google Classroom is very good to use and makes it easier for me to learn"

The answer above is strengthened by answers from other respondents who said that.

"Google Classroom is a pretty good online learning application, besides being free, this application is very easy to use, especially during a pandemic like this.

The second indicator consists of 5 items regarding the understanding of Google Classroom technology. They are in the ready category with an average of 78%. Students' answers to the questionnaire on readiness to use Google Classroom show that students understand the concept and use Google Classroom and are accustomed to socializing. They are familiar with LMS such as Google Classroom and can use its features to support learning. However, it requires further understanding. Some students are new to this for the first time and are not used to full lectures using the e-learning system using Google Classroom in the COVID-19 pandemic. Therefore, it takes students' adaptability to be ready to undergo e-learning. Using Google Classroom is in line with the statement that good adaptability greatly determines the potential of e-learning using Google Classroom.

This can be seen from the results of the interview answers of respondents who answered.

"yes, both the app is reachable and very easy to understand".

The answer above is strengthened by answers from other respondents who said that.

"Classroom is very good to use and has several advantages over other applications that are often used for online learning.

but there are also those who say

"I don't agree with offline learning, but it's very helpful during a pandemic like now"

Behind the many students who really understand using Google Classroom and its features, there are also students who feel they don't understand using Google Classroom.

"It is very difficult to understand because by sending material it is difficult for us to understand the meaning of what is described in Google Classroom"

There are 4 statements in indicator 3. all of them are in the ready category with an average 80%, namely the statements "I have a Google Classroom account" and "I downloaded and studied all subject matter in Google Classroom" from this statement it can be seen that it is not an obstacle for English students. and 2 statements, namely "I have an adequate internet connection to conduct online learning using Google Classroom" and "I prepare myself by studying before e-learning begins". Internet connection is one of the obstacles for English students who take online learning, this is as said by students who were interviewed and had the same answer, namely.

"My problem with online learning is the internet network, sometimes it's good, sometimes it's bad, especially if the network lights go out it's bad"

The answer above is reinforced by other respondents who said.

"It's difficult to access the network, because I'm in the village and usually it depends on the weather and if the lights go out the network becomes bad".

And a statement of readiness before e-learning begins, students have several ways to prepare themselves for concentration before e-learning begins, here are some answers from the interviews obtained.

"ensure a good network connection"

Another answers

"not doing activities, increasing the volume, neutralizing the environment, taking a shower, drinking coffee and eating snacks so as not to fall asleep"

There are 6 statements in the last indicator, "attitude towards Google Classroom," all in the ready category with an average of 70%. This can be interpreted that the readiness of students to use Google Classroom during the COVID-19 pandemic can increase the effectiveness of learning English students at UIN Datokarama Palu. The use of Google classroom can make students faster in communicating with lecturers besides being faster in giving and receiving information without meeting face-to-face in class. In addition, by using Google Classroom, students feel motivated to complete assignments through Google Classroom because the lecturer gives a grace period. Therefore, by using Google Classroom, the learning process becomes more effective. This study is in line with research results which state that the use of Google Classroom is quite good and effective. It's just that it will be better if it is combined with other online platforms.

2. The Factors that Influence Students' Readiness in Using Google Classroom.

One of the supporting factors for the implementation of online learning using Google Classroom was the facilities and infrastructure. Which can be in the

form of laptops, cellphones, internet packages / quotas and various other online learning support platforms so that online learning using Google Classroom runs smoothly. As some students said during interviews that the most important infrastructure facilities are cellphones and internet quotas can make students feel more enjoy learning using e-learning such as Google classroom and moreover getting internet data from campus was the best to improve student readiness and their achievements and students can search for material in many sources such as Google and You tube in order to help students understand the material and do assignments besides free quotas make students more efficient so that students feel unburdened in online learning using Google classroom. And so that the information or knowledge conveyed can be well received, adequate infrastructure facilities such as internet quotas, laptop, platforms such as Google classroom are the most important infrastructure facilities in online learning. In this case students had their facilities such as laptop and smart phone but internet quotas. In accessing Google Classroom these gadget need internet quotas. As the results of interview answer, said that:

“Students does not had issues in internet quotas, because the goverments had the policy in sharing the students free internet quotas for learning in accessing the learning platforms such as Google Classroom.”

The next factor that was no less important in the implementation of online learning is the ability to use online learning platforms. The type of online learning platform that can be used to facilitate these learning activities was Google Classroom which can be used anytime and anywhere, this platform was also a learning process that can support students to understand learning rather than face to

face in one place between teachers and students. A learning platform that supports students understanding learning rather than face-to-face in video content in Google Classroom was part of the supporting factor in implementing e-learning using Google Classroom. Far during this pandemic and there were also those who say that Google Classroom helps them understand difficult material through video lectures so that it was easy, clear and can help students learn because students can learn the material over and over again. As the result of the interview answers said that:

“Learning to use Google Classroom is simple because the material is saved and accessible after the lecture.”

And although students cannot carry out activities directly, students can communicate with each other and exchange information about learning materials online using Google Classroom with other friends.

In every activity carried out, of course, there will be various obstacles, as well as online learning activities. Students' readiness in facing various obstacles that will arise in online learning is an important thing in the success of participating in learning activities. One of the obstacles is network disruption when learning online using Google Classroom, network conditions are very important for the online learning process to take place. Based on the results of interviews, many students complained about problems with unstable networks. Network conditions are very important in online learning. The lack of network access is not only complained of by students living in remote areas, but also by students who are located in urban areas, especially when the location where they live experiences a power outage, where this can also have an impact on unsupportive network conditions. So that students become a little hampered when they want to load to

take part in learning activities and some are even unable to load at a predetermined time.

Another thing the obstacles that face to student who located in urban areas, the important thing in accessing the Google Classroom was electricity. The electricity was important because a power outage will make the internet network worse, electricity was necessary to access the internet network. It can be seen from the interview answers:

“It can be both good and bad to access the internet from home. The internet network is entirely dependent on electricity and the outside environment when accessed from the village. The network frequently experiences issues when it rains, loses power, or both at the same time.”

This causes students to experience delays in learning and can result in the occurrence of non-optimal learning processes that they follow. As a result, while studying from home, many students prefer to do other activities rather than taking online lectures.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The results of the research show that most English students were ready to face online learning using Google Classroom during the COVID-19 pandemic. In terms of the readiness of students, there four indicators that could be used to identify how students were ready for online learning. first, skills of students in using Google Classroom. Second, the students understood how to make use of technological devices for learning Google Classroom. Third, the students were ready to receive learning material through Google Classroom. In addition, the students' attitude towards Google Classroom were categorized sufficiently acceptable. This was shown by the average scores of students that was at 76%. Related to the factors that influenced students' readiness for online learning, learning facilities and other infrastructures together contributed to the whole readiness of students in learning English via Google Classroom during Covid-19 pandemic.

B. Suggestion

Based on the conclusions, the suggestion were elaborated the following ways:

First, for the UIN Datokarama Palu as an institution it is expected facilities and infrastructures needed for online learning to provide here sufficient internet data.for students could be one solution for effective online learning. For second, training lectures for online learning to teach better and make use of technology. Could be another solution for effective online learning. Meanwhile, for students it

is expected to provide ideas and helpful insights about learning English with technology include the use of Google Classroom.

In addition, this research is expected to provide ideas and better understanding about how to make use of technology in teaching and learning process, especially in the time of pandemic Covid-19.

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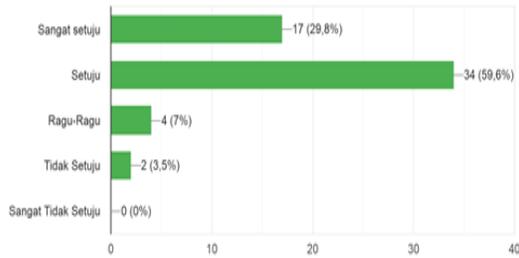
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Respondent's answer

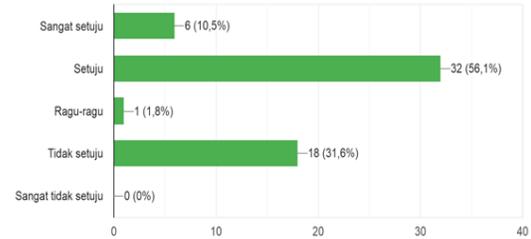
Saya mampu mengoperasikan Google Classroom.

57 jawaban



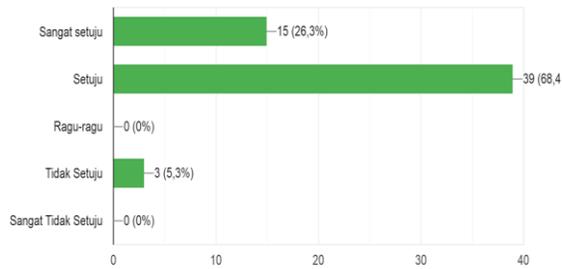
Dengan aplikasi Google Classroom, memperoleh informasi, materi maupun pengumpulan tugas menjadi lebih mudah dan fleksibel di masa pandemic Covid-19.

57 jawaban



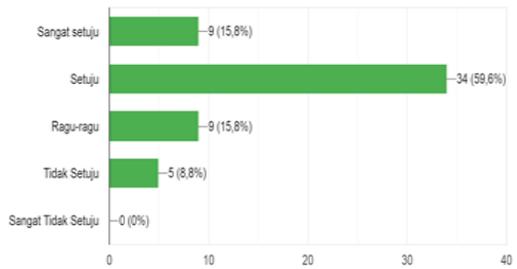
Pembelajaran dengan aplikasi Google Classroom lebih mudah dibandingkan dengan aplikasi lain

57 jawaban



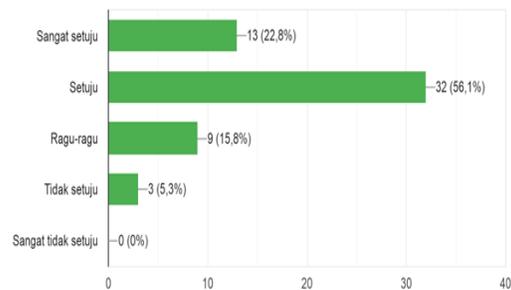
Google Classroom mempermudah saya dalam mengakses materi kuliah.

57 jawaban



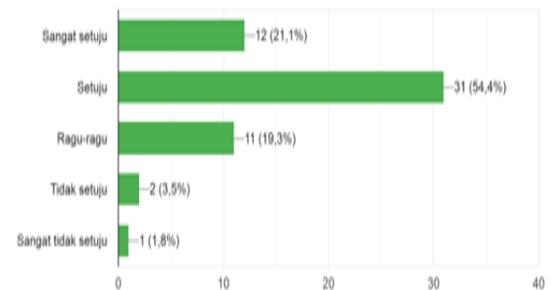
Saya memahami konsep pembelajaran online menggunakan Google Classroom.

57 jawaban



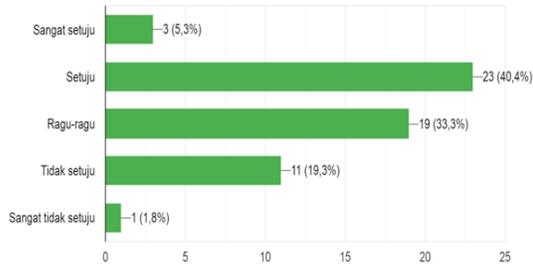
Saya mampu menggunakan fitur-fitur pada Google Classroom.

57 jawaban



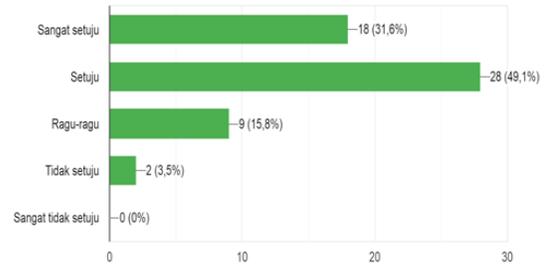
Belajar bahasa Inggris dengan Google Classroom membuat saya lebih paham.

57 jawaban



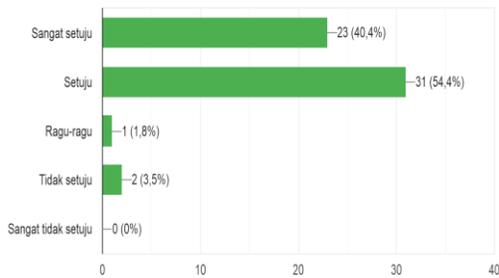
Saya memahami tata cara pelaksanaan pembelajaran online menggunakan Google Classroom.

57 jawaban



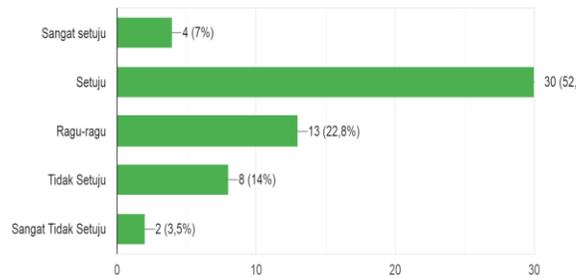
Saya terbiasa berkomunikasi atau berdiskusi secara online dengan teman-teman di kelas melalui Google Classroom.

57 jawaban



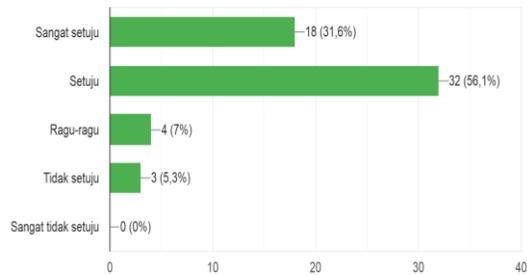
Google Classroom mempermudah saya dalam memahami materi perkuliahan serta tugas-tugas yang di berikan dosen.

57 jawaban



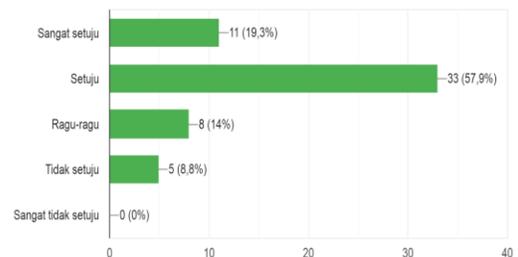
Saya memiliki akun pembelajaran online.

57 jawaban

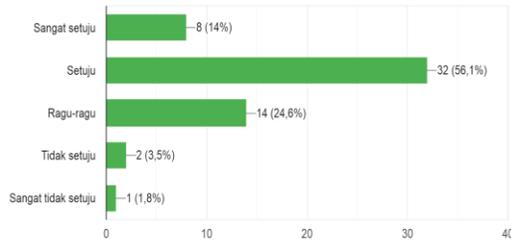


Saya memiliki koneksi internet yang memadai untuk melaksanakan pembelajaran online menggunakan Google Classroom.

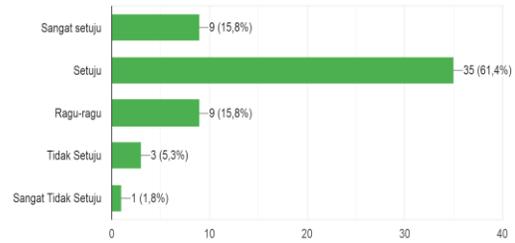
57 jawaban



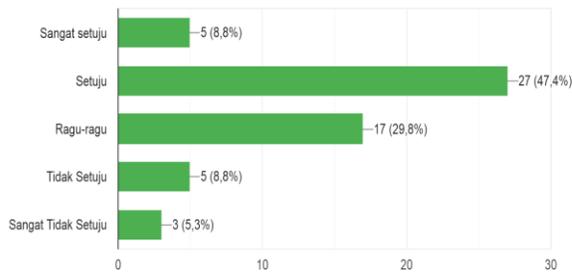
Saya mempersiapkan diri dengan belajar sebelum e-learning dimulai.
57 jawaban



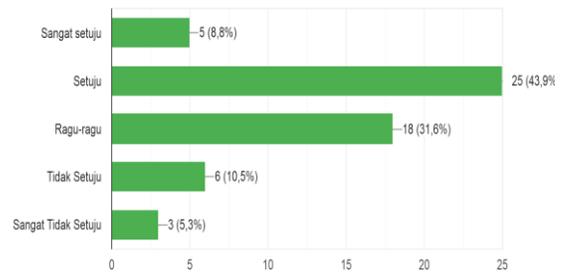
Saya mengunduh dan mempelajari semua materi kuliah yang ada pada Google Classroom.
57 jawaban



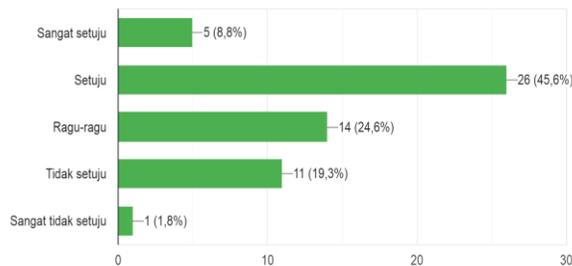
Kegiatan e-learning menggunakan Google Classroom mampu meningkatkan minat belajar saya.
57 jawaban



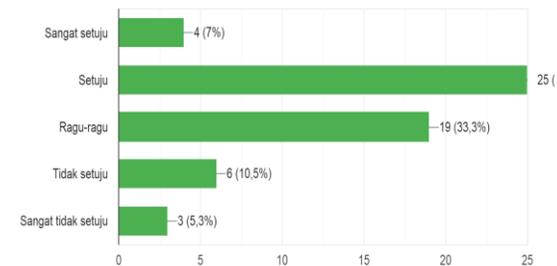
Google Classroom mingkatkan motivasi belajar saya.
57 jawaban



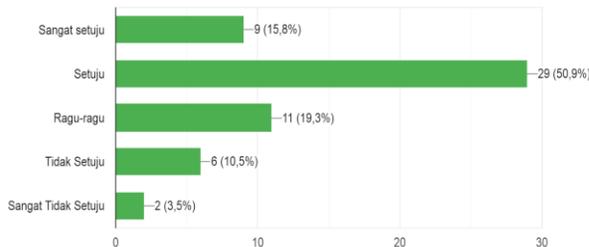
Google Classroom meningkatkan kualitas berkomunikasi dengan dosen dan mahasiswa.
57 jawaban



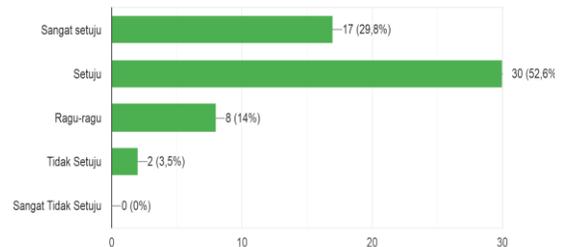
Google Classroom meningkatkan kepercayaan diri saya dalam belajar.
57 jawaban



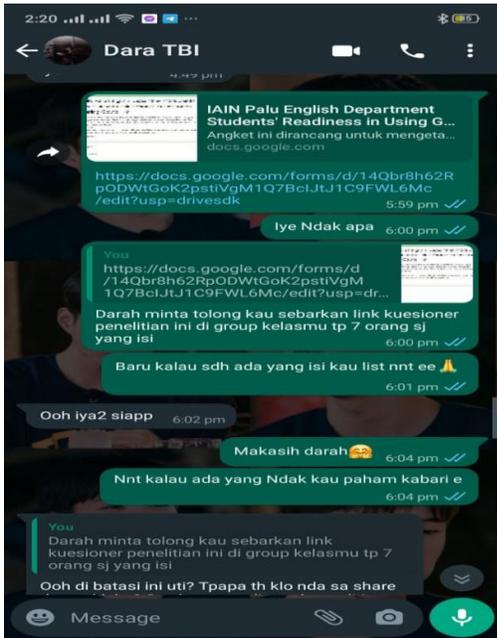
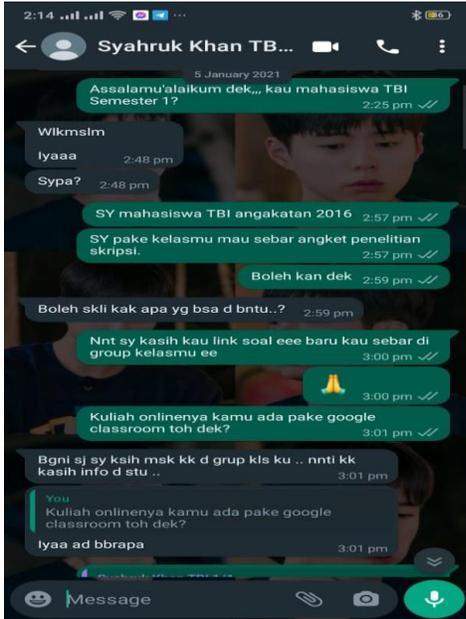
Google classroom meningkatkan efektifitas waktu dalam pembelajaran.
57 jawaban

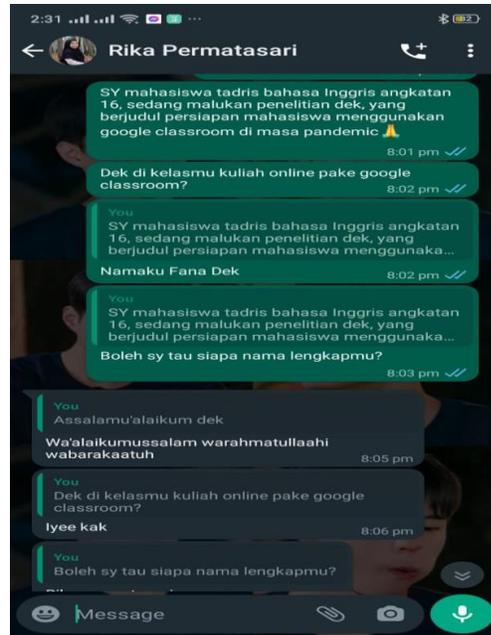
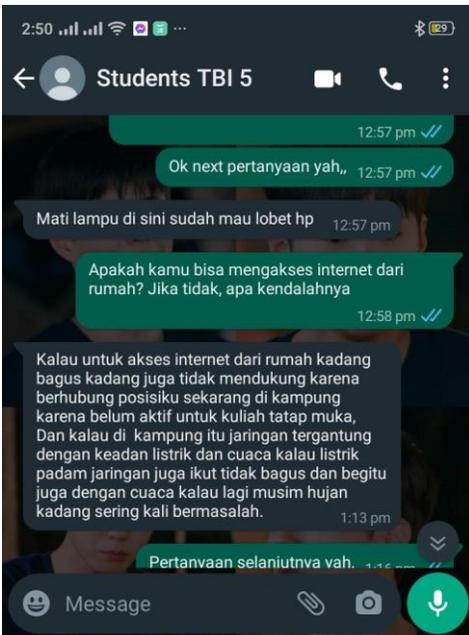


Dengan Google Classroom memungkinkan mahasiswa mendapatkan umpan balik yang cepat.
57 jawaban



Documentations





KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR : 525 TAHUN 2022

TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

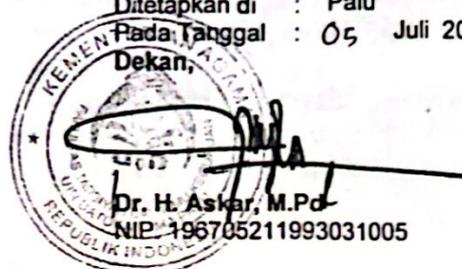
- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
- c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Presiden No 61 Tahun 2021, tentang Universitas Islam Negeri Datokarama Palu;
4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
6. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
7. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 454/Un.24/KP.07.6/12/2021 masa jabatan 2021-2023

MEMUTUSKAN

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
- KESATU : Menetapkan saudara :
1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
2. Yuni Amelia, S.Pd., M.Pd.
- sebagai Pembimbing I dan II bagi Mahasiswa :
- Nama : Fana Riskiana
- NIM : 161160109
- Program Studi : Tadris Bahasa Inggris
- Judul Skripsi : READINESS IN USING GOOGLE CLASSROOM DURING COVID-19 PANDEMI AMONG UNDRGRADUATE STUDENTS OF ENGLISH DEPARTMENT UIN DATOKARAMA PALU.
- KEDUA : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2022
- KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
- KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : 05 Juli 2022

Dekan,



Dr. H. Askar, M.Pd
NIP. 196705211993031005



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU

الجامعة الإسلامية الحكومية فالو

STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

Nomor : 31/In.13/F./PP.00.9/12/2020 Palu, 22 Desember 2020
Sifat : Penting
Lamp : -
Hal : Undangan Menghadiri Seminar Proposal Skripsi

Kepada Yth.

1. Prof. Dr. Rusli, S.Ag., M.Soc. Sc. Pembimbing I)
2. Yuni Amelia, S.Pd.,M.Pd (Pembimbing II)
3. Afifah. S.Pd.,M.Pd. (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu

Di-
Palu

Assalamu Alaikum War. Wab

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palu yang akan di presentasikan oleh :

Nama : Fana Riskiana
NIM : 161160109
Jurusan/Kelas : TADRIS BAHASA INGGRIS (TBI)
Judul Skripsi : IAIN English Department Students' Readiness in Using Google Classroom During Covid-19 Pandemic

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Selasa, 29 Desember 2020
Waktu : 09.00 Wita - Selesai
Tempat : Ruang Rapat FTIK Lt. 2 FTIK

Wassalam.



a.n. Dekan
Ketua Prodi Tadris Bahasa Inggris

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.

NIP: 19740726 200003 2 002

Catatan : Undangan ini di foto copy 7 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen Pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen Pembimbing II (dengan proposal skripsi).
- c. 1 rangkap untuk dosen Penguji (dengan proposal skripsi)
- d. 1 rangkap untuk Ketua Jurusan
- e. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- g. 1 rangkap untuk ditempel pada papan pengumuman.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU

الجامعة الإسلامية الحكومية فالو

STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id , email : humas@iainpalu.ac.id

Nomor : 73 /In.13/F.I/PP.00.9/1/2021
Lampiran :
Hal : Izin Penelitian Untuk
Menyusun Skripsi

Palu, 19 Januari 2021

Yth. Ketua Jurusan Tadris Bahasa Inggris (TBI-G)

Di Tempat

Assalamualaikum w.w

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palu :

Nama : Fana Riskiana
NIM : 16.1.16.0109
Tempat Tanggal Lahir : Bolano, 30 Maret 1999
Semester : IX (Sembilan)
Program Studi : Tadris Bahasa Inggris
Alamat : Jln. Lagarutu
Judul Skripsi : IAIN PALU ENGLISH DEPARTMENT STUDENTS'
READINEES IN USING GOOGLE CLASSROOM DURING
COVID-19 PANDEMIC
No. HP : 082296925063

Dosen Pembimbing :

1. Prof. Dr. Rusli, S.Ag., M.Soc., Sc
2. Yuni Amelia, M.Pd

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Prodi Tadris Bahasa Inggris (TBI-G) IAIN Palu

Demikian, atas perkenannya diucapkan terima kasih.

Wassalam,



Dekan,
Dr. Mohamad Idhan, S.Ag., M.Ag.
NIP. 19720126 200003 1 001

Tembusan :

1. Rektor IAIN Palu;
2. Kepala Biro AUAK IAIN Palu;
3. Dosen Pembimbing;
4. Mahasiswa yang bersangkutan.



SURAT KETERANGAN PENELITIAN

No. 98/Un.24/F/PP.00.09/01/2022

3 01 1341/PP.00.09/01/2021

Pg : 19 Januari 2021

Ketua Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu menerangkan bahwa :

Nama : Fana Riskiana
NIM : 16.1.06.0109
Tempat Tanggal Lahir : Bolano, 30 Maret 1999
Semester : XI (Sebelas)
Program Studi : Pendidikan Tadris Bahasa Inggris
Alamat : Jl. Lagarutu

Memang benar yang bersangkutan telah melaksanakan Penelitian di Prodi Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu pada tanggal 13 Februari 2021 s/d 20 Mei 2021 dengan judul "IAIN Palu English Department Students' Readiness in Using Google Classroom During Covid-19 Pandemi".

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Palu, 12 Januari 2021

a.n.Dekan
Ketua Jurusan Tadris Bahasa Inggris

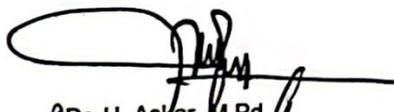
Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR : 1964 TAHUN 2022

TENTANG
PENETAPAN TIM PENGUJI SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan tim penguji skripsi untuk menguji skripsi mahasiswa pada ujian munaqasyah;
b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Presiden No 61 Tahun 2021, tentang Universitas Islam Negeri Datokarama Palu;
4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
6. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
7. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 454/Un.24/KP.07.6/12/2021 masa
- M E M U T U S K A N
- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU TENTANG PENETAPAN TIM PENGUJI SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
- KESATU : Menetapkan Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu sebagai berikut :
- | | |
|--------------------------|-------------------------------------|
| 1. Ketua Tim Penguji | : Atna Akhryani, S.S.I., M.Pd.I. |
| 2. Penguji Utama I | : Fitriingsih, S.S., S.Pd., M.Hum. |
| 3. Penguji Utama II | : Hijrah Syam, S.Pd., M.Pd |
| 4. Pembimbing/Penguji I | : Ruslin, S.Pd., M.Pd., M.Sc., Ph.D |
| 5. Pembimbing/Penguji II | : Yuni Amelia, S.Pd., M.Pd. |
- untuk menguji Skripsi Mahasiswa
Nama : Fana Riskiana
NIM : 161160109
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : THE READINESS OF THE UNDERGRADUATE STUDENTS OF ENGLISH DEPARTMENT UIN DATOKARAMA PALU IN USING GOOGLE CLASSROOM DURING COVID-19 PANDEMIC
- KEDUA : Tim Penguji Skripsi bertugas memberikan pertanyaan dan perbaikan yang berkaitan dengan isi, metodologi dan bahasa dalam skripsi yang diujikan;
KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2022
KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : 4 November 2022
Dekan,


Dr. H. Askar, M.Pd.
NIP. 19670521 199303 1 005



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة داتوكاراما الإسلامية الحكومية باله
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Trans Palu-Palolo Desa Pombewe Kecamatan Sigi Biromaru Telp. 0451-460798 Fax. 0451-460165
Website : www.uindatokarama.ac.id, email : uindatokarama.ac.id

Nomor : 5038 /Un.24/F.I/PP.00.9/11/2022
Sifat : Penting
Lampiran : -
Perihal : **Undangan Menghadiri Ujian Skripsi**

Sigi, 11 November 2022

Yth. Bapak/Ibu Tim Penguji Skripsi
Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu

1. Atna Akhryani, S.S.I., M.Pd.I.
2. Fitriingsih, S.S., S.Pd., M.Hum.
3. Hijrah Syam, S.Pd., M.Pd
4. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
5. Yuni Amelia, S.Pd., M.Pd.

Assalamualaikum wr.wb.

Dalam rangka pelaksanaan Ujian Munaqasyah Mahaiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama : Fana Riskiana
NIM : 161160109
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : THE READINESS OF THE UNDERGRADUATE STUDENTS OF ENGLISH DEPARTMENT UIN DATOKARAMA PALU IN USING GOOGLE CLASSROOM DURING COVID-19 PANDEMIC

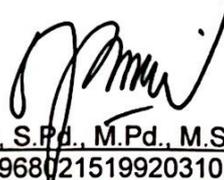
dengan hormat kami mohon kesediaanya untuk menguji Skripsi tersebut, yang akan dilaksanakan pada :

Hari/tanggal : Jum'at, 18 November 2022
Jam : 14.00 - 16.00
Meja Sidang : Meja Sidang D
Tempat : Kampus II Gedung FTIK Lt.3

Demikian, atas kehadirannya diucapkan terima kasih.

Wassalam,

a.n. Dekan
Ketua Prodi Tadris Bahasa Inggris


Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
NIP. 196802151992031013

Catatan Bagi Peserta Ujian Skripsi :

1. Berpakaian Hitam Putih dan Almamater + Kopyah (Pria).
2. Berpakaian Hitam Putih dan Almamater (Wanita).

BIOGRAPHY

Full Name : Fana Riskiana
Dath of Birth : Palu, 30 March 1999
Addrees : jln Tentena Raya II (BTN SILAE)
Phone number : 087877647362
Religion : Islam
Nim : 161160109
Major/Faculty : English Tadris Program

EDUCATIONAL BACKGROUND

Elementary School : Inpres Bolano
Junior High School : Al-Istiqamah Islamic Boarding
Senior High School : Al-Istiqamah Islamic Boarding
Collage : UIN Datokarama Palu

ORGANIZATION

IMM Palu
Sahabat Pulau Palu