

CHAPTER III

RESEARCH METHODOLOGY

This chapter discussed the following point: Method of the research, population and sample, place of the research, time allocation, technique for collecting the data, validity and reliability, and technique for analyzing the data.

A. Method of the Research

In this research, the researcher used a descriptive quantitative method. The researcher applied that method to describe the students' perception of Google Classroom on online learning. The data described objectively and reported the way things are based on the questionnaire. According to Arikunto (2006), descriptive quantitative research method is a method that aims to make a picture or descriptive about a situation objectively that uses numbers, starting from data collection, interpretation of the data as well as the appearance and results. It can be said that descriptive quantitative is a research method that describes about a situation and uses numbers from starting data collection until the result of a research. Because this research produced data in the form of numbers and described a situation, this research is classified as a descriptive quantitative research. Based on the definition above, the researcher used descriptive quantitative method to analyze students' perception of Google Classroom on online learning of English education study program at Baturaja University.

B. Population and sample

1. Population of the Study

According to Creswell (2012), population is a group of individuals who have the same characteristics. Population is the group of interest to the researcher, the group to whom the researcher would like to generalize the result of the study (Fraenkel and Wallen 2009, p. 91). It can be said that population is a group of individuals who are used by researcher as research subjects. The population of this research was all students of English education study program at Baturaja University. It consisted of 91 students, 18 students from 2nd semester, 29 students from 4th semester, 26 students from 6th semester, and 18 students from 8th semester.

Table 3.1
Population of the Study

No	Semester	Population
1	2 nd	18
2	4 th	29
3	6 th	26
4	8 th	18
	Total	91

Source: English Education Study Program at Baturaja University

2. Sample of the Study

Sample is part of the number and characteristics of the population. According to Creswell (2012), sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. It can be said that sample is part of the population used as the research target. In this research the researcher used purposive sampling. According to Arikunto (2013) purposive sampling is the process of selecting

sample by taking subject that is not based on the level or area, but take based on the specific purpose. It can be said that purposive sampling refers to researcher intentionally select participants who fullfil the required criteria. In this research, sample was students who have known about Google Classroom and have used Google Classroom as a tool in online learning. Clearly, they have been “in touch” with Google Classroom before. For this research, the researcher took sample in semester 4th semester, 6th semester, and 8th semester. The researcher not chose 2nd semester because they were not used full online learning when used Google Classroom. Meanwhile for this research, the researcher focused for students’ perception of Google Classroom during online learning. It consisted of 73 students, 29 students from 4th semester, 26 students from 6th semester, and 18 students from 8th semester.

Table 3.2
Sample of the Study

No	Semester	Sample
1	4 th	29
2	6 th	26
3	8 th	18
	Total	73

Source: English Education Study Program at Baturaja University

3. Place of the Research

The location of this research was in the English education study program class at Baturaja University. The address on Jl. Ratu Penghulu No.2301, Karang Sari, Ogan Komering Ulu, Sumatera Selatan.

4. Time Allocation of the Research

The questionnaire was distributed to the students on July 5-6th 2022. The researcher sent a Google Form link to WhatsApp group of class 4th, 6th, and 8th semester student of English education study program at Baturaja University.

C. Technique for Collecting the Data

Method of collecting the data is the method that used by researcher to collect the data. In this research, the researcher used close ended questionnaire as instrument. Ragab and Arisha (2018), states that a questionnaire is a general title that includes methods in which each person is asked to respond to an identical set of questions in a predetermine order at a certain point in time. It can be said that questionnaire is a data collection method in which research samples are ask to respond to certain questions that share by researcher. The researcher provided online questionnaires by used Google form to the respondents. The researcher gave the questionnaires to the student who have used Google Classroom on online learning, that were 4th, 6th, and 8th semester.

In this research, questionnaire got the data from the respondents and measure students' perception of Google Classroom on online learning. To obtain the information about students' perception, the researcher used students' perception questionnaire adapted by Negara (2018) and Oktaria and Rohmayadevi (2021). The indicators of questionnaire was usefulness Google Classroom

(5 questions), ease of use Google Classroom (6 questions), and satisfaction Google Classroom (5 questions).

The questionnaire used likert scale to get information from participants. Likert scale was to measure the extent of subject agreement with each item. In students' perception this scale provided five responses ranging from strongly disagree, disagree, neutral, agree, and strongly agree.

Table 3.3
Specifications of the questionnaires

Objectives of the Research	Indicator	Item Number	Total
To fine out the students perception of Google Classroom on online learning	Usefulness Google Classroom	1,2,3,4,5	4
	Ease of use Google Classroom	6,7,8,9,10,11	6
	Satisfaction Google Classroom	12,13,14,15,16	5
Total			16

Source: Negara (2018), and Oktaria and Rohmayadevi (2021)

In collect the data, the researcher applied questionnaire by doing these following procedures.

1. The researcher prepared instrument, in this research researcher was used questionnaire as the instrument to collected the data. The questionnaire adapted from Negara (2018) and Oktaria and Rohmayadevi (2021).
2. Created the questionnaire by using Google form web, and changed it to a simple link.

3. Distributed 16 items questionnaire to 73 students of 4th, 6th, 8th semester of English education study program at Baturaja University.

D. Validity and Reliability

1. Validity

According to Lodico et al., (2006), state that validity focuses on ensuring that what the instrument claims to measure is truly what it is measuring. When the researcher wants to measure behavior, researcher focus on what the researcher is going to measure. To ensure that questionnaire that the researcher used can be applied or not, the researcher used content validity. The researcher asked expert judgment to found the questionnaire was a great content validity. According to Skjong and Wentworth (2001), experts may provide information, evidence, judgment and assessment. The researcher asked for helped from two lectures of English education study program There were Mila Arizah, M.Pd and Merie Agustiani, M.Pd to examine whether the statements of questionnaire was accordance with the concept of indicators to be measured.

Based on assessment form of expert judgment of validator 1, Merie Agustiani, M.Pd. Statements 1 to 12, 15 and 16 received a strongly appropriate assessment, while statements 13 and 14 received an appropriate assessment. In statement 13 the subject "Students" is replaced with the pronoun "I" and the subject "They" is replaced with the pronoun "I". In statement 14 the subject "students" is replaced with the pronoun "I".

The result of assessment form of expert judgment of validator 1 can be seen on the table below:

Table 3.4
Assessment Form of Expert Judgment of Validator 1

No	Statement	Expert Judgment					Description
		Strongly Appropriate	Appropriate	Neutral	Disappropriate	Strongly Disappropriate	
1	Google Classroom is useful for learning	√					
2	Google Classroom makes learning effective	√					
3	Google Classroom improves student performance	√					
4	Google Classroom makes save time	√					
5	Google Classroom increases student productivity	√					
6	Google Classroom is easy to use	√					
7	Google Classroom is easy to learn	√					
8	Google Classroom makes learning flexible	√					
9	Google Classroom's appearance is clear	√					

	and easy to understand						
10	Google Classroom helpful in the learning process	√					
11	Google Classroom can use without written instructions	√					
12	Google Classroom is convenient and comfortable to use	√					
13	Students can use the Google Classroom according to what they want		√				“students” change to be “I” and “they” change to be “I”
14	Students are satisfied with this application		√				“students” change to be “I”
15	Google Classroom is fun to use	√					
16	Google Classroom is great application	√					

Based on assessment form of expert judgment of validator 2, Mila Arizah, M.Pd. Statements 1 to 12, 15 and 16 received a strongly appropriate assessment, while statements 13 and 14 received an appropriate assessment. In statement 13 the subject "Students" is replaced with the pronoun "I" and the subject "They" is replaced with the pronoun "I". In statement 14 the subject "students" is replaced with the pronoun "I".

The result of assessment form of expert judgment of validator 2 can be seen on the table below:

Table 3.5
Assessment Form of Expert Judgment of Validator 2

No	Statement	Expert Judgment					Description
		Strongly Appropriate	Appropriate	Neutral	Disappropriate	Strongly Disappropriate	
1	Google Classroom is useful for learning	√					
2	Google Classroom makes learning effective	√					
3	Google Classroom improves student performance	√					
4	Google Classroom makes save time	√					
5	Google Classroom increases student productivity	√					
6	Google Classroom is easy to use	√					
7	Google Classroom is easy to learn	√					
8	Google Classroom makes learning flexible	√					
9	Google Classroom's appearance is clear	√					

	and easy to understand						
10	Google Classroom helpful in the learning process	√					
11	Google Classroom can use without written instructions	√					
12	Google Classroom is convenient and comfortable to use	√					
13	Students can use the Google Classroom according to what they want		√				“students” change to be “I” and “they” change to be “I”
14	Students are satisfied with this application		√				“students” change to be “I”
15	Google Classroom is fun to use	√					
16	Google Classroom is great application	√					

After got assessment from expert judgment, the questionnaire was tried out to students who were not used as samples, there was 2nd semester and there were 18 students. A questionnaire was said to be valid if the questions on the questionnaire able to reveal something that will be measured by the questionnaire. In testing the validity of this instrument, the researcher used

the SPSS version 25. This validity test is carried out by correlating each item score with the total score of the existed instrument. Validity test of taking samples as much as 18 students. The questions on the research instrument was said to be valid, if after being tested used statistics the calculated r value (pearson correlation) is greater than r table, where as if the value of r is calculated more than smaller than r table then the question item is not valid. The magnitude of the value of r table can be searched based on the number of samples and the level of significance. The magnitude of r table is for the 5% level = 0.468. Based on the validity test of the questionnaire that was 16 statements with 18 students, the result was all statements are valid. The results can be seen from the table below:

Table 3.6
Validity Test Results

Item	r hitung	r tabel	keterangan
1	0.658	0.468	Valid
2	0.543	0.468	Valid
3	0.830	0.468	Valid
4	0.708	0.468	Valid
5	0.661	0.468	Valid
6	0.551	0.468	Valid
7	0.579	0.468	Valid
8	0.795	0.468	Valid
9	0.786	0.468	Valid
10	0.672	0.468	Valid
11	0.865	0.468	Valid
12	0.830	0.468	Valid
13	0.722	0.468	Valid
14	0.778	0.468	Valid
15	0.686	0.468	Valid
16	0.868	0.468	Valid

2. Reliability

According to Sugiyono (2015), reliability with regard to the degree of consistency and stability of the data or finding. Reliability refers to the level of reliability of an instrument. An instrument was said to be reliable if it can be provided steady and stable result. To estimate the instrument was reliable or not, the researcher found the reliability by using the Cronbach Alpha test and use the SPSS 25 as a tool.

For reliability test was used to see the answer or response from respondents were produced the same results if done in a place and different time. If the value of Cronbach's Alpha was a variable 0.60 then the indicator used by the dependent variable is reliable, if the value of Cronbach's Alpha a variable < 0.60 then the indicator used by the variable was not reliable (Haryanto, 2017.p. 77). From the trial that carried out on 18 students Cronbach's Alpha scores can be seen from the table below:

Table 3.7
Reliability Test Results

Cronbach's Alpha	N of Items
.939	16

E. Technique for Analyzing the Data

Analyzing is the technique used by the researcher to get the result of the research and one of the important points in this research is analyzing. According to Creswell (2012), the process of data analysis involves making sense out of the

text and image data. In analyzing the data the researcher analyzed data that the result was in the form of text and several table.

To know students' perceptions about using Google Classroom, the researcher administered a questionnaire. The data obtain from the questionnaire analyzed used percentage formula from Sugiyono (2010) and used Excel as a tool. The percentage of the questionnaire was the total number of options gave by the respondents. The values obtain from the data analysis used to formulated the finding. To got percentage of students' score distribution of the questionnaire, the researcher used the following formula from Sugiyono (2010) :

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

Where :

P = Percentage of students' answer

F = The total of students' answer

N = The number of the sample

After got the result of the percentage, the researcher interpreted into the criteria of percentage interpretation based on interval following the criteria from Ridwan (2017). The criteria can be seen on table 3.8.

Table 3.8
The Criteria of Percentage Interpretation Based on Interval

No	Interval Percentage	Criteria
1	0% - 20%	Strongly Disagree
2	21% – 40%	Disagree
3	41% – 60%	Neutral
4	61% – 80%	Agree
5	81% - 100%	Strongly Agree

Source : Riduwan (2017)

Note : Strongly disagree (negative), disagree (negative), neutral/undecided (positive), agree (positive), strongly agree (positive) (Sugiyono, 2010).