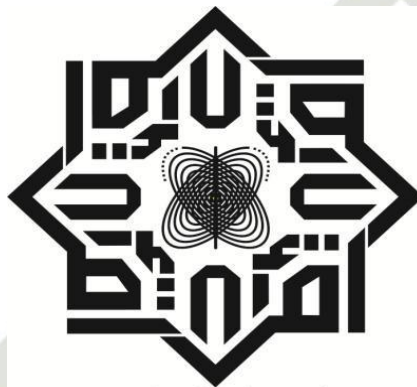


**STUDENTS' LEARNING PERFORMANCE IN USING GOOGLE CLASSROOM AS LEARNING MANAGEMENT SYSTEM IN ENGLISH EDUCATION DEPARTMENT UIN SUSKA RIAU**



UIN SUSKA RIAU

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STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

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**STUDENTS' LEARNING PERFORMANCE IN USING GOOGLE CLASSROOM AS LEARNING MANAGEMENT SYSTEM AT ENGLISH EDUCATION DEPARTMENT UIN SUSKA RIAU**

Thesis

Submitted in Partial Fulfillment of the Requirements  
for Getting Bachelor Degree of Education  
(S.Pd.)



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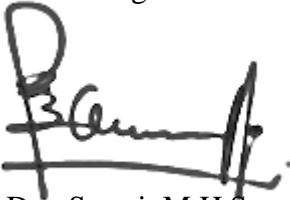
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## SUPERVISOR APPROVAL

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Pekanbaru, Sya'ban 7<sup>th</sup> 1441H  
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This paper is intended to fulfill one of the requirements for getting an undergraduate degree of the English Education Department of Faculty Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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Finally, the writer realizes that there are many weaknesses on the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

May Allah Almighty, the lord of universe bless you all. Amin..

UIN SUSKA RIAU  
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## ABSTRACT

**Maylin Yohana, (2020): Students' Learning Performance in Using Google Classroom as Learning Management System at English Education Department UIN Suska Riau**

Based on the researchers' initial research, the research, the researchers found students' learning performance using Google Classroom as a learning management system at English Education Department UIN Suska Riau. In addition, researcher also found relevant theories that say factors that influence students learning performance who use Google Classroom by using questionnaires and interviews to find out the factors that influence students learning performance. Researcher use qualitative research that helps researcher to find out students learning performance using Google Classroom. participants in this study were English Education Department students' at UIN Suska Riau. Purposeful sampling was used in this study. For this study researcher gave questionnaires to find out the factors that influence students learning performance, then they were also given questions in the interview transcribed. Then the data is categorized into 2 categories have been determined by previous researchers. Finally, the results of the analysis show that factors that affect students learning performance by using Google Classroom include; (1) communication and interaction (2) collaboration (3) coordination (4) ease of access

**Keywords; Students' learning performance, learning management system**



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**ABSTRAK**

**Maylin Yohana, (2020): Kinerja Belajar Siswa dalam Menggunakan Kelas Google sebagai Sistem Manajemen Pembelajaran di Departemen Pendidikan Bahasa Inggris UIN Suska Riau**

Berdasarkan penelitian awal peneliti, penelitian, para peneliti menemukan kinerja belajar siswa menggunakan Google Classroom sebagai sistem manajemen pembelajaran di Departemen Pendidikan Bahasa Inggris UIN Suska Riau. Selain itu, peneliti juga menemukan teori yang relevan yang mengatakan faktor-faktor yang mempengaruhi kinerja belajar siswa yang menggunakan Google Classroom dengan menggunakan kuesioner dan wawancara untuk mengetahui faktor-faktor yang mempengaruhi kinerja belajar siswa. Peneliti menggunakan penelitian kualitatif yang membantu peneliti untuk mengetahui kinerja belajar siswa menggunakan Google Classroom. peserta dalam penelitian ini adalah mahasiswa Jurusan Pendidikan Bahasa Inggris di UIN Suska Riau. Sampling bertujuan digunakan dalam penelitian ini. Untuk penelitian ini peneliti memberikan kuesioner untuk mengetahui faktor-faktor yang mempengaruhi kinerja belajar siswa, kemudian mereka juga diberikan pertanyaan dalam wawancara yang ditranskripsikan. Kemudian data dikategorikan ke dalam 2 kategori yang telah ditentukan oleh peneliti sebelumnya. Akhirnya, hasil analisis menunjukkan bahwa faktor-faktor yang mempengaruhi kinerja belajar siswa dengan menggunakan Google Classroom meliputi; (1) komunikasi dan iteraksi (2) kolaborasi (3) koordinasi (4) kemudahan akses

**Kata kunci; *Kinerja belajar siswa, sistem manajemen pembelajaran***



## ملخص

مايلين يوهانا (٢٠٢٠): العوامل التي تؤثر على أداء تعلم الطلاب في استخدام الشبكات الاجتماعية كنظام لإدارة التعلم في قسم تعليم اللغة الإنجليزية لجامعة السلطان الشريف قاسم الإسلامية الحكومية رباو

بناءً على البحث القبلي، وجدت الباحثة عوامل تؤثر على أداء تعلم الطلاب باستخدام الشبكات الاجتماعية كالنظام التعليمي في قسم تعليم اللغة الإنجليزية لجامعة السلطان الشريف قاسم الإسلامية الحكومية، وبالإضافة إلى ذلك، وجدت الباحثة نظريات ذات صلة توضح العوامل التي تؤثر على أداء تعلم الطلاب. فلذلك، بحثت الباحثة عنهم الذين يستخدمون جوجل الفصول الدراسية بالاستبيانات والمقابلات لمعرفة العوامل التي تؤثر على أداء تعلمهم. استخدمت الباحثة البحث النوعي الذي يساعدها لمعرفة العوامل التي تؤثر على أداء تعلم الطلاب باستخدام جوجل الفصول الدراسية. إن هذا البحث أفراد طلاب قسم تعليم اللغة الإنجليزية. وكان أخذ العينات الهادفة مستخدماً فيه. وقد وزعت الباحثة الاستبيانات عليهم لمعرفة العوامل التي تؤثر على أداء تعلمهم. وسألهم أسئلة مكتوبة في المقابلات. فتصنف البيانات إلى صنفين قام بتصنيفهما الباحثون السابقون. وأخيراً، نتائج تحليل البيانات تدل على أن العوامل التي تؤثر على أداء تعلم الطلاب باستخدام جوجل الفصول الدراسية هي: (١) التواصل والتفاعل (٢) التعاون (٣) التناسق (٤) سهولة الوصول.

الكلمات الأساسية: العوامل المؤثرة، أداء التعلم، النظام التعليمي

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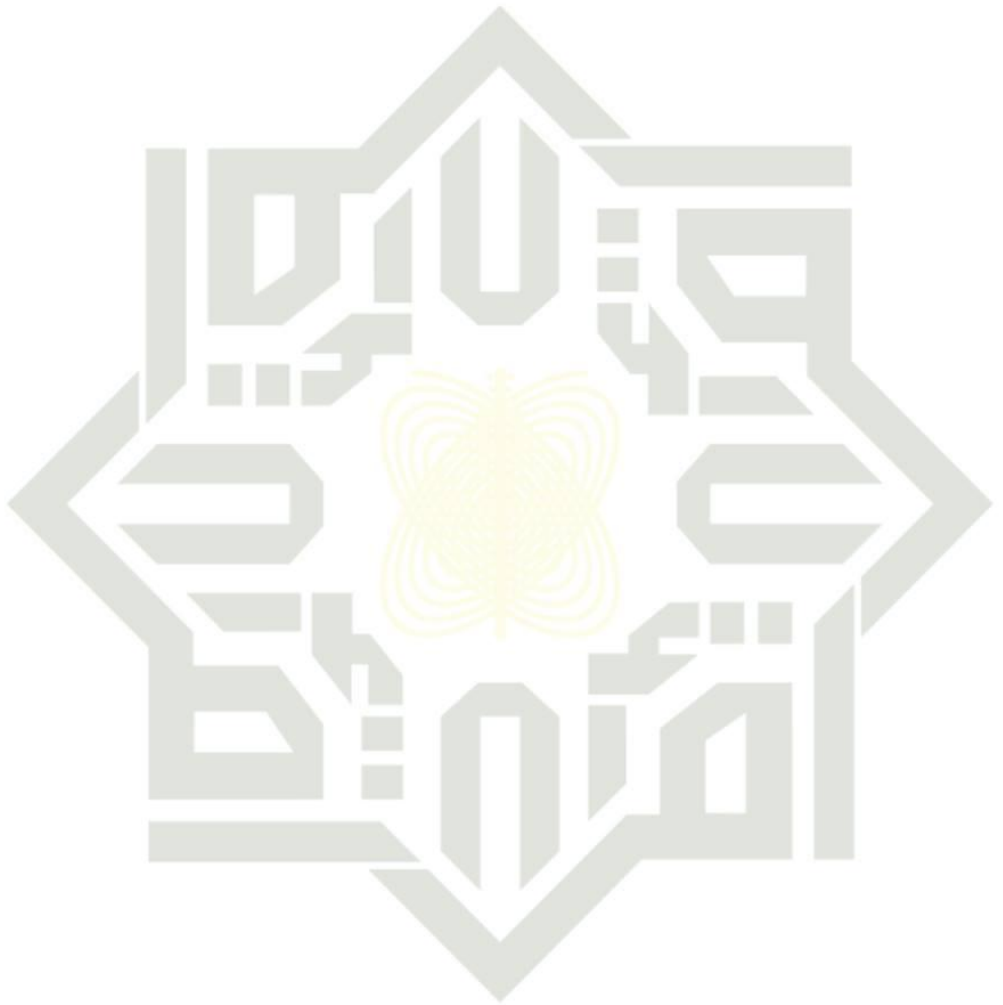
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- Appendix 1. Blueprint of instrument questionnaire
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Social networking is a significant and global phenomenon that has existed since society began. Online social media has become increasingly popular in the last few years. The rapidly increasing use of social media for sharing information has also triggered a great deal of academic interest (Oreilly, 2007). Most people know how to use social media. The learning management system is a social media that has been known by people especially college students. Learning management system that provides various learning or educationally based functions normally, over the internet or local network.

Learning management system(LMS) provides software for creating and refining course content, for designing, administering the assessment, for communication and collaboration. Course platform systems have tools for creating and managing teacher's accounts also students' accounts, for importing content, and for managing the result. They provide detailed reports that can be used to create a new assignment. Using online assessment tools, teachers and students can assess individual learning and instructional progress quickly and efficiently. This approach to assessment has additional analytical power for the teachers because the result are both individualized by the students and combined into a class analysis, aggregating data in this way can be critical to planning for the group ( Roschelle & pea, 2002). With respect to

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classroom practice, Perkins cautions practitioners to approach constructivism with a pragmatic bent, counseling them to concentrate on what works (Perkins, 1999).

There are a lot of online social learning environment and education tools which are accessible for both students and teachers. Such as, Google Docs, Google Scholar, Google meet and ect. Google also provide e-learning tool named Google Classroom. Google Classroom is a blended learning platform with interesting and simple features for schools. Only an institution's database can invite students to the classroom. According to Cox (2009) implementing classroom technology in school is needed because it can help students to prepare for the future and as we are in the digital era which make us should know how to use it properly. Based on Bill and Melinda Gates Foundation, 93% teacher already use digital tools in classroom which means there are still teachers who do not use digital tools. Thus we get the conclusion that technology is useful for learning process.

Google Classroom is a tool that facilitates students and teachers collaboration; also teachers can create and distribute assignments for students in an online classroom for free (Beal 2017). In Google Classroom Gmail is used to provide classroom communication which makes teachers easier to announce and ask questions to students in classes. It makes teachers simply build groups to share assignments and announcements. Google Classroom can be a tool that makes learners become active participants. Nagele (2017) said, teachers can create active lessons which are students-centered, collaborative,

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and unforgettable just through Google Classroom, because it provides easy to use learning features with students of all categories and including adult learners.

Learning performance as the extent to which a student in making progressive learning in achieving educational goals in terms of added knowledge and skill building during education. Student learning performance, which is the focus of the study, is concerned with the effectiveness of the student learning process or experience (Ko, 2012; Yang & Tang, 2003). As we know students learning performance was measured by their final semester, students' grades were calculated through a combination of final exam score, group assignment evaluation, and peer- evaluation. The group assignment evaluation was based on the final design outcome, written reports, and presentation. In learning performance, we need to know the effectiveness of the student learning process and experience. Not only for high school students, but also college students. learning performance can help someone to know students' achievements in learning process.

English Education Department of UIN Sultan Syarif Kasim Riau, the students are provided with (IQF) Indonesia Qualification Framework in process of teaching and learning. The students start learning practicum in translation and interpretation at the five-semester. Practicum in translation and interpretation is offered at the five-semester with 4 credit hours. The learning outcomes of this course each student should be able to apply knowledge in class to actual translation/interpreting practice. Each students should be able to



gain a better understanding of translation/interpreting practice and clients' requirements in the real translation/interpreting field and perform translation/interpreting or other bilingual duties under the supervision of qualified/experience translator/interpreters. Practicum in translation and interpretation is learned twice in a week. In the processs of teaching and learning practicum in translation and interpretation. Each student will receive a final grade at the end of the course. The final grade is composed of individual and structured tasks (30%), mid-term (35%), and the final project (35%), the minimum passing score is 60 or C.

Based on the writer's preliminary on December 18, 2018 at English Education Department building by interviewing the lecture of practicum in translation and interpretation, it was clear that some of the students were still getting problem and difficulties in learning use learning management system (Google Classroom). The lecturer said that many students had limited understanding about the material. For example, if the lecture gave a task for the students and the students must submit the task through learning management system(LMS), there were some students who only copy from google. There are some parts of material the students did not understand. Assessment in learning management system (LMS) can be impractical, if walking with something that does not meet the standards or if the lecture makes a class but does nothing, it can make the students disappointed.

Based on the writer's preliminary study of the third year students at English Education Department by doing pre-observation to the lecture of

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practicum translation in interpretation. Thus, the research found some phenomena as follows:

1. Some of the students had good performance in using Google Classroom in learning process
2. Some of students had not good performance in using Google Classroom in learning process
3. Some of the students had good achievement learning by using Google Classroom as learning management system
4. Some of the students had not good achievement learning by using Google Classroom as learning management system

Regarding the weaknesses mentioned above are caused by various factors that come from within the students and from outside the students itself. One those factors is students Learning performance by using Google Classroom. learning is commonly associated with a more positive attitude towards the environment, namely course and teachers (Duke, 2002; Dunn et al.,1990). If students have positive attitudes towards learning achievements, teachers are likely to be more willing to commit themselves to their students (Paswan and Young 2002) which in turn will lead students to evaluate their teachers' methods more positively. Some of the students at the English Education Department UIN Suska Riau still have not good learning performance by using Google Classroom.

Education level increases as students through the following stages of learning :Comprehension : Application, analysis, synthesis, and evaluation

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(Duke, 2002). In learning and teaching resources on students performance. Mont and King (1994) indicated that there are both positive and negative effect teacher's in field preparation on students achievement. Students learn with high motivation and undoubtedly are able to demonstrate better performance, they ignore the physical difficulties (Chan,1996)

According to McWilliam and Dawson (2007), focusing on social interaction in online learning will contribute to meaningful learning and student's creativity. The study focuses on learning experience or learning performance in relation to the ways social networking sites are used. When students use learning management system(LMS) as a tool for their study. The functions provided vary greatly, but generally include content management, curriculum mapping and planning, learner engagement and administration and other tools and learning management system (LMS) is a software application designed with a specific intent of assisting instruction in meeting their pedagogical goals of delivering content to students.

According to Shahraneet al (2016) the effectiveness of Google Classroom's active learning activities for data mining subject under the decision sciences program. Technology Acceptance Model (TAM) has been employed to measure the effectiveness of the learning activities. In particular, comparative performance is good in the areas of access, perceived usefulness, communication and interaction, instruction delivery and students' satisfaction towards Google Classroom's learning activities.

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Although, previous research explained students learn by using Google Classroom can improve students learning performance. However, the finding of those researches is not for all of learning strategy, because those previous research mosly conducted in other country.

Based on the preliminary above that writer did in English Education Department at the third year, the writer is interested in conducting a research entitled: **“Students’ Learning Performance in using Google Classroom as learning management system at English Education Department UIN Suska Riau”**

**B. Problem****1. Identification of the Problem**

Based on the expalnation above, the researcher identified the problem as follows:

- A. How is students’ learning performance in using Google Classroom as Learning Management System in English Education Department UIN Suska Riau?
- B. How students responses concerning on the use of Google Classroom
- C. What are the factors that influence students’ learning performance in using Google Classroom as learning management system in English Education Department UIN Suska Riau?

**2. Limitation of the Problem**

After identifying the problems stated above, it is clear. Thus, the writer needs to focus on factors that influence students’ learning

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performance in using Google Classroom as Learning Management System in English Education Department UIN Suska Riau.

### 3. Formulation of the Problem

Based on the problem depicted in the background of the problem, the research will identify as follows:

- A. How are students learning performance in using Google Classroom as Learning management system in English Education Department UIN Suska Riau?
- B. What are the factors that influence students learning performance in using Google Classroom as Learning management system in English Education Department UIN Suska Riau?

### C. Objectives and Significances of the Research

#### 1. The objectives of the Research

The objectives of this research are as follows:

- a. To discover students' learning performance in using Google Classroom at English Education Department of UIN Suska Riau.
- b. To investigate factors influencing students learning performance using Google Classroom as learning management system at English Education Department of UIN Suska Riau.

#### 2. Significances of the Research

The significances of this research are as follows:

- a. Hopefully, this research is able to benefit the writer as a novice researcher, especially in learning how to conduct a research.



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- b. The researcher hopes this research can help the students to express their needs in using Learning Management System as well as provide feedback to Google Classroom as a learning tool.
- c. The researcher hopes this study can be useful for the English Education Department, especially in choosing suitable technology for e-learning.
- d. Hope this research can identified factors in this study can be used as a reference to implement the Learning Management System.
- e. Finally, hope the reseacher can take benefits from this research and also can choose suitable tool as e-learning for teaching English in the future.

**D. Reason for Choosing the Title**

There are some reasons why the writer is interested in conducting this research. The reasons are as follows:

1. The writer feels interested and wants to get depth knowledge with the topic.
2. The title of the research is relevant to the writer's status as a student of English Education Department.
3. The location of the research facilitates the writer to conduct the research.

**E. Definition of the Terms**

There are many term involve this study to avoid misunderstanding and missperseption to the term used in this study, the following terms are necessary defined as follows:

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**1. Learning performance**

Learning performance as the extent to which a student in making progressive learning in achieving educational goals in terms of added knowledge and skill building during education. Student learning performance, which is the focus of our study, is concerned with the effectiveness of the student learning process or experience (Ko, 2012; Yang & Tang, 2003).

**2. Learning Management System (LMS)**

Learning management system (LMS) is provide software for creating and refining course content, for designing and administering the assessment, and for communication and collaboration. This approach to assessment has additional analytical power for the teachers because the result are both individualized by the students and combined into a class analysis, aggregating data in this way can be critical to planning for the group (Roshelle & pea, 2002).

**3. Google Classroom**

Google Classroom is a tool which facilitates students and teacher collaboration; also teachers can create and distribute assignments for students in an online classroom for free (Beal, 2017)

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Social Networking

Social networking has recently emerged as a promising technology for knowledge management (Levy, 2009). It is defined as a group of internet-based applications that build on the ideological and technological foundations of Web and that allow the creating and exchange of user-generated content user-generated content (Kaplan & Hanlein, 2010). Social networking has expanded rapidly and transformed the ways of interaction between individuals (Asur, 2010).

Internet as one technology in the public sphere has been adopted with communication types and formats in daily life. From chatting, face to face communication, online shopping and also online learning has been gradually replaced with communications vis technological devices.

“The internet is a global system of interconnected computers networks that use the internet protocol suite ( tcp/IP) to link devices worldwide. It is a network of networks that consists of private, public, academic, business, and government networks of local to global scope, linked by a broad array of electronic, wireless, and optical networking technologies. The internet carries a vast range of information resources and services, such as the inter-linked hypertext documents and applications of the World wide web (WWW), electronic, mail, telephony,





and file sharing" According to the internet itself in en.m.wikipedia.org. Retired on 23, January 2019

The Internet is a gateway to social networks. Social networks are platforms for virtual social lives created by people over the internet several famous social networks are Linked, Facebook, Twitter, Youtube, Myspace, Google Classroom, Google Scholar etc. ( Tropak 2009). The current generation of students are digital natives who have been raised in a Web-enriched world here omnipresent technologies play an integral role in human life and where new innovation are quickly absorbed and assimilated. Digital natives have been interacting with digital technologies from an early age, generally, appreciate the value of the technology, are quickly to adopt new technology ( Palfrey and Gasser, 2010)

Social networking is a significant and global phenomenon which has existed since society began. Online social media has become increasingly popular in the last few years. The rapidly increasing use of social media for sharing information has also triggered a great deal of academic interest (Oreilly, 20017). A social networking service (SNS) is an online platform or medium used to establish social networks or social relations among individuals who share interests and activities ( Wikipedia, 2019). Nowadays, many students use SNS to share information and knowledge, collaborate to complete homework assignments or term projects, and discuss concepts and ideas. For example, students have used online learning such as Google classroom, Edmodo, facebook group as a

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learning management system and they are satisfied with it (Wang et.al). The use of SNS is becoming popular among students ( Chu & Meulemans, 2008). According to Bukowitz and Williams (1999), they found the majority (90%) used online learning, facebook, myspace used it to communicate with others about course, chatting, etc.

## 2. Learning Management System( LMS)

Learning management system (LMS) is provide software for creating and refining course content, for designing and administering assessments, and for communication and collaboration. This approach to assessment has additional analytical power for the teachers because the result are both individualized by the students and combined into a class analysis, aggregating data in this way can be critical to planning for the group (Roshelle & pea, 2002) with respect to classroom practice, perkins caution practitioners to approach constructive with a pragmatic bent, counseling them to concentrate on what works (Perkins, 1999)

These systems also provide some tools for students, allowing them to see their work or test what they have been assigned, as well as providing them a mechanism for returning the completed work to the teacher. The teachers must then correct the work and enter those results into the system. Test are created from closed-response questions are corrected by the system. Using those data, the system then creates complex reports on student accomplishments.

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Learning management system(LMS) has been described as tools that fail to provide users with the individual social presence necessary for more robust and valuable networking experience that are essential for learning (Brady et al; 2010). The design of LMS is only partly responsible for potential failures of the technology to support effective instruction. In examining the factors that impact the successful adoption and integration of technology in higher education settings, based on Birch and Burnett (2009)

The use of the LMS platform provided a controlled formal educational environment where students were required to complete their assignments, whereas FB was a less rigid, informal learning environment allowing students self-regulating interactions. Many applications of SNS like FB, Edmodo, Google Classroom, Courseview, and others have used in an informal approach to learning by both learners and educators in higher education (Dogoriti, 2014)

### 3. Google Classroom

Google classroom is a tool which facilitates students and teachers collaboration; also teachers can create and distribute assignments for students in an online classroom for free (Beal,2017). It makes teachers simply build a group to share assignments and announcements. Google classroom can be a tool that makes learners become active participants. Nagale (2017) said, teachers, can create an active lesson which are students-centered, collaborative, and unforgettable just through Google

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classroom, because it provides easy-to-use learning features with students of all categories able to cooperate. Google classroom is helpful to all of the learner categories and including adult learners. It also has some benefits such as paperless, can be accessed anywhere and everywhere as long as there use internet connections and from any device, to communicate between teachers and students, to give feedback to students. Google classroom makes it easier for teachers to handle students work. It is really beneficial for both teachers and students because it is easy and simple to use.

Google classroom may still be unfamiliar for some people. Therefore, here is a guideline how to use Google Classroom properly for better understanding based on (Google, 2018), first log in using *classroom.google.com* and log in using Google Apps for Education account with the institution e-mail address. To create the very first class, click on the "+" button next to the e-mail address." Create Class" will appear and then press on it. After that add a class name. Teachers can add the details about the class, such as, description and instruction for students in the "about" tab also Google Drive folder for classroom material and can attach the outline course and lesson plan. Finally, the class is ready and students can freely join if they have instruction Google accounts and they should find a class code in the "stream" tab

Lost of activities we can do with Google Classroom when the class is operated. First, one can create an announcement. Teachers can give

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announcements about the update of the class in this section. They can attach files and class materials as well. Secondly, create assignments. This is the most substantial feature in Google Classroom. The teachers can upload assignment for students within due time to submit. The student also can download materials that have been uploaded by teachers to finish their tasks. Third, create questions. In this section, students can create questions to be discussed with teachers or other students if allowed by teachers. Fourth, re-use post. The important post can be used by teachers in this section, such as, announcement, assignment, and question

Google classroom has copious facilities which are beneficial for its users. A few of them are user-friendly, cost-free, cell phone friendly, and time-saving. Using Google Classroom is really easy. Based on Janezen (2004), “Google Classroom is designed purposefully simplified through announcement, email, and push notifications”. Using Google Classroom does not need any cost. It is free for anyone. Although users have institution Google Account, they still can use it for free. Anyone can use Google Classroom on any mobile device as long as there is an internet connection, because it designs to be fast respond. Janzen (2014) also states that “mobile access to learning materials that are attractive and easy to interact with is critical in today’s web connected learning environments.”

By using Google Classroom both teachers and students can save their time. According to Iftakhar (2016), it integrates other Google apps, like, Docs, Drive and Spreadsheets Nevertheless, the whole process of

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administering assignments, grading, formative assesment, and feedback is simplified and streamlined

In spite of various benefits, Google Classroom also has some limitations. Some of the term as mentioned by Pappas (2015) are limited integration option, too googlish, no automated updates, difficult learners sharing and editing problems. It is difficult for teachers to manage teaching materials and set deadline for assignments because Google Classroom is not synchronized with Google Calendar or any other calendar. Some of Google Classroom' buttons are only familiar with Google users. It can make new user feeling confused or needing more time to deal with in. This is why Papas defines Google Classroom as too "googlish". There is no auto-update feature in Google Classroom; it makes learners miss an important announcement because they should refresh it regularly. Also, students can not share their documents with others without permission from teachers. Learners can only edit assignment after they create and distribute to Google Classroom. They can keep and delete any part of the assignments.

#### 4. Learning Performance

Learning performance is commonly associated with a more positive attitude towards the environment, namely course and teachers (Duke, 2002; Dunn et al.,1990). If students have positive attitudes towards learning achievements, teachers are likely to be more willing to commit

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themselves to their students (Paswan and Young 2002) which in turn will lead students to evaluate their teachers' methods more positively

Education level increases as students pass through the following stages of learning : comprehension : application, analysis, synthesis, and evaluation (Duke, 2002). In learning and teaching resources on students performance, Mont and King (1994) indicated that there are both positive and negative effect teachers' in field preparation on students achievement. According to these arguments learning and teaching is meant to achieve the goals of a learner in an institution positively. Students respond to good and poor learning environments by expressing positive and negative attitudes. With a positive attitude towards their learning environment, students learn with high motivation and undoubtedly are able to demonstrate better performance, they ignore the physical difficulties of learning (Chan, 1996).

### 5. Learning English by using LMS (Google Classroom)

Using technology in classroom teaching is a new and successful trend in academia. In English Language Teaching (ELT), teachers are learning towards technology worldwide. According to Rovai (2001), a classroom community is a specific type of psychological community based on the following characteristics: (a) the setting is the world of education; (b) the primary purpose is learning and (c) the community is based on a fixed organizational tenure, that is, a set length of the course or program in which members re-enrolled'. This definition of a classroom community

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implies that every course in which students are enrolled can be considered a classroom community, be it good or bad. It also suggests that any participatory efforts that class members put into building and sustaining such a community can be grounded or situated in the framework of classroom.

The Virtual classroom is a platform of e-learning to cut travel time and costs associated with face to face teacher-centered learning. Google classroom is a recent addition to virtual classroom, introduced by Google as a feature of G suite for Education (Rabbi, 2018). In this researchers attempt to exhibit how Google Classroom used for learning English and how Google Classroom can be used as a learning tool.

The paper is divided into two sections : 1. How Google Classroom works and 2. How using Google Classroom for teaching English :

#### 1. How Google Classroom works

Google Classroom is not a well-known platform for many of us. Therefore, a guideline to set up Google Classroom is provided here for clear understanding:

A. Visit [classroom.google.com](https://classroom.google.com). earlier Google Classroom was associated with institution based email addresses. Therefore, only teachers and students having institute based domain could use Google Classroom. In March 2017, Google opened Classroom to allow any personal Google user to join classes without the

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requirement of having a G suite for Education account, and in April, it become possible for any personal Google user to create and teach a class.

2. How using Google Classroom for teaching
  - A. Click classroom.google.com.
  - B. Click on the “+” button to create your first class. You can find this “+” button next to your email address. Then press on the “Create Class” button.
  - C. Add a class name a section, for example, Learning English; Practicum in Translation; Section A
  - D. You can add details of your class in the “About” tab.you can add a class description and instruction for the students. You can also mention in which room students meet for the traditional classes. Teacher’s email address and Google Drive folder for classroom materials can also be added. You can attach your course outline and lesson plan at the bottom
  - E. Now students can join the classroom. If they have any institution Google account it is easier to join. Ask them to log in to Google Classroom through their personal account.

According to Zanamwe (2013), students are using new media and technologies to create new things in new ways, learn new things in new ways, and communicate in new ways with new people. “ it is our position that these technologies are safe, valuable tools schools must take seriously.





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They further note that the ‘tween’ and teen group (nine- to 17-year-olds) are the heaviest users of Social Networking Technologies. Using of IT in the foreign language teaching processs, do not only from language skill but also develop some other skills and abilities that allow forming both sociolinguistic and pragmatic competence the regard, it is becoming urgent problem to consider the didactic feature and functions of IT, the use of which enhance the educational process (Rymanova, 2015) .

## 6. Factors Influencing Students Learning Performance

Learning performance is commonly associated with a more positive attitude towards the environment, namely course and teachers (Duke, 2002; Dunn et al.,1990). If students have positive attitudes towards learning achievements, teachers are likely to be more willing to commit themselves to their students (Paswan and Young 2002) which in turn will lead students to evaluate their teachers’ methods more positively.

According to Heyam, (2014) there are facor that influnce students’ learning performance such as; communication, interaction, coordination, entertainment, socialization and collaboration.

## B. Relevant Research

There are some previous researches which are relevant to this study. First, research from Mouakket (2015) did the research about the factors influencing continuance usage intention of learning management systems by university instructors. From theoretical perspective, the present study offers academic and researchers several valuable implications. The result confirm



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that the proposed model provides a more complementary understanding of instructors' decision to continue using Blackboard system. In fact, to this research is the one of few empirical studies which have investigated the factors influencing post-adoptive intention toward Blackboard system for university instructors. In terms of users-interface design, the design is developed with will eventually encourage them to continue using it. Thus, Web developers of LMS should consider developing user-friendly system, so that will feel comfortable with the features of the Web site, which will influence decision using Web and LMS.

The second research from Shahraneet al (2016) did a research about the effectiveness of Google Classroom's active learning activities for data mining subject under the decision sciences program. Technology Acceptance Model (TAM) has been employed to measure the effectiveness of the learning activities. The target populations for this research were students who enrolled in data mining subject where the class was taught in a computer lab. In order to have random selection method, simple random sampling had applied when choosing the sample. The survey included question on demographics, five predictor variables, and students satisfaction. Demographic question covered gender/ in order to develop the questionnaire the internet self efficacy scale was developed by Eastin & LaRose and used as reference. A total of 100 valid unduplicated responses from students who enrolled in data mining subject were used in this study. The results indicated that the majority of students felt satisfied with Google Classroom's tools that



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were introduced in the class. Result of data analysis showed that all ratings are above averages. In particular, comparative performance is good in the areas of access, perceived usefulness, communication and interaction, instruction delivery and students' satisfaction towards Google Classroom's learning activities.

The third study is from Ifakhar (2016), the study is about what and how Google Classroom works. The purpose of this study is to report the overall view of Google Classroom from different class. This research presents brief features of Google Classroom, in addition, some adoption factors (such as organizational, social, personal and technological) have been reassessed for the research purpose. The research questions are: a) what factors influence teachers to use Google Classroom? b) How do teachers use Google Classroom in their teaching? c) what are the barriers to use Google Classroom? d) what are students' responses to the Google Classroom? the analysis of the result of the questionnaire indicates that this study can be effective in understanding and evaluating teachers' and learners' perceptiveness to ensure quality teaching and learning through Google Classroom. This study also presents some new evidence on the potential of Google Classroom in teaching. This study used interview and observations to collect the data. The participants were teachers and students of Daffodil International University. The interview was conducted with several teachers. The result of this study shows that from teachers' perspective, they agree that Google Classroom is very useful. From students' perspective, some said that Google Classroom is





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also helpful, while others stated that they scared and instructed when using Google Classroom.

The difference between these researches and my research are on the variable, subjects of the study, participants, and methodolgy used. In tis study, the resarcer adopts the Shahraneet al (2016) questionnaire because the questionnaire is reliable. This research aims to identify student's learning performance on using Google Classroom. the participants were students of English Education Department UIN Suska Riau class of 2017 especially class A and B because students in both class already used Google Classroom. This research used descriptive qualitative research. Those research are relevant with this study because those research also examining about Google Classroom; thus, they can be used as references.

### C. Conceptual Framework

The conceptual framework shows determinates of institutional factors that influenace students' learning performance in using Social Networking as learning Management System. According to Creswell, (2012), it section will concept the literature in the researcher's mind.

In order to clarify the theories that are used in this research, the researchers want to explain about the variable of this research. This research is decriptive qualitative which focuses on analyzing students learning performance in using Google Classroom as learning management system. Thus the reseacher only uses one variable in this research. To operate the

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research on the variable, the researcher will work based on following indicator according to some researcher. There were focus on students learning performance in using Google Classroom as learning management system

#### 1. Students learning performance in using Google Classroom

According to Shahrane (2016) says that there are some point students learning performance in using learning management system.

Those are:

- a. Perceived ease to acces
- b. Perceived usefulness
- c. Perceived communication and interaction
- d. Perceived instruction and delivery
- e. Perceived satisfaction

#### 2. Factors influencing students learning performance

Meanwhile, according to Heyam (2014) says that there are some factors that influencing students learning performance. Some of them are:

- a. Communication
- b. Collaboration
- c. Coordination
- d. Socialization

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## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The design of the research is descriptive qualitative research. According to Creswell, (2012) stated that qualitative research is type of education research in which the research consist of collecting data using form with general, emerging question, gathering word or image data, and collecting data from small number of individual or sites.

Qualitative method is considered relevant to the present research since is involved the data collection for describing the existing of students learning performance by using Google Classroom as learning management system. This research used case study as a research design. According to Gay and Airasian (2012), a case study is a qualitative reseach approach. It focuses on a school of study as a bounded system . the process of designing a case study reseach was to determine the research questions, the role of theory development in case selection and the conceptual framework for the study.

Based on the explanation above, the researcher concluded that a case study is a research to nvestigate detailed information. A case study is based on an in-depth investigation of a single individual, group or event to explore the causes of underlying principles.

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## B. Setting of the Research

This research was conducted at English Education Department UIN Suska Riau. It is located on Subrtantas street from january until february, 2020 in academic year 2019/2020. The researche selected the place because the location of this research facilittes the researcher to conduct the research

## C. Participant of the Study

The were five classes in batch 2017 English Education Departmen UIN Suska Riau, and the reseacher only chose two classes consist 28 students learn by using Google Classroom it is because the researcher selected the participant purposely. The researcher use purposive sampling in this research according to Ary, (2010) purposive sampling is sample elements judge to be typical, or representative, are chosen from the population.

## D. Technique of Collecting Data

In this research, the researcher used two types of techniques in collecting the data. Two types of techniques in collecting the data were Questionnaire and interview.

### 1. Questionnaire

The researcher used questionnaires as the first technique of the research. This technique used to collect the data of how students' learning performance in using social networking as learning management system in English Education Department batch 2017 consist to class A and B.



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This technique helped the researcher to get the information that related to purpose of the research. Creswell (2012) states that the research can ask some questions that are closed ended and some that are open ended.

#### Questionnaire Guideline:

1. Ease to Access
2. Perceived Usefulness
3. Communication and Interaction
4. Perceive Instruction Delivery
5. Student's Satisfaction

#### 2. Interview

After collecting the data from questionnaire the researcher did an interview directly to get the official document and to get the deeper information participant's personal information related to factors influencing students learning performance in using Google Classroom. Interview is a method to collect information from people is referred to as interview. Another precise definition is that occurs when researchers ask one or more participants general, open-ended questions and record their answer (Creswell, 2012)

For the interview, the researcher used free interview. The free interview do not need to prepare an answer but respondents are free to express their opinion (Sudjana, 2007). It provides for both researcher and the participants to discuss in more free.

#### Interview's Guideline Question:

1. What do you think about Google Classroom



2. If you use this platform for learning, there is factor influence in your learning performance?

### E. Technique of Data Analysis

The researcher analysed the data collection from questionnaire and students' interview. The first analysis the reseacher analysed questionnaire of how students' learning performance in using social networking as learning managment system. The second analysis was analyzing the result of students' interview. This analysis was to identify the fators influencing students learning performance in using social networking as learning management system .

In analyzing the data of intervie adopted from Creswell (2012), namely:

- a. Preparing and organizing the data for analysis
- b. Exploring and coding data
- c. Coding to built descriptions and themes
- d. Representing and reporting qualitative findings
- e. Interpreting the findings
- f. Validating the accurarcy of the findings

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## CHAPTER V

### CONCLUSION AND SUGGESTION

The researcher get conclusion based on the result from data analysis of questionnaire and interview in describing and exploring factors influencing students' learning performance in using social networkig as learning management system in English Education Department UIN Suska Riau. Besides, the researcher also provides the suggestions.

#### A. Conclusion

The researcher found how students learning performance in using Google Classroom as learnig management system. The researcher use theory from Shahrane in differentiating how students' learning performance in using Google Classroom as learning management sytem. This research show that in general students English Education Department, especially batch 2017 consist of class A and B who learn by using Google Classroom. they are feel accesig Google Classroom is easy, Google Classroom perceive usefulness, Google Classrom Classroom makes their communication and interaction easier and comfortable, perceive instruction delivery, and students satisfy with Google Classroom. the result of the first reseach problem is shows that Google Classroom is usefull and helpfull for the students learning performance and they felt satisfied with Google Classroom.

The second reseach problem is to answer the factors students learning performance in using Google Classroom as learning management system. The reseacher used the Heyam's theory to differentiating the factors students



learning performance. The result of the interview is students learning performance by using using Google Classroom as learning management system there are; communication, collaboration, coordination and socialization. Based on the data finding it can conclude that there are factors that influencing students learning performance in using Google Classroom as learning management system.

### B. Suggestion

By the research the researcher hopes, the research can do the change in teaching process by using Google Classroom, then the researcher suggest to a lecturer that they must not use Google Classroom in every meeting, must be balanced using Google Classroom and face to face in class.

For the candidate of English Teacher, this research will give you fresh information about the technique in teaching and learning process by using social networking as learning management system. This study will hopefully give you confidence to trust yourself that there is not only one way to teach because nowadays, there are a lot of online platforms are being developed to make learning process easier

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*Blueprint of Instruments*

**The Guideline of Questionnaire**

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Indicators	Item
Ease to Acces	Signing on to the Google Classroom Accessing course materials Sending and receiving Assigment Submitting Assigment Navigating the system Easy to understand the system
Perceived Usefulness	The quality of learning activity was excellent Googlee classroom is an excellent medium for social interaction ( lecturer vs students and students) this activity . Google Classroom helped to submit assigment on time. Google classroom helped to examine issues, to evaluate new ideas, and to apply what have learned. The feedback provided by the lecturer is useful. Google classroom help to submit assigment on time. The garding system in Google classroom help in monitoring students performance and understanding the current topic discussed. The subject objective, assesment and content were consistent with the aid of Google Classroom.





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### Communication and Interaction

The gardening system in Google classroom help in monitoring students performance and understanding the current topic discussed

Students felt comfortable conversing through this medium for this activity

Lecture helped to keep course participants engaged and participating in productive discussion

Students felt comfortable interacting with other participants in this activity

The point of view was acknowledged by other participants during activity.

Lecture are enthusiastic in teaching and explaining via the Google Classroom.

Lecture are friendly, approach and could be easily, contacted

### Perceive Instruction Delivery

Lecture provide clear instructions on how to participate in course learning activities

Lecture clearly communicated important due dates/ time frames for learning activities.

Lecture clearly communicated important course topics.

Lecture helped keep the course participants on task .

Lecture provides feedback that allowed the students to better understand the content of the course.

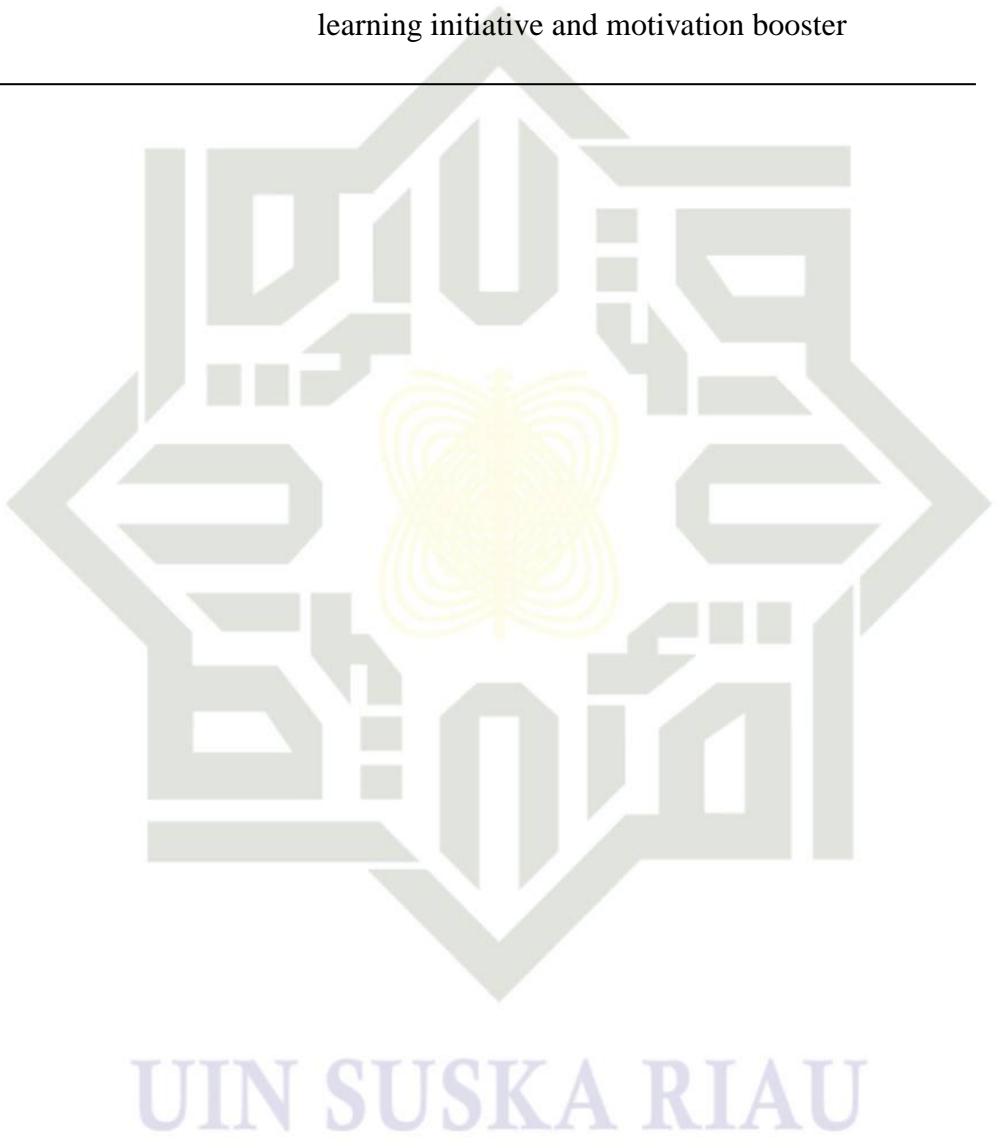
Lecture provide clear instructions on how to participate in course learning activities.

The subject met students personal goal through the medium introduced.

Students would recommend this method of learning to be applied to other appropriate subject.

Google Classroom is students first choice in active learning compare to other method.

Students like the Google Classroom as a learning initiative and motivation booster



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## 5. Student's Satisfaction

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Student's Learning Performance Use Google Classroom

Questionnaire

:  
:  
:

Answer each question well then give your response by giving checklist (√) to the column Strongly Agree/ sangat setuju (SA), Agree/ setuju (S), Neutral/netral (N), Disagree/ tidak setuju (D), Strongly Disagree/ sangat tidak setuju (SD), based on your real situation.

QUESTION	SA	A	N	D	SD
I like to use Google classroom because ease to accesing course material.					
I like use Google classroom because ease to sending and receiving assigment					
I think Googele classroom is an excellent medium for social interaction ( lecturer vs students and students)					
Google classroom help me to submit the assigment on time and has a positive effect on my learning performance					
The course activities helped me to examine issues, to evaluate new ideas, and to apply what i have learned, the feedback provided by the lecture useful.					
The grading system in Google classroom help me in monitoring my performance and understanding the current topic discussed					
My lecturer provide clear instructions on how to participate in course learning activities and has a positive effect on my learning performance					
My lecturer clearly communicated important due dataes/ time frames for learning activities and has a positive					

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- Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
    - Pengutipan hanya untuk keperluan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
    - Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





	effect on my learning performance					
	My lecturer clearly communicated important course topics and has a positive effect on my learning performance					
	My lecturer helped keep the course participants on task topics and has a positive effect on my learning performance.					
	My lecturer provides feedback that allowed the students to better understand the content of the course and has a positive effect on my learning performance.					
	My lecturer provide clear instructions on how to participate in course learning activities and has a positive effect on my learning performance.					
	I felt comfortable conversing through this medium for this activity					
	My lecturer helped to keep course participants engaged and participating in productive discussion					
	I felt comfortable interacting with other participants in this activity					
	My point of view was acknowledged by other participants during this activity					
17.	My lecturer are enthusiastic in teaching and explaining via the Google classroom.					
8.	The subject met my personal goal through the medium introduced and has a positive effect on my learning performance.					

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I believe i get the best velue for using Google classroom.					
Google classroom is my first choice in active learning compare to other method.					
I like the Google classroom as a learning initiative and motivation booster.					
Google classroom usefulness has a positive effect on my learning performance .					
I believe the quality of learning activity was excellent when i use Google classroom.					
I like learning to use Google classroom compared to learning in class.					
I would recomended this method of learning to be applied to other appropriate subject.					

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*Transcription of Interview*

**Student 1**

Interviewer : Maylin Yohana

Interviewee : Student 1

Date, Place, and Time of Interview : February 14<sup>th</sup> 2020, Zafira regency, 05.00 PM

**Researcher**

**Student**

okay, Assalamualaikum

waalaiukumsallam kak

Warahmatullahi wabarakatuh

okay, sebelumnya kakak mau

iya kak

Bilang makasih karena adek udah mau

Bersedia di interview

okay, langsung aja ke pertanyaan pertama

Google Classroom itu

Menurut adek Google Classroom ini gimana?

Aplikasi atau platform yang di pakai oleh siswa atau mahasiswa zaman sekarang ini untuk mengumpulkan tugas atau untuk diskusi bersama guru atau dosen dan menurut saya itu tu suatu aplikasi yang sangat berguna buat kita bersama untuk melakukan proses belajar mengajar di luar kelas, dan menurut saya Google Classroom itu adalah platform yang sangat mengikuti zaman

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dimana kita itu sekarang  
ga Cuma belajar di kelas  
ada masa masanya kita itu  
belajar di luar kelas  
kadang dosennya gabisa  
hadir di kelas karna  
berbagai faktor kan, karna  
cuaca atau ada hal lain  
yang mentidak bisakan  
hadir di hari itu, itu kita  
bisa gantikan  
pembeajaran kita yang  
seharusnya di kelas bisa  
di lakukan melalui  
Google Classroom  
tersebut, jadi ini platform  
yang sangat mudah,  
flexible dan ini sangat  
berguna banget walau  
kita mengangap ini sepele  
tapi sebenarnya ini lebih  
mudah daripada harus  
datang ke kampus.

okay langsung ke pertanyaan kedua ya, kalau menggunakan  
google classroom ini ada ga

faktor yang mempengaruhi kinerja belajar adek kira-kira?

ada, menurut saya ada kak  
kalo yang pertama dari  
segi komunikasi ya karna  
menurut saya disinilah  
platform ini menjadi  
penyedia atau wadah  
untuk diskusi antara

mahasiswa dan dosen jadi melalui google classroom komunikasi itu jadi lebih gampang jadi lebih lancar dan lebih cepat kenapa cepat karna kita tidak perlu bertatap muka, tidak perlu ke kampus di pagi hari kita bisa berdiskusi bertanya ataupun mengumpulkan tugas ataupun dosen memberikan nilai melalui platform ini jadi dosen ga perlu menghubungi satu satu untuk memberi tau nilainya jadi dosen tinggal ketik aja nilainya di dalam google classroom ini atas tugas yang udah kita buat. Yang kedua menurut saya itu dari segi ya kolaborasi menurut saya google classroom ini platform yang sangat bagus untuk mengkolaborasikan pelajaran yang ada di kelas dan di luar kelas, kalau misalnya tidak waktu untuk melakukan jam tambahan bisa menggunakan platform ini sebagai alat untuk

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menganti pembelajaran sebagai penunjang pembelajaran yang ada di kelas jadi menurut saya ini sangat baik, ini juga flexible banget, trus yang terakhir menurut saya itu dari segi koordinasi karna disinilah platform ini memudahkan mahasiswa dan dosen untuk mengkolaborasikan pembelajaran satu sama lain, jadi relate aja seperti yang tadi lebih gampang, jadi menurut saya ketiga faktor itu si yang mempengaruhi kinerja belajar menggunkana google classroom ini.

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*Transcription of Interview*

**Student 1**

Interviewer : Maylin Yohana

Interviewee : Student 1

Date, Place, and Time of Interview : February 14<sup>th</sup> 2020, Zafira regency, 05.00 PM

**Researcher**

**Student**

okay, Assalamualaikum

waalaiukumsallam kak

Warahmatullahi wabarakatuh

okay, sebelumnya kakak mau

iya kak

Bilang makasih karena adek udah mau

Bersedia di interview

okay, langsung aja ke pertanyaan pertama

kalau menurut aku pribadi

Menurut adek Google Classroom ini gimana?

ya kak kalo pake google classroom tu jadi lebih memudahkan kita untuk akses buat belajar akses ke dosen ke temen-temen jadi lebih gampang gitu kak, semenjak ada google classroom ngumpul tugas lebih gampang gitu, lebih mudah flexible juga kak

1. okay langsung ke pertanyaan kedua ya,

ooh kalau pakai google cl

kalau menggunakan googel classroom ini ada ga

assroom ini kak ada soaln

faktor yang mempengaruhi kinerja belajar adek kira-kira?

a kalau di google classroom ini itu yang pertama komunikasi kita jadi lebih gampang gitu

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kan kak komunikasi ke dosen komunikasi ke temen juga lebih gampang jadi kita ga harus ketemu dah bisa komunikasi disitu terus juga kita juga lebih gampang untuk kolaborasi sama temen temen kak disitu kan kita bisa bikin kek group gitu juga trus sama dosen juga bisa jadi kayak kalo buat belajar tu jadi lebih gampang trus koordinasi sama dosen juga lebih gampang kak kalo misalnya mau submit tugas trus dosen mau langsung ngasih nilai atau dosen mau ngelompokin kita untuk kasih asigment itu jd lebih gampang gitu kak jadi ga harus ketemu dulu bisa secara flexible aja gitu untuk sosialisai juga gampang kak karena kalo kita pakai google classroom itukan berarti kita ga harus ketemu jadi ngebantu kita untuk sosialisasi sama temen temen yang ga kita ketemu tadi, jadi lebih gampang aja gitu belajarnya.

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UIN SUSKA RIAU



*Transcription of Interview*

**Student 1**

Interviewer : Maylin Yohana

Interviewee : Student 3

Date, Place, and Time of Interview : February 18<sup>th</sup> 2020, Green panam Regency, 04.00 PM

**Researcher**

**Student**

okay, Assalamualaikum

waalaiukumsallam kak

Warahmatullahi wabarakatuh

okay, sebelumnya kakak mau

iya kak sama-sama

Bilang makasih karena adek udah mau

Bersedia di interview

okay, langsung aja ke pertanyaan pertama

Google Classroom,

Menurut adek Google Classroom ini gimana?

.google classroom yaa  
mmm, iya kalau google classroom ni sebenarnya lebih gampangin si soalnya kan kita ngirim tugas dari mana aja semuanya udah jelas tanggal terakhir ngirimnya semuanya ada notifnyaa jadi penggunaan google classroom ya emang lumayan membantu si di masa kuliah seperti ini lebih flexible juga

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4. Okay langsung ke pertanyaan kedua ya,

Kita menggunakan google classroom ini ada ga

faktor yang mempengaruhi kinerja belajar adek kira-kira?

mempengaruhi sih, karna kan aaa kalau maksudnya tu ga ribet ya jadi kita semangat ngerjainnya gitu bisa dari apa namanya diamana aja pun kita bisa ngerjain di hp juga bisa ngerjain jadi lebih flexible, faktornya ya menurut saya ya lebih di komunikasi lah ya gampang komunikasi sama dosen juga karena dosen juga bisa kasih feedback ke kita secara langsung ya kalo ga ada notif nya di aplikasi nya dari gmail juga bisa di liat terus sama temen temen juga jadi kita bisa bikin kelas kan jadi kita gak terpaku satu kelas aja jadi kita bisa bikin berbagai macam kelas karena aplikasi ini free juga apa ya itu namanya ya kayak kolaborasi gitu antara siswa dengan dosen dan dengan mata kuliahnya juga jadi lebih tersusun aja gitu.

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**KEGIATAN BIMBINGAN MAHASISWA  
SKRIPSI MAHASISWA**

sis yang dibimbing :  
Seminar usul Penelitian :  
Penulisan Laporan Penelitian :  
Nama Pembimbing :  
Nomor Induk Pegawai (NIP) :  
Nama Mahasiswa :  
Nomor Induk Mahasiswa :  
Kegiatan :

: MAYLIN Tohana  
: 11619203072  
: Bimbingan Skripsi

Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
25 Desember 2019	Assessment		
4 Januari 2020	Assessment		
28 Januari 2020	Porte Analysis		
2 Februari 2020	Porte Analysis		
6 Februari 2020	Chart, tabel & interpretasi		
6 Februari 2020	Chapter ✓		
15 Februari 2020	ACE		

Pekanbaru, .....20  
Pembimbing,

Nubani, S.Pd, M.Pd

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

State Islamic University of Sultan Syarif Kasim Riau







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 FAKULTAS TARBIYAH DAN KEGURUAN  
 كلية التربية والتعليم  
 FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647  
 Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Pekanbaru, 26 Desember 2019 M

: Un.04/F.II/PP.00.9/18460/2019  
 : Brasa  
 : 1 (Satu) Proposal  
 : **Mohon Izin Melakukan Riset**

Diindungi Undang-Undang

Kepada  
 Yth. Gubernur Riau  
 Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
 Satu Pintu  
 Provinsi Riau  
 Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*  
 Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : MAYLIN YOHANA  
 NIM : 11614203072  
 Semester/Tahun : VII (Tujuh)/ 2019  
 Program Studi : Pendidikan Bahasa Inggris  
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The factor influencing students learning performance in using social networking as learning management system in English Education Department UIN SUSKA RIAU

Lokasi Penelitian : Pend. Bahasa Inggris UIN SUSKA RIAU  
 Waktu Penelitian : 3 Bulan (26 Desember 2019 s.d 26 Maret 2020)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor  
 Dekan  
  


Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag  
 NIP.19740704 199803 1 001

Temporibusan :  
 Rektor UIN Suska Riau

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 Dilarang menggunakan karya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

UIN Islamic University of Sultan Syarif Kasim Riau





**PEMERINTAH PROVINSI RIAU**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU  
 Email : [dpmptsp@riau.go.id](mailto:dpmptsp@riau.go.id)

**REKOMENDASI**

Nomor : 503/DPMPTSP/NON IZIN-RISET/2020/81  
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET  
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

182010

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : 009/F.II/PP/00.9/18460/2020 Tanggal 6 Januari 2020**, dengan ini memberikan rekomendasi kepada:

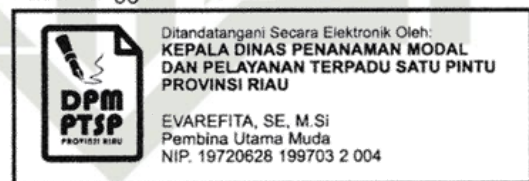
- |                      |   |   |
|----------------------|---|---|
| 1. Nama              | : | <b>MAYLIN YOHANA</b>  |
| 2. NIM / KTP         | : | 116142030720  |
| 3. Program Studi     | : | PENDIDIKAN BAHASA INGGRIS   |
| 4. Jenjang           | : | S1  |
| 5. Alamat            | : | PEKANBARU   |
| 6. Judul Penelitian  | : | <b>THE FACTORS INFLUENCING STUDENTS' LEARNING PERFORMANCE IN USING SOCIAL NETWORKING AS LEARNING MANAGEMENT SYSTEM AT ENGLISH EDUCATION DEPARTMENT UIN SUSKA RIAU</b> |
| 7. Lokasi Penelitian | : | PENDIDIKAN BAHASA INGGRIS UIN SUSKA RIAU  |

Dengan ketentuan sebagai berikut:

- Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
- Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
- Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
 Pada Tanggal : 6 Januari 2020



UIN SUSKA RIAU

**Tembusan**

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Rektor UIN Suska Riau
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Cipta Dilindungi Undang-Undang

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau

Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

**Tembusan**

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Rektor UIN Suska Riau
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

Hak cipta milik UIN Suska Riau State Islamic University of Pekanbaru Kasim Riau







**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mengcantumkan sumber dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

SURAT KETERANGAN

No: 01.8 /PBI/ 2019

Berdasarkan surat izin melakukan Pra Riset No. UN.04/F.II.4/PP.00.9/6162/2019 atas nama:

Nama : MAYLIN YOHANA  
 NIM : 11614203072  
 Jurusan : Pendidikan Bahasa Inggris  
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Menerangkan bahwa yang bersangkutan diberi izin melaksanakan pra-riiset untuk pengumpulan data kripsi yang berjudul "The factors Influencing Students' Learning Performance in Using Social Networking as learning management System in English Education Department of State Islamic University of Sultan Syarif Kasim Riau."

Demikianlah surat keterangan ini dibuat agar dapat dipergunakan semestinya.

Atas perhatian diucapkan terimakasih.

Mengetahui,  
 Ketua Jurusan PBI

Drs. Samsi, M.H.Sc.  
 19630803 199303 1 003





## CURRICULUM VITAE

The researcher's name is Maylin Yohana and He was born in Tebing Tinggi on April 11<sup>th</sup> 1999. She is the first daughter from Agustiono and Nuriana. She has a brother M.Rizky and M. Abid Al-Mubarraq

The reseaecher had finnished her study at SDN 0 11 Kandis, and she continue her study at SMP N 5 Kandis, and she continued her study at MAN 1 Pekanbaru, then she continue her study at Islamic University Sultan Syarif Kasim of Riau at English Education Department, faculty of Education and Teacher Training. On October until Desember 2019 she was doing field teacher practice (PPL) in SMA N 4 Pekanbaru and also KKN (Kuliah Kerja Nyata) in Kampar Kiri on July 2019.

She followed the final examination of her thesis which entilted: Students' Learning Performance In Using Google Classroom as Learning Management System at English Education Department UIN SUSKA RIAU, on 17<sup>th</sup> April, 2020. She passed her final examination and got her Bachelor Degree of English Education Department at Islamic University Sultan Syarif Kasim of Riau.