STUDENTS' PERCEPTION ON ENGLISH TEACHING USING A VIRTUAL SYSTEM ONLINE LEARNING

(A Descriptive Study at The Eleventh Grade of Madrasah Aliyah Guppi Samata Gowa)

A Thesis

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Partial Fulfillment of Requirement for the Degree of English Department

ANDI SRI FATUL RAHMAH
105351120516

ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH MAKASSAR
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MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

LEMBAR PENGESAHAN

Skripsi atas nama **Andi Sri Fatul Rahmah**, NIM 105351120516, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 102 Tahun 1443 H/ 2022 M, tanggal 05 Jumadil Akhir 1443 H/ 11 Januari 2022 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Sabtu, 15 Januari 2022**.

Makassar, 12 Jumadil Akhir 1443 H
15 Januari 2022 M

Panitia Ujian:

1. Pengawas Umum : Prof. Dr. H. Ambo Asse, M.Ag   (.....................)

2. Ketua   : Erwin Akib, M.Pd., Ph.D.   (.....................)

3. Sekretaris   : Dr. Baharullah, M.Pd.   (.....................)

4. Dosen Penguji   : 1. Hj. Sulfasyah, MA., Ph.D   (.....................)

                      2. Hijrah, S.Pd., M.Pd.   (.....................)

                      3. Farisha Andi Baso, S.Pd., M.Pd   (.....................)

                      4. Dr. Nur Qalby, SS., M.Hum   (.....................)

Disahkan Oleh:
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934

بِسْــــمِ اللـه الرحمن الرحيـــم

APPROVAL SHEET

Tittle	:	**Students' Perception on English Teaching Using a Virtual System Online Learning**
Name	:	**Andi Sri Fatul Rahmah**
Reg. Number	:	**105351120516**
Programmer	:	English Education Department Strata 1 (S1)
Faculty	:	Teacher Training and Education

Makassar, 21 Oktober 2021

Approved By,

Consultant I   Consultant II

Dr. Nur Qalbi,S.S., M.Hum.   **Farisha Andi Baso, S.Pd., M.Pd.**
NIDN. 0009066901   **NIDN. 0906078502**

Dean of FKIP   Head of
Makassar Muhammadiyah University   English Education Department

Erwin Akib, M.Pd., Ph.D.   **Dr. Ummi Khaerati Syam, S.Pd., M.Pd.**
NBM. 860 934   **NBM. 977 807**

بسم الله الرحمن الرحيم

COUNSELLING SHEET

Name	:	ANDI SRI FATUL RAHMAH
NIM	:	105351120516
Department	:	Pendidikan Bahasa Inggris
Title	:	Students' Perception on English Teaching Using Virtual System Online Learning
Consultant I	:	Dr.Nur Qalbi, SS, M.Hum.

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Makassar,   Oct 2021

Approved by
Head of English Education   Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM: 860 934

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PRODI PENDIDIKAN BAHASA INGGRIS

COUNSELLING SHEET

Name	: ANDI SRI FATUL RAHMAH
NIM	: 105351120516
Department	: Pendidikan Bahasa Inggris
Title	: Students Perception on English Teaching Using Virtual System Online Learning
Consultant II	: Farisha Andi Baso, S.Pd.,M.Pd

Day / Date	Chapter	Consultant's Notes	Sign
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Makassar, Oct 2021

Approved by,
Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd.,M.Pd
NBM: 860 934

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بِـــــمِ اللّٰه الرحمن الرحيــم

SURAT PERNYATAAN

Saya yang bertandatangan di bawah ini:

Nama   : ANDI SRI FATUL RAHMAH

NIM   : 10535 1120516

Jurusan   : Pendidikan Bahasa Inggris

Judul Skripsi : Students Perception on English Teaching using A Virtual System Online Learning at Madrasah Aliyah Guppi Samata Gowa (A Descriptive Study At Eleventh Grade Students at MA Guppi Samata Gowa).

Dengan ini menyatakan bahwa skripsi yang saya buat di depan Tim penguji adalah hasil karya saya sendiri bukan hasil ciptaan orang lain ataupun dibuatkan oleh siapa pun.

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Yang Membuat Pernyataan

Andi Sri Fatul Rahmah

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SURAT PERJANJIAN

Saya yang bertandatangan di bawah ini:

Nama   : ANDI SRI FATUL RAHMAH

NIM   : 10535 1205 16

Jurusan   : Pendidikan Bahasa Inggris

Fakultas   : Keguruan dan Ilmu Pendidikan

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Demikian perjanjian ini saya buat dengan penuh kesadaran.

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Yang Membuat Perjanjian

ANDI SRI FATUL RAHMAH

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ABSTRACT

ANDI SRI FATUL RAHMAH.2021.*Students' Perception on English Teaching using Virtual System Online Learning (a descriptive quantitative research at eleventh grade of MA Guppi Samata Gowa).* Thesis of English Department. The faculty of Teacher Training and Education, Muhammadiyah University of Makassar.Supervised by Nur Qalbi and Farisha Andi Baso.

The objectives of this research was to find out the students' perception of the use of Google meet application in English learning at eleventh grade students of MA Guppi Samata Gowa. The researcher used quantitative descriptive research. The sample of this research was eleventh grade students of MA Guppi Samata Gowa which consist of 20 students. The sample was taken by using questioner with Google form .

Based on the findings, it was found that students gave positive perception on the use of Google meet in teaching English, the positive response came from their experience in learning process. The result of the research indicated that based on the likerts score analysis there were 12 (85,7%) out of the students was categorized positive perception in which score classification is 42-70, beside that there were 2 students (14,3%) had neutral perception and none of students have negative perception. It was categorized that Google meet used in teaching English effective to apply, it helps the learning teaching process in the class. The recommendation for the future research to conduct a research related to the using of Google meet in teaching and learning procces such as kahoot, as the advance of tecnology keep increasing time by time.

Keywords :*Students' Perception, English Learning, Google meet*

Abstrak

ANDI SRI FATUL RAHMAH.2021. *Persepsi Siswa tentang Pengajaran Bahasa Inggris Menggunakan Virtual System Online Learning (penelitian deskriptif kuantitatif pada kelas XI MA Guppi Samata Gowa).* Tesis Jurusan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh Nur Qalbi dan Farisha Andi Baso.

Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa tentang penggunaan aplikasi Google meet dalam pembelajaran bahasa Inggris pada siswa kelas XI MA Guppi Samata Gowa. Peneliti menggunakan penelitian deskriptif kuantitatif. Sampel penelitian ini adalah siswa kelas XI MA Guppi Samata Gowa yang berjumlah 20 siswa. Sampel diambil dengan menggunakan kuesioner.

Berdasarkan temuan, ditemukan bahwa siswa memberikan persepsi positif tentang penggunaan Google meet dalam pengajaran bahasa Inggris, respon positif datang dari pengalaman mereka dalam proses pembelajaran. Hasil penelitian menunjukkan bahwa berdasarkan analisis skor likerts terdapat 12 (85,7%) siswa berkategori persepsi positif dengan klasifikasi skor 42-70, selain itu ada 2 siswa (14, 3%) memiliki persepsi netral dan tidak ada siswa yang memiliki persepsi negatif. Dikategorikan bahwa Google meet digunakan dalam pengajaran bahasa Inggris efektif untuk diterapkan, membantu proses pembelajaran di kelas. Rekomendasi untuk penelitian selanjutnya untuk melakukan penelitian terkait dengan penggunaan Google meet dalam proses belajar mengajar seperti kahoot, seiring dengan kemajuan teknologi yang terus meningkat dari waktu ke waktu.

Kata kunci : *Persepsi Siswa, Pembelajaran Bahasa Inggris, Google meet*

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May Allah the Almighty bless them all. Moreover, the researcher also realised that this paper is far from perfection. It is a pleasure to get critiques and suggestion to make this paper better.

Januari 2022, Makassar

The Researcher

ANDI SRI FATUL RAHMAH

MOTTO AND DEDICATION

"It's Okay to make mistakes, but understand how to make it better"

DEDICATION

A Thesis for my beloved family

Especially for my strongest father

My beautiful Mother (Deceased)

My Younger Sister

My Younger Brother

And my Best Friends

Also for my own self

I deserve this billion times

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CHAPTER I

INTRODUCTION

A. Background

English language have four skills they are writing, reading, speaking, and listening . Speaking is a linguistic ability that is important in the language acquisition process. When pupils excel in speaking, the language acquisition process is said to be effective. According to Dalein Harappa (2020) stated there are always three speeches, for every one you actually gave. The one you practiced, the one you gave, and the one you wish you gave.

English language acquisition is the study of spoken communication through active learning. Activities are required in language learning so that it does not become monotonous and students feel joyful and have a meaningful experience while studying English. So speaking helps students develop their speaking skills by allowing them to express more thoughts more quickly.

Beside that Brown and Yuke (1983) also says, speaking is the skill that the students will be judged upon most in real life situations. Due to its importance, teaching speaking skills has a low rating, and most teachers prefer to teach speaking skills by memorization of dialogue or repetition. However, in today's world, learners must have communication skills, and english teachers must teach students these skills so that they can strengthen their speaking skills and perform well in real-life situations.

Hernández (2012) conducted the study about students perception on e-learning, this study examined students' perceptions of english e-learning through eminus, taking into account various factors such as study patterns, attitudes toward the online modality, time benefits, and e-tutoring. It also discusses how the English e-learning process began, how it has progressed over time, the process students are currently pursuing, and where it is headed. The results indicate common expectations of benefits for the previously listed aspects, as well as varying perspectives on the four skills in language learning: reading, writing, listening, and speaking.

Beside that Tandy (2018) also conducted the same study about students' perception on blended learning in English listening and speaking class. He argue in this scenario, online learning has proved to be a successful method for assisting language learners as they move through their learning process. It is claimed that online learning improved the reading performance of good and mediocre students, as well as the performance of the lowest-performing students. Online learning can help students develop their pronoun and comprehension skills while listening and speaking. As a result, the following research is intended to discover students' attitudes toward the use of both online and face-to-face learning in the listening and speaking classroom. There are 30 students from the english language and culture department who are in their first and third semesters and have entered the class for one semester. According to the results, the majority of students see online learning as an additional method to assist them in their learning process.

Virtual learning, according to Wilson in Mcfadzean (2001), is a computer-based learning environment that is generally open and allows students to actively communicate with one another as well as have access to numerous learning resources. The technologies that can be used to support virtual learning can vary greatly from radio, audio tape, television. Video tapes, film projectors, video conferencing, voice and electronic mail, computer conferencing, internet and groupware (intranet). Students may access various lessons taught by the teacher through virtual online learning in a more comfortable setting.

In this study, which focuses on language learning, communicating with a virtual system is not completely ineffective. Because the students reside in various locations, some of them reside in villages with limited internet connection. It also causes pupils to grumble about studying through a virtual environment.

This study's system is a virtual class. The objective is to progressively experiment with merging the notion of virtual class with the notion of traditional learning in lectures, for example, there are still presentations in class but the frequency is arranged.

Based on the experience of the researcher in Magang 3 at MA Guppi Samata , the students more using smart mobile for learning in class and do students' homework at Home. The students easily to collect their task with Teacher at MA Guppi Samata. So The Researcher interest to conduct the research about Students' perception on English Teaching Learning Using Virtual System as the

research for find out positive perception and negative perception that raise in students' environment related virtual learning.

B. Problem statement

Based on the background above the Researcher formulate the following research question:

What is the Students' Perception on English Teaching using Google meet MA Guppi Samata Gowa?

C. Objective of the research

Relating   to the problem statement above, the researcher states that objective of the study to find out the Students' Perception on English Teaching using Google meet at MA Guppi Samata Gowa

D. Significance of the research

This research is expected to be useful for the following:

1. Theoretically ; the outcomes of this research can be useful in English teaching using Google meet

2. Practically ;The student could be more motivated in English Teaching and students' English learning have raised using Google meet, and teacher provided the thoughts for their students when they teaching English.

E. Scope of the research

In this research , the researcher focused in students' positive and negative perception using google meet on English teaching at MA Guppi Samata Gowa. The researcher used Questionnaire to collect the data from the student as a sample.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research

The previous related studies that have been conducted are expected to help the researcher in writing this research. There are related research finding as follows:

First is Chien (2020) performed a study on the impacts of peer evaluation in the setting of spherical video-based virtual reality on the English-speaking performance and learning perspectives of EFL students. When compared to the non-peer-assessment-based SVVR approach, the results of the experiment show that the peer-assessment-based SVVR approach has more beneficial effects on learners' english speech, learning motivation, and critical thinking skills, as well as lowering their english learning anxiety. Furthermore, it was observed that student scores were statistically related to instructor scores. This research went on to categorize the various types of peer comments into four categories: praise, criticism, opinion, and irrelevance. In this situation, praise feedback was shown to be advantageous to students' English-speaking success, but criticism feedback was shown to be negative. Furthermore, irrelevant feedback exhibited no significant link with students' performances in the initial pa stage, but had a substantial negative link in the latter stage.

Second is Hassani (2016) research on the design and implementation of an intelligent virtual environment for increasing speaking and lis-

tening abilities. They created two scenarios based on the proposed architecture to teach students how to interact in public places like airports and television stores. The learner's voice and hand motion are inputs to this system, and the outputs include graphical scenes, force feedback, and speech from a few embodied agents.

During encounters, agents determine the learner's proficiency level and adjust the level of communication sophistication accordingly. The device is put to the test on ten individuals. Within three experiments, the number of correct responses increased by 14 percent, grammatical errors decreased by 3%, pronunciation length decreased by 16 percent, and learners' proficiency level increased by 11 percent.

The third is Rashid (2017) implementation the research about developing speaking skills using virtual speaking buddy. This interdisciplinary research incorporates ict in education by developing an immersive audio-based program to help students improve their english language speaking skills. The application 'v-buddy,' focused on a sociocultural perspective of learning, was developed and tested with a group of five primary school students. And an english language teacher. The instructor was also interviewed to get her thoughts on v-buddy, and students were asked to fill out the personal report of confidence (prc). According to the findings, all of the students gained more respect as a result of their interaction with v-buddy, and the instructor viewed it favorably, indicating that it has

the potential to be used as a method for improving speaking skills.among less proficient students.

Based on several previous study above the research found the similarity and differences . The similarity is english speaking learning using virtual system. In the first research english speaking performance has been more beneficial effects using peer-assessment-based SVVR approach, in the second research improve listening and speaking skills through implementation and design with intelligent virtual environment. In the last research is developing speaking skill by using application 'v-buddy'.

The differences is the researchers have different ways to improve students' teaching English . In the research of Chien (2020) classify the different form of peer comments into four categories : praise, critism, opini, and irrelevant. In Hassani (2016) created two scenarious based on the proposed architecture to teach students how to interact in public places like airports and television stores.And in Rashid (2017) using application namely V-buddy as a method for improving speaking skill among less proficient students. Howevwer, In this research use descriptive quantitaive to know students' the positive and negative perception on the use of Suggestopedia Method.

A. Some Pertinent Ideas

1. Concept of perception

a. Definition of Perception

Perception is a process that begins with perceiving, which is a stimulus received by the individual through the receptor, primarily the senses. A sense is a portion of the body that connects the individual to the outside world. There are two types of elements that impact perception: internal factors and external influences. Internal component within the individual that influences oneself due to one's own mentality. Because each person's energy is varied, so is their attention to items, which influences their perception of an item. The perception of an item changes according on how much energy or perceptual attentiveness is used in order to perceive it. Experience may be considered to be memory-dependent in the sense that it is dependent on a person's ability to recall prior occurrences in order to recognize a stimulus in a broad sense. A person's emotional state influences their conduct; this mood reflects how they feel at the time, which can influence how they receive, respond, and recall. The qualities of the environment and the items in it that impact perception are examples of external variables. External cues will have greater relevance if you pay attention to them more than once.

b. Types of Perceptions

    a. Visual or visual discernment: the ability to see and translate light data within our eyes' recognizable range. The occipital projection is the part of the brain responsible for visual perception (essential visual cortex v1 and auxiliary visual cortex v2). Audience perception

    b. Hearing, also known as auditory discernment, is the ability to receive and decipher data that enters our ears as a result of being able to hear repetition waves through the discussion or another painful medium (sound). The worldly projection is the brain portion in charge of the fundamental arrangement of sound-related recognition (essential sound-related cortex a1 and auxiliary sound-related cortex a2).

    c. Touch, touch perception, somatosensory or haptic perception: the ability to comprehend weight and vibration signals obtained from our skin's surface. The parietal projection is the area of the brain responsible for the first stages of haptic recognition (essential somatosensory cortex s1 and auxiliary somatosensory cortex s2).

    d. Smell, also known as olfactory perception, is the ability to discern data about chemical components that have been broken down inside the discussion (scent). The olfactory bulb (essential olfactory cortex) and the piriform cortex perform the fundamental phases of olfactory recognition (auxiliary olfactory cortex).

e. Taste or taste perception: the ability to understand data from chemical components that have been broken down in spit (taste). The important taste regions g1 (postcentral second rate gyrus, parietal ventral projection, front insula, fronto-parietal average operculum) and secondary taste ranges g2 (caudolateral frontal orbital cortex and fronto-parietal average operculum) govern the majority of the essential stages cingulate cortex).

According to Walgito (1989: 54) A perspective assertion must meet three requirements:

a. The existence of the perceived thing.

b. Sensory organs or receptors are present.

c. There is interest.

The presence of social objects or events that provide sensory stimuli and stimuli (receptors). The item being watched in this case is the behavior of the teacher's abilities in the use of educational media, and students are requested to express their assessment of it. The sense apparatus is the primary instrument in an individual for holding perceptions and absorbing stimuli, but sensory nerves must also exist as a way of sending the stimulus received by the receptors to the nerve center, notably the brain as the center of consciousness. The presence of a person's attention is the initial stage in the formation of a perception. There will be no perception if there is no attention. Individuals must

focus on the thing in issue. After paying attention to it, the individual will be able to see what he has received with his sense organs.

c. Positive and Negative Perceptions

A positive interpretation, according to Robbins (2003), is an individual judgment of an item or knowledge with a favorable outlook or as expected from an object that is viewed or from established laws. Meanwhile, bad opinions on a certain personality or facts with unfavorable views, in contrast to what is expected of a seen item or present laws. Individual knowledge of the item being seen, and vice versa, persons are the foundation of their interpretation, the existence of individual awareness, and the type of individual experience of viewed artifacts are the reasons of a person's positive perspective on the state of happiness. According to Robbins (2003), positive perception is an individual's judgment of an item or information from a positive perspective or in accordance with what is expected from the item experienced or from present laws. Individual views of a certain item or knowledge with negative thoughts that contradict what is expected by the thing observed or current information are referred to as negative perceptions.

Perception does not arise by accident, but rather as a result of a process. According to Walgito (1989), perception is formed through a process in which the flow of the perceptual process may be summa-

rized as follows: starting from the object that stimulates and excites the sensory organs or receptors. This is referred to as the natural (physical) process. The stimulus obtained by the sensory organs is then sent to the brain via the sensory nerves. A physiological process is the name given to this process. Then there is a mechanism in the brain that allows the individual to see what he gets with his receptors as a stimulus.

According to the above description, positive perception is a positive way of looking at individuals in the world through cognitive and affective processes that are influenced by various factors such as prior awareness, needs, educational, moods, and other factors in order to give positive significance to the entity that it perceives. Negative perception, on the other hand, is a manner of viewing or judging a person in connection to an item based on variables that are contrary to, or separate from, the individual's desires. Meanwhile, bad opinions about a certain personality or facts with unfavorable views, in contrast to what is expected of a perceived object or present laws Negative encounters.

d. Factors affecting perception

Furthermore, according to Walgito (1989: 56), perception is impacted by several elements, including the individual's attention element, which is the psychological part of the individual's perception.

According to Parek (1984), perception is influenced by internal factors related to oneself (e.g., educational background, differences in experience, motivation, personality, and needs) as well as external fac-

tors related to the intensity and size of stimulation, movement, repetition, and something new. Thus, talking about perception is primarily tied to the act of providing a person with knowledge about an item that enters his five senses through observation. According to Miftah toha (2003), the following things impact a person's perception:

a. Internal factors: Individual emotions, attitudes, and personalities, biases, wishes, or expectations, attention (concentration), learning process, physical conditions, mental diseases, values and requirements, and interest and motivation

b. External factors: the family's background, the information received, the knowledge and requirements around it, the intensity, the magnitude, the opposites, the recurrence of motion, new and familiar objects, or the object's estrangement

e. Mistakes in Perceptions

Mistakes or mistakes in perception are divided into five parts, namely:

1. Attribution errors are flaws in our understanding of the causes of other people's conduct. Which is caused by a loss of perception or a partial or incomplete perception of the person

2. The halo effect is a misunderstanding induced by mistakenly misunderstanding someone on first glance.

3. Stereotypes, or generalizing persons based on little knowledge and establishing their composition depending on group membership

4. Prejudice, foreseeing someone

5. Cultural shock is a momentary failure to acclimatize to new circumstances and people.

2. Virtual System Online Learning

a. Definition

The Virtual system Model represent one or more virtual machines that are hosted by a physical computer. A virtual system has the same relationships to subcomponents and applications that a physical system does. In other words, a virtual system has an operating system (such as Windows or UNIX), network addresses, and software. Virtual learning is a form of learning that is facilitated by the use of computers and/or the internet both outside and within the educational institution's facilities. The majority of the time, the training takes place online.

Virtual Learning, as defined by Wilson in Mcfadzean (2001), is a computer-based learning environment that is generally open and allows students to actively engage with one another as well as have access to numerous learning materials. Pictures, movies, videos, animations, audio modules, worksheets, lessons, assessments, and other instructional materials are used in the media as a feature educational platform for online learning that provides the topic of learning specifically for online learning. Students may access various lessons taught by the teacher through E-Learning

in a more comfortable setting. This helps students to gain a greater understanding of the subjects they are studying through E-Learning.

Piacciano (2002) Students' views of using technology as part of the course learning process have been found to be mixed in previous research. Educators as users could download media based on applications from the internet; in this case, any modern device such as a cell phone, tablet personal computer, Pocket PC, Smartphone, laptop, or other device could be used as a teaching tool. Finally, this media can be used as a learning tool. Meanwhile, According to Barindra De (2018)The learner in an online class does not have direct interaction with the professor. As a result, they can find it difficult to ask their online teacher questions because contact is sometimes impersonal.

Burge (1994) The asynchronous version of the virtual classroom overcomes the time constraints, but it can lead to a lack of teamwork and less chances for students to feel "in sync" with the rest of the class.Whatsapp, Telegram, Facebook, YouTube, Twitter and Instagram, Zoom, Google Classroom, and other social networking applications that can be accessed and downloaded from modern devices and are helpful in the learning process, such as Whatsapp, Telegram, Facebook, YouTube, Twitter and Instagram, Zoom, Google Classroom, and others, have become ingrained in the lives of many millennials. Because of the communicative capacity of social media, language learning educators have attempt-

ed for some time to support social media in teaching in order to prepare students for everyday contact, as well as in the provision and selection of assignments.

b. Types of Virtual System Online Learning

According to Dahlan (2021), virtual learning is an implementation of learning by utilizing information and communication technology in the learning process to catch up. The role of electronic media in e-learning determines learning models. The types are as follows:

1. Web-Based Learning

Web-based learning where the learning process is carried out through the network by utilizing the Learning Management System. This activity is carried out through long distance or distance learning. The entire communication process between instructors and students is carried out through the LMS both with Synchronous and Aynchronous systems. This learning is fully dependent on the LMS network and system. The LMS system that is most widely used in Indonesia is Moodle because it is open source and allows for self-hosting.

2. Computer-Based Learning

Computer-Based Learning is a method of learning that involves the use of a computer. Students function individually on - machine to complete learning tasks. This is something that is often done in high schools for computer lab work or in computer-based courses.

The instructor's job is to create learning in the form of a learning application or framework on a computer, and the student's job is to learn.

3. Virtual Education

Virtual education is a learning process that is carried out in which students do not meet the instructor. Instructors create virtual teaching materials such as LMS management or learning videos.

After the designed system is prepared, students carry out learning activities with a virtual instructor. This makes Virtual Education in the asynchrounous category. The advantage of this type is that one instructor is likely to teach many classes at once because they can easily be reproduced. The drawback of Virtual Education is that feed back is rather difficult to do, because if feed back is done, this learning is included in the Web-Based Learning category.

4. Digital Colaboration

Digital Collaboration is a learning activity that combines many different class instructors in one class. This task is carried out to complete a project which may require two experts from different agencies which are then combined by utilizing information and communication technology.

c. Advantages and Disadvantages

The Advantages of online learning perceived positively by the majority of the students. Initially, online learning is use as a temporary solution to continued education. Students, on the other

hand, recognized the benefits of online learning, such as having more extra time for self-study, being exposed to new and interesting forms of learning, and having easy access to resourceful materials online.

The downsides of online learning are as follows: Students expressed dissatisfaction with the long-hour online sessions, which caused weariness, boredom, and focus loss. Another concern is that electrical gadgets overheat after prolonged internet communication. The students recommend that each online session have a maximum interaction period of 100 minutes.

Because the quality of the Wi-Fi connection does not always remain constant, students are concerned that online work and assessments will be lost in the middle. They are also concerned that their lack of IT skills will affect their performance on the final online tests.

Many students voiced worry during the interviews about the absence of possibilities for social interchange and engagement among classmates. Face-to-face engagement cannot be totally replaced by online engagement.

One downside of online teaching is the difficulty in administering virtual courses. Students regularly arrive late for class and leave mid-lesson. Furthermore, in virtual classrooms, the majority of students do not wish to turn on the camera, making

communication between the teacher and the students even more difficult. According to the poll, just 18 percent of participants are ready to switch on their devices' cameras in virtual classrooms, and 96 percent do not believe device cameras are necessary.

3. **Google Meet**

a. Definition of Google meet

Google hangouts Meet, or just meet is a Google's video conferencing software. Also, Google meet allows user to share their screen. Even it provides the feature to either share whole screen or just a tab. All over the world, business, schools and other users depend on G suite to allow them to stay connected and get work done. Google designs, builds and operate their products on a secure connection, aimed at thwarting attacks and providing the securities to keep the users safe. Google Meet's security operators are turned on by default. In most cases, organizations users are don't have to ensure the right protections are in place.

Google Meet alloys an array of counter-abuse protections to keep user's meetings safe. These include anti-hijacking measures for the web meetings and also dial-ins. Google Meet makes it hard to programmatically brute force meeting IDs by using codes that are 10 characters long, and 25 characters in the set. They limit the ability of external participants to join a meeting more than 15 minutes in ad-

vance, resizing the window in which a brute force attack could even be attempted.

b. Advantages of Google meet

1. Es a video conferencing tool super practical and safe to used, with which you could be carry out work, professional and academic meetings.

2. Allows you the opportunity to create meetings with 100 participants or with 250 attendees, depending on the version you have of Google Workspace.

3. You don't have to worry about advertisements during the development of your meetings.

4. It has access to Google Jamboard and Google Calendar.

5. Provides the opportunity to share screen (documents, PowerPoint presentations, spreadsheets, PDF, images, videos, etc.), it also offers you the option of sharing a tab from your browser.

6. It has an easy-to-use interface, INTUITIVE INTERFACE.

7. Updates are constant and automatic.

8. You can store sessions in your Drive.

9. The meetings have subtitles that will enrich your meetings.

c. Disadvantages of Google meet

1. functions that can only be used by Google subscription accounts are Record the sessions, Carry out live broadcasts, Private chats.

2. Has limited controls to measure time.

3. El audio filter it's a bit lacking.

4. La number of participants is limitedeven with a paid subscription.

4. **Conceptual framework**

```
┌─────────────────────────┐
│    English Learning     │
└─────────────────────────┘
            ↓
┌─────────────────────────┐
│      Google Meet        │
└─────────────────────────┘
            ↓
┌─────────────────────────┐
│   Students' perception  │
└─────────────────────────┘
        ┌────┴────┐
┌────────────┐ ┌────────────┐
│  positive  │ │  negative  │
│ perception │ │ perception │
└────────────┘ └────────────┘
```
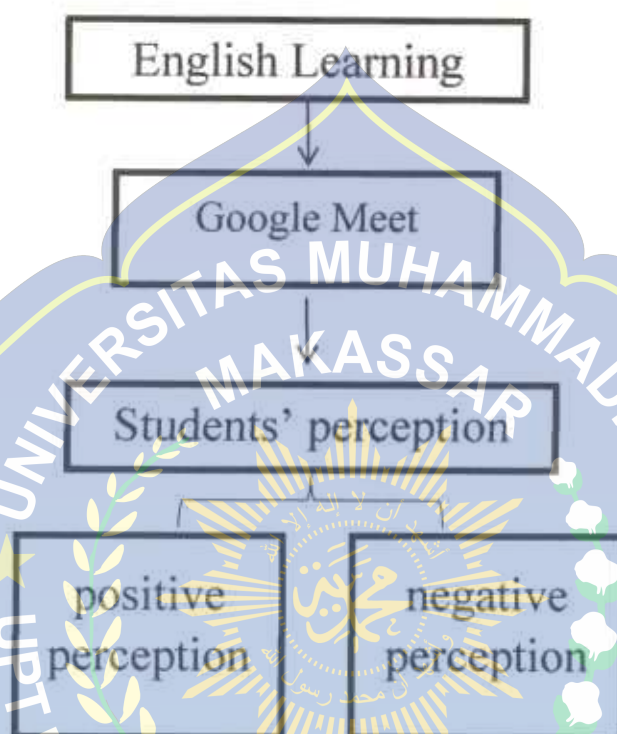
Figure 2.1. Conceptual Framework

The conceptual framework is representation of this research . this research have been conducted at MA Guppi Samata Gowa. The Research focuss on students' perception using Google Meet in English learning to know positive and negative perception using Google Meet on English learning.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research the researcher used descriptive quantitative research. Descriptive quantitative method means the data produced by numerical and analyzed used mathematical and statistical method.

In this study, the researcher investigated students' perception in English Teaching on the use of Google meet at Madrasah Aliyah Guppi Samata Gowa.

B. Research Variables and Indicators

1. Variables

This research used two variables namely independent variable and dependent variable. Independent variable in this research is students' perception and dependent variable is English teaching on the use of Google meet.

2. Indicators

The indicators of this Research are negative and positive the Students' Perception in English teaching on the use of Google meet.

C. Population and Sample

1. Population.

The population of this research was the tenth-grade students of MA Guppi Samata on academic year 2021/2022. The total of the population are 20 students which spread into a class.

2. Sample.

In this research the sample were taken by purposive sampling technique which the researcher select one class that suitable with the criteria of this research who have been taught English by Google meet. The researcher take 20 students at the class is selected.

D. Research Instrument

Data collection is critical in every scientific investigation since it determines the fluency of speaking from result of study outcomes. In this case, the researcher used a questionnaire by google form as a research instrument to gather data and confirm the results. A questionnaire is a research tool that consists of a series of questions design to elicit information from respondents. To collected data, a questionnaire frequently employs both open and closed questions. An explanation for the above-described mixed results can be found in Bosnjak's (2001) study of planned behaviour influencing item non-response.He measured attitudes towards planned behaviour, i.e. towards responding to Web questionnaire items, before actual completion of the Web questionnaire. In this study, the researcher used close questions to gather da-

ta in a methodical manner in order to obtain information about students' perceptions of instructors' methods.

E. Data Collection

This study's data gathering method was quantitative data. The researcher collects data via a questionnaire by google form. First, the researcher share the link of google form to the respondents. This study's participants are MA Guppi Samata Gowa eleventh grade students. The instrument is questionnaire.

a. The researcher prepare the questionnaire using google form,

b. The researchermet the English teacher and talk her what the objective of the research.

c. The researcher take the phonenumber the leader of class for making a whatsapp group,

d. The researcher give explanation to the all the student about the purpose of the questionnaire,

e. The researcher share a link of google form in whatsapp group related the researcher objective.

F. Technique Data Analysis

The researcher analyzes the data after obtaining it from the questionnaire. The data is analyzed using the likert scale. Each response is associated with a point value, and an individual's score is derived by accumulating the point values for each statement. The following point values might be assigned to affirmative

remarks in response. 5 people highly agree, 4 people agree, 3 people are unde-

cided, 2 people disagree, and 1 person strongly disagrees.

To get the main score of the students, the writer use the following formula.

1. **Calculating the Total Score of Each Respondent from Questionnaire**

Table 3.1 Likert Scale and Scoring

Items	Score	
	Positive	Negative
Strongly Agree (SA)	5	1
Agree (A)	4	2
Neutral (N)	3	3
Disagree (D)	2	4
Strongly Disagree (SD)	1	5

(Sugiyono, 2017:136)

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

Which:

P = Percentage

F = Frequency

N = Number of Sample

100% = Constant Value

(Sugiyono, 2017:135)

2. **The Questionnaire Answers Have been Analyzed Using the Percentage System Listed Below.**

To get the main score of the students, the writer use the following formula.

$$\bar{x} = \frac{\sum x}{n}$$

$\bar{x}$: The mean of the score.

$\sum x$: Total score

n   : Total sample.

If questionnaire consist of 14 items, the score is classify as follow:

14 x 5 = 70 maximum score

14 x 3 = 42 neutral

14 x 1 = 14 undecide score/ low score

Table 3.2 level of perception

Level of perception	Score
Positive	42-70
Neutral	14-42
Negative	0-14

(Best,w, John in Fitriani 2010)

If the students' mean score is more than 42, it indicates that the students' impression of the instructors' approach is positive, whereas if it is less than 42, it indicates that the students' impression of the instructors' technique is negative.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

In this part, the researcher described the result of data analysis based on the problem statement. In this research the researcher used questionnaire to obtain more accurate and valid data.

Table 4.1 Using Google meet make its easy for me in virtual learning

No	Items	Frequency	Percentage (%)
1	Strongly Agree	8	40
2	Agree	4	20
3	Neutral	6	30
4	Disagree	1	5
5	Strongly Disagree	1	5
	Total	20	100

Table 4.1 shows that 8 (40%) out of students chose strongly agree (SA), 4 (20%) chose agree (A), 6 (30%) chose neutral, 1 (5%) chose disagree (D) and 1 (5%) out of the students chose strongly disagree (SD). It means most of students at Madrasah Aliyah Guppi Samata Gowa expecially for Eleventh grade feel happy in learning English using Google meet is.

Table 4.2 I can learn easily and quickly to learn English using Google meet

No	Items	Frequency	Percentage (%)
1	Strongly Agree	6	30
2	Agree	8	40
3	Neutral	3	15
4	Disagree	2	10
5	Strongly Disagree	1	5
	Total	20	100

Table 4.2 shows that 6 (30%) out of students chose strongly agree (SA), 8 (40%) chose agree (A), 3 (15%) chose neutral, 2 (10%) chose disagree (D) and 1 (5%) out of the students chose strongly disagree (SD). It means most of students Madrasah Aliyah Guppi Samata Gowa expecially for Eleventh grade feel relax and active that the English learning using Google meet is.

Table 4.3 I feel relax and active in English learning using Google meet

No	Items	Frequency	Percentage (%)
1	Strongly Agree	9	45
2	Agree	6	30
3	Neutral	3	15
4	Disagree	1	5
5	Strongly Disagree	1	5
	Total	20	100

Table 4.3 shows that 9 (45%) out of students chose strongly agree (SA), 6 (30%) chose agree (A), 3 (15%) chose neutral, 1 (5%) chose disagree (D) and 1 (5%) out of the students chose strongly disagree (SD). It means most of students Madrasah Aliyah Guppi Sammata Gowa expecially for Eleventh grade think there is not difficulty that the learning using Google meet is.

Table 4.4 There is not difficulty in using Google meet to study English at MA Guppi Samata Gowa

No	Items	Frequency	Percentage (%)
1	Strongly Agree	2	40
2	Agree	2	20
3	Neutral	4	20
4	Disagree	4	10
5	Strongly Disagree	8	10
	Total	20	100

Table 4.4 shows that 2 (10%) out of students chose strongly agree (SA), 2 (00%) chose agree (A), 4 (20%) chose neutral, 4 (20%) chose disagree (D) and 8 (40%) out of the students chose strongly disagree (SD). It means most of students Madrasah Aliyah Guppi Sammata Gowa expecially for Eleventh grade like that the English learning using Google meet is.

Table 4.5 I like the Method of English learning using Google meet

No	Items	Frequency	Percentage (%)
1	Strongly Agree	8	40
2	Agree	5	25
3	Neutral	5	25
4	Disagree	0	0
5	Strongly Disagree	2	10
	Total	20	100

Table 4.5 shows that 8 (40%) out of students chose strongly agree (SA), 5 (25%) chose agree (A), 5 (25%) chose neutral, 0 (0%) chose disagree (D) and 2 (10%) out of the students chose strongly disagree (SD). It means most of students at Madrasah Aliyah Guppi Sammata Gowa expecially for Eleventh grade think that the learning procces is suitable with Google meet is.

Table 4.6 The method of English Learning using Google meet is suitable in learning speaking

No	Items	Frequency	Percentage (%)
1	Strongly Agree	8	40
2	Agree	4	20
3	Neutral	4	20
4	Disagree	4	20
5	Strongly Disagree	0	0
	Total	20	100

Table 4.6 shows that 8 (40%) out of students chose strongly agree (SA), 4 (20%) chose agree (A), 4 (20%) chose neutral, 4 (20%) chose disagree (D) and 0 (0%) out of the students chose strongly disagree (SD). It means most of students at Madrasah Aliyah Guppi Sammata Gowa expecially for Eleventh grade think that the English learning is easy to understand using Google meet is.

Table 4.7 I don't feel that learning with face-to-face is more easy to understand than Google meet

No	Items	Frequency	Percentage (%)
1	Strongly Agree	6	30
2	Agree	6	30
3	Neutral	7	35
4	Disagree	1	5
5	Strongly Disagree	0	0
	Total	20	100

Table 4.7 shows that 6 (30%) out of students chose strongly agree (SA), 6 (30%) chose agree (A), 7 (35%) chose neutral, 1 (5%) chose disagree (D) and 0 (0%) out of the students chose strongly disagree (SD). It means most of students at Madrasah Aliyah Guppi Samata Gowa expecially for Eleventh grade think that the neutral learning procces using Google meet is.

Table 4.8 I feel hard to understand the fiture of Google meet

No	Items	Frequency	Percentage (%)
1	Strongly Agree	3	15
2	Agree	5	25
3	Neutral	6	30
4	Disagree	5	25
5	Strongly Disagree	1	5
	Total	20	100

Table 4.8 shows that 3 (15%) out of students chose strongly agree (SA), 5 (25%) chose agree (A), 6 (30%) chose neutral, 5 (25%) chose disagree (D) and 1 (5%) out of the students chose strongly disagree (SD). It means most of students at Madrasah Aliyah Guppi Samata Gowa expecially for Eleventh grade don't like english learning procces using Google meet is.

Table 4.9 I don't helpful Using Google meet in English learning especially for speaking.

No	Items	Frequency	Percentage (%)
1	Strongly Agree	1	5
2	Agree	5	25
3	Neutral	7	35
4	Disagree	3	15
5	Strongly Disagree	4	20
	Total	20	100

Table 4.9 shows that 1 (5%) out of students chose strongly agree (SA), 5 (25%) chose agree (A), 7 (35 %) chose neutral, 3 (15%) chose disagree (D) and 4 (20%) out of the students chose strongly disagree (SD). It means most of students at Madrasah Aliyah Guppi Samata Gowa expecially for Eleventh grade think relax and active is neutral that the English learning using Google meet.

Table 4.10 I feel more difficulties in operating Google meet in my house.

No	Items	Frequency	Percentage (%)
1	Strongly Agree	0	0
2	Agree	6	30
3	Neutral	5	25
4	Disagree	6	30
5	Strongly Disagree	3	15
	Total	20	100

Table 4.10 shows that 0 (0%) out of students chose strongly agree (SA), 6 (30%) chose agree (A), 5 (25%) chose neutral, 6 (30%) chose disagree (D) and 3 (15%) out of the students chose strongly disagree (SD). It means most of students at Madrasah Aliyah Guppi Samata Gowa expecially for Eleventh grade think that the English learning is not difficulty using Google meet is.

Table 4.11 I don't like learning English using Google meet especially for learning speaking.

No	Items	Frequency	Percentage (%)
1	Strongly Agree	3	15
2	Agree	2	10
3	Neutral	8	40
4	Disagree	7	35
5	Strongly Disagree	0	0
	Total	20	100

Table 4.11 shows that 3 (15%) out of students chose strongly agree (SA), 2 (10%) chose agree (A), 8 (40%) chose neutral, 7 (35%) chose disagree (D) and 0 (0%) out of the students chose strongly disagree (SD). It means most of students at Madrasah Aliyah Guppi Samata Gowa expecially for Eleventh grade like English learning is neutral using Google meet .

Table 4.12 The learning proccess using Google meet is not makes me mastery material of speaking English.

No	Items	Frequency	Percentage (%)
1	Strongly Agree	3	15
2	Agree	3	15
3	Neutral	10	50
4	Disagree	3	15
5	Strongly Disagree	1	5
	Total	20	100

Table 4.12 shows that 3 (15%) out of students chose strongly agree (SA), 3 (15%) chose agree (A), 10 (50%) chose neutral, 3 (15%) chose disagree (D) and 1 (5%) out of the students chose strongly disagree (SD). It means most of students at Madrasah Aliyah Guppi Samata Gowa expecially for Eleventh grade think that using Google meet is makes students mastery material of speaking English.

Table 4.13 I feel difficulties in understand the material presented using google meet

No	Items	Frequency	Percentage (%)
1	Strongly Agree	8	40
2	Agree	6	30
3	Neutral	4	20
4	Disagree	1	5
5	Strongly Disagree	1	5
	Total	20	100

Table 4.13 shows that 8 (40%) out of students chose strongly agree (SA), 6 (30%) chose agree (A), 4 (20%) chose neutral, 1 (5%) chose disagree (D) and 1 (5%) out of the students chose strongly disagree (SD). It means most of students at Madrasah Aliyah Guppi Samata Gowa expecially for Eleventh grade think that the English learning is easy to understand using Google meet is.

Table 4.14 Using Google meet hard for me to remember the subject matter presented by teacher that can be sent back to the teacher.

No	Items	Frequency	Percentage (%)
1	Strongly Agree	5	25
2	Agree	4	20
3	Neutral	8	40
4	Disagree	2	10
5	Strongly Disagree	1	5
	Total	20	100

Table 4.14 shows that 5 (25%) out of students chose strongly agree
(SA), 4 (20%) chose agree (A), 8 (40%) chose neutral, 2 (10%) chose disagree (D)
and 1 (5%) out of the students chose strongly disagree (SD). It means most of stu-
dents at Madrasah Aliyah Guppi Sammata Gowa expecially for Eleventh grade
hard think that the English learning procces is neutral using Google meet is.

Table 4. 15. Category of the Students' perception on the use of Google
meet.

Category	Score Classi-fication	Frequency	Percentage %
Positive	42-70	12	85.7
Neutral	14-41	2	14.3
Negative	0-13	0	0
Positive Perception		14	100 %
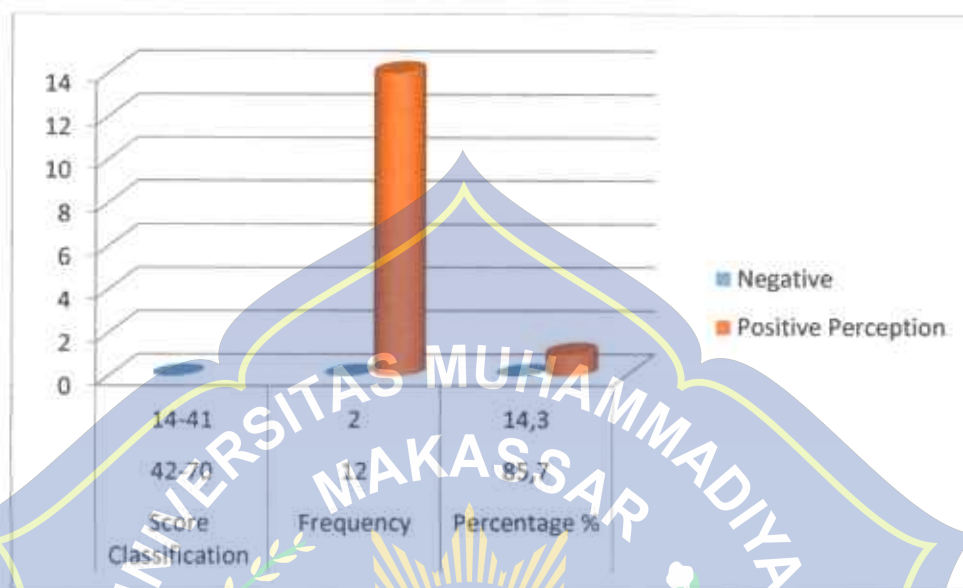
4.1 Figure of The result of the Students' perception on english teaching using Google meet .

The table above showed that 12 (85.7%) have positive perception on the use of Google meet and there are 2 (14.3%) students have neutral perception about using Google meet . Therefore, most of students have positive perception and some of students have neutral perception.

Based on the Pie above we can calculate the mean score of the research are:

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{958}{20}$$

$$= 47.9$$

If questionnaire consisted of 20 items, the score was classified as follow:

14 x 5 = 70 maximum score

14 x 3 = 42 neutral

14 x 1 = 14 undecided score/ low score

Table 4.16 level of perception

Level of perception	Score
Positive	42-70
Neutral	14-41
Negative	0-13

Based on the data analysis of the questionnaire, it is found that the mean score of the students' perceptions on used of Google meet in teaching English was 47.9, , as likerts scale classified that if mean score greater than neutral (42) it means the categorized are positive. (Best,w, John in Fitriani 2001)

B. Discussion

This research was conducted at the eleventh grade students at MA Guppi Samata with the population were the eleventh grade. The objectives of this research was to know the students' perception on the use of Google meet in teaching english

The result of findings found that using google meet most of the students gave positive response in teaching process. According to Walgito

(1989), perception is formed through a process in which the flow of the perceptual process may be summarized as follows: starting from the object that stimulates and excites the sensory organs or receptors. This is referred to as the natural (physical) process. because used google meet help to improve students' communication and develop students' speaking ability. If the students use Google meet in virtual class thus students can understand how to express the ideas, opinion and help each other to solve problems in learning. In teaching and learning speaking the use of method is very important because it can make the teacher easy to give information or material to the students. The application that used is Google meet.

The used of Google meet in teaching English is much needed. Google meet can motivate more of students' mental potential to learn and which obtained by suggestion because with this method the teacher can give relax situations, so the students can got the material easily. With music the students could imagine their thought and then students could describe students' imagination to others.

The data obtained from questionnaire most of students had positive response used Google meet. Therefore, the researcher can conclude at eleventh grade students at MA Guppi Samata had positive category perception on the use of google meet in teaching english.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher drew the conclusion in using google meet application is. In teaching English, the English teacher must develop students' english ability. In teaching and learning process, the english teacher should make the effective situation. Google meet was one of application in virtual learning that can be used by the teacher, which is interesting and be able to catch students attention In teaching process

The english teacher can be categorized succes in the class when the teacher and the students have good interaction and students easy to understand what teacher teach. The result of sudents' perception on English teaching using google meet at MA Guppi Samata. Google meet is a good application in learning procces and give students the big effect for students development in learning english

B. Suggestion

From the findings presented in the chapter four, the researcher gained from questioner. A special issue regarding survey questions in self-administered Web questionnaires is the visual design of questions. Some researchers have thus focused on the size of the text box provided for

open-ended questions (e.g., Couper 2001; Kwak and Radler, 1999). They are as follow :

1. It is suggested for the lecturer should pay more attention on teaching and learning students in using google meet. Therefore, the lecturer should find the solution to overcome students" problem. Futhermore, one thing to be considered, every students has their own capacity and learning style. So, the lecturer has to understand about what kind of tools that proper with google meet study before going on teaching and learning process.

2. It is suggested for students to realize that mastering English is not easy. The students highly need to active in learning process. in english learning process using google meet, students have to be interactive. So learning process will occured two way direction.

3. For the next researcher, use this research as references about English learning using google meet to make the new research about it, but in the term of different.

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APPENDIXES

QUESTIONNAIRE

No.	Questions	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Using Google meet make its easy for me in virtual learning (Penggunaan Google meet memudahkan saya dalam pembelajaran virtual)					
2.	I can learn easily and quickly to learn English using Google meet (Saya dapat belajar dengan mudah dan cepat dalam belajar Bahasa inggris menggunakan Google meet)					
3.	I feel relax and active in English learning using Google meet (Saya merasa santai dan aktif dalam belajar Bahasa inggris menggunakan Google meet)					
4.	There is not difficulty in using Google meet to study English at MA Guppi Samata Gowa (Tidak ada kesulitan dalam menggunakan google dalam belajar Bahasa inggris di MA Guppi Samata Gowa)					
5.	I like the Method of English learning using Google meet (Saya suka dengan metode Belajar Bahasa inggris menggunakan Google meet)					
6.	The method of English Learning using Google meet is suitable in learning speaking (Metode belajar Bahasa inggris menggunakan google meet cocok dalam					

	pembelajaran berbicara)					
7.	I don't feel that learning with face-to-face is more easy to understand than Google meet (Saya tidak merasa bahwasanya belajar tatap muka lebih mudah untuk dipahami dibandingkan dengan menggunakan Google meet)					
8.	I feel hard to understand the fiture of Google meet (Saya merasa kesulitan dalam memahami fiture Google meet)					
9.	I don't helpful Using Google meet in English learning especially for speaking. (Saya tidak merasa terbantu menggunakan Google meet dalam pembelajaran Bahasa inggris khusunya untuk berbicara)					
10.	I feel more difficulties in operating Google meet in my house. (Saya sangat kesulitan dalam mengoperasikan Google meet di dalam rumah)					
11.	I don't like learning English using Google meet especially for learning speaking. (Saya tidak suka belajar Bahasa inggris menggunakan Google meet khususnya untuk					

	pembelajaran berbicara)					
12.	The learning proccess using Google meet is not makes me mastery material of speaking English. (Proses pembelajaran menggunakan Google meet tidak membuat saya menguasai materi pembelajaran berbicara)					
13	I feel difficulties in understand the material presented using google meet (Saya merasa kesulitan dalam memahami materi yang disajikan menggunakan google meet)					
14	Using Google meet hard for me to remember the subject matter presented by teacher that can be sent back to the teacher. (Menggunakan Google meet sulit bagi saya untuk mengingat materi pelajaran yang disampaikan oleh guru yang dapat dikirimkan kembali kepada guru.)					

Descriptive Quantitative Research

Instrumen penelitian yang digunakan untuk pengumpulan data adalah angket. Angket digunakan untuk mengetahui persepsi siswa tentang persepsi positif dan negative siswa dalam pembelajaran bahasa inggris menggunakan aplikasi google meet. Siswa harus menjawab apa pendapat mereka tentang pernyataan atau pertanyaan. Ada 14 pertanyaan yang akan dijawab oleh siswa.

1. Tuliskan nama, kelas, nomor hp, dan email di kolom yang telah disediakan
2. jawab pertanyaan dengan memilih salah satu dari lima alternatif jawaban yang telah disediakan dengan memberi tanda

1. Sangat setuju (strongly agree)
2. Setuju (agree)
3. netral (neutral)
4. tidak setuju (disagree)
5. sangat tidak setuju (strongly disagree)

* Wajib

Email *

primastanto@gmail.com

0 dari 0 poin

Name *

Nurhidayat

Tambahkan masukan individual

Class *

XI

Tambahkan masukan individual

Phone Number *

Phone Number *

0

085243129049

Tambahkan masukan individual

Quetionnaire   0 dari 0 poin

1. Using Google meet make its easy for me in virtual learning

0

○ Strongly Agree

◉ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

Tambahkan masukan individual

2. I can learn easily and quickly to learn English using Google meet *

0

○ Strongly Agree

◉ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

Tambahkan masukan individual

3. I feel relax and active in English learning using Google meet *

0

◉ Strongly Agree

○ Agree

○ Neutral

Formulir tanpa judul

Pertanyaan   Jawaban ❶   Setelan   Pc

Tambahkan masukan individual

4. There is not difficulty in using Google meet to study English at MA Guppi Samata Gowa *

0

○ Strongly Agree

○ Agree

◉ Neutral

○ Disagree

○ Strongly Disagree

Tambahkan masukan individual

5. I like the Method of English learning using Google meet *

/ 0

○ Strongly Agree

○ Agree

○ Neutral

◉ Disagree

○ Strongly agree

Tambahkan masukan individual

6. The method of English Learning using Google meet is suitable in learning speaking *

○ Strongly agree

○ Agree

◉ Neutral

7. I don't feel that learning with face-to-face is more easy to understand than Google meet *

0

(●) Strongly Agree

( ) Agree

( ) Neutral

( ) Disagree

( ) Strongly Disagree

Tambahkan masukan individual

8. I feel hard to understand the fiture of Google meet *

0

( ) Strongly Agree

(●) Agree

( ) Neutral

9. I don't helpful Using Google meet in English learning especially for speaking *

0

( ) Strongly Agree

(●) Agree

( ) Neutral

( ) Disagree

( ) Strongly Disagree

Tambahkan masukan individual

10. I feel more difficulties in operating Google meet in my house *

0

( ) Strongly Agree

(●) Agree

( ) Neutral

11. I don't like learning English using Google meet especially for learning speaking *

- (●) Strongly Agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree

Tambahkan masukan individual

12. The learning process using Google meet is not makes me mastery material of speaking English *

- (●) Strongly Agree
- ( ) Agree

13. Using google meet is difficulties in understand the material presented *

- ( ) Strongly Agree
- (●) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree

Tambahkan masukan individual

14. Using Google meet hard for me to remember the subject matter presented by teacher that can be sent back to the teacher *

- (●) Strongly Agree
- ( ) Agree

Appendix 2

No.	Student's Name	Number of students														X
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1	A	5	4	5	5	4	4	5	3	3	4	3	3	5	3	56
2	B	4	5	5	2	1	4	4	4	3	1	3	3	3	5	47
3	C	4	5	4	2	4	4	4	3	2	4	2	4	3	5	50
4	D	5	4	5	3	4	3	4	4	4	4	2	3	5	4	54
5	E	3	5	3	1	4	3	5	2	5	4	3	3	5	5	51
6	F	3	5	5	3	3	3	5	4	2	3	4	5	5	5	51
7	G	5	3	5	5	3	3	3	5	2	4	2	2	3	3	44
8	H	4	4	3	5	4	2	5	3	2	4	2	5	4	4	50
9	I	5	4	5	1	1	2	2	5	4	2	2	5	5	1	41
10	J	3	5	2	2	5	5	5	3	4	3	3	1	5	5	51
11	K	5	2	5	1	3	5	3	4	1	3	3	5	5	4	49
12	L	5	2	5	3	5	2	5	1	4	3	2	2	3	3	45
13	M	5	5	3	3	3	2	5	4	1	3	4	3	5	3	49
14	N	3	3	5	1	5	5	3	2	3	3	2	3	2	2	42
15	O	2	4	4	2	5	5	3	4	4	1	2	4	4	4	48
16	P	5	4	4	4	3	4	3	2	3	2	4	3	4	3	48
17	Q	1	4	1	1	5	5	4	2	1	1	5	3	1	3	37
18	R	4	4	4	2	5	5	4	3	3	2	3	3	4	3	48
19	S	4	4	4	1	5	5	4	3	3	2	3	2	4	2	46
20	T	3	4	4	4	5	5	3	3	3	3	5	3	4	3	51
								$\sum X$								958

If questionnaire consisted of 14 items, the score is classified as follow:

14 x 5 = 70 maximum score

14 x 3 = 42 neutral

14 x 1 = 14 undecided score/ low score

Level of perception	Score
Positive	12
Neutral	2
Negative	0

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Makassar

Head of
English Education Department,

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp 864972 Fax (0411) 861508 Makassar 90221 E-mail: lp3muunismuh@yahoo.com

بسم الله الرحمن الرحيم

Nomer	: 4340/05/C.4-VIII/VIII/40/2021	06 Muharram 1443 H
Lamp	: 1 (satu) Rangkap Proposal	14 August 2021 M
Hal	: Permohonan Izin Penelitian	

Kepada Yth.
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala UPT P2T BKPMD Prov. Sul-Sel
di –
    Makassar

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 6428/FKIP/A.4-II/VIII/1443/2021 tanggal 10 Agustus 2021, menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	:	**ANDI SRI FATUL RAHMAH**
No. Stambuk	:	**10535 1120516**
Fakultas	:	**Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan	:	**Pendidikan Bahasa Inggris**
Pekerjaan	:	**Mahasiswa**

Bermaksud melaksanakan penelitian pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"Students' Perception on English Teaching Using Virtual System Online Learning"

Yang akan dilaksanakan dari tanggal 20 Agustus 2021 s/d 20 Oktober 2021.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katsiraa.

والسلام عليكم ورحمة الله وبركاته

Ketua LP3M,

Dr. Ir. Abubakar Idhan, MP.
NBM 101 7716

09-21

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بسم الله الرحمن الرحيم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa   : Andi Sri Fatul Rahmah
NIM   : 105351128516
Judul Penelitian   : Students Perception on English Teaching Using Textual System Online Learning
Tanggal Ujian Proposal : 03 Juli 2021
Tempat/Lokasi Penelitian : Madrasah Aliyah Guppi Samata

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	31 Agustus 2021	Penyerahan Surat Izin Meneliti	Drs. H. Kaddas	
2	31 Agustus 2021	Pembagian Questioner Secara Online	Drs. H. Kaddas	
3	31 Agustus 2021	Penyerahan Surat Keterangan telah meneliti	Drs. H. Kaddas	
4				
5				
6				

KEMENTERIAN AGAMA RI
MADRASAH ALIYAH
PESANTREN GUPPI SAMATA
AKREDITASI B

Alamat : Jln. H.M. Yasin Limpo No. 42 Kel. Romang Polong Kec. Sumba Opu Kab. Gowa Telp 085299158299

SURAT KETERANGAN PENELITIAN
Nomor : MA. 21.02.03/126/IX/2021

Berdasarkan Surat Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Selatan Nomor 6143/S.01/PTSP/2021 Tanggal 17 September 2021, maka yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Pesantren GUPPI Samata, menerangkan dengan sebenarnya bahwa:

Nama	:	Andi Sri Fatul Rahmah
Tempat / Tgl Lahir	:	Pinrang 21 November 1998
Program Studi	:	Pendidikan Bahasa Inggris
NIM	:	105351120516
Jenis Kelamin	:	Perempuan
Alamat	:	Antang

Telah mengadakan Penelitian Pengumpulan data di Madrasah Aliyah Pesantren GUPPI Samata dalam rangka penyusunan Skripsi/Tesis yang berjudul **"STUDENTS PERCEPTION ON ENGLISH TEACHING USING VIRTUAL SYSTEM ONLINE LEARNING"** Sejak 30 Agustus – 20 Oktober 2021.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Di keluarkan di	:	Samata
Tanggal	:	17 September 2021

Kepala Madrasah,

Muh. Amir. M, S.Pd
NIP. 197102052005011003

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
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بسم الله الرحمن الرحيم

LETTER OF ACCEPTANCE
0300/BG-FKIP/LOA/B/XII/1443/2021

Dear ANDI SRI FATUL RAHMAH

It is our pleasure to inform you that, after review your paper:
STUDENTS' PERCEPTION ON ENGLISH TEACHING USING A VIRTUAL
SYSTEM ONLINE LEARNING
The manuscript ID: 547
Detail checklist

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email		
the author has submitted the manuscript through the open journal system (OJS)		
The manuscript according to the limitations or description of the journal	√	
LoC T has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

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Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

| Terakreditasi Institusi
BAN-PT

CURRICULUM VITAE

ANDI SRI FATUL RAHMAH was born on November, 21st 1998 in Pinrang. She is the First daughter of Abdul Hafid and A.Syahri. She has a sister and a brother. She started her study at SDN No.16 Pinrang and graduated in 2010. She continued her study at SMPS PPM Rahmatul Asri Enrekang and graduated in 2013. Then she studied in SMAS PPM Rahmatul Asri Enrekang and finished in 2016. She was accepted at Muhammadiyah University of Makassar as A Student of English Education Department in 2016.

At the end of her study, she could finish with her thesis under the title " Students Perception on English Teaching using Virtual System Online Learning (a descriptive study at eleventh grade students at MA Guppi Samata Gowa).