

THE USE OF GOOGLECLASSROOM AS AN ONLINE ENGLISH LEARNING PLATFORM FOR CLASS VI SDN BANDUNG 1 DIWEK

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Abstract : How is teacher preparation and How is student engagement in using google classroom as an online English learning platform for class VI SDN Bandung 1 Diwek Jombang To describe the use of google classroom as an online English learning platform involving class VI students at SDN Bandung 1 Diwek Jombang.

In this research, the researcher used a qualitative descriptive research case study which was used to obtain information related to the formulation of the problem. The qualitative design in this study was to obtain and describe some data related to observations, interviews, and questionnaires.

Based on the results of the study, it shows that most students feel happy in learning English through the use of Google Classroom as a learning media platform. Most of the students answered agree on questions number 1 and 9. This means that many students agreed that a collection of assignments in the form of a file can be sent directly to the teacher. This greatly facilitates the collection of assignments, therefore many respondents agree. Most agree that parents can immediately inform in Google Classroom if their child is unable to attend. It is evident that parents find it important to communicate via Google Classroom to inform their child that they cannot attend.

Keywords: *Google Classroom, english learning, platform*

Introduction :

Google Classroom as an online learning media that is chosen by the teacher and has several features that can support learning, those features are assignments, grading, announcements, learning archives, mobile applications, and security. These various features have not been used by the teacher optimally, so that they can help when what to teach in learning English. Students also found some difficulties in using the google classroom platform, namely the lack of understanding of the material, because the material was only presented in the form of several texts. The limitations of the internet network are an obstacle that is felt by some students, although students and teachers have received assistance from the government such as internet quotas, but there are students who experience difficulties when online learning takes place due to signal quality and unfriendly networks. This is because the area of the house is far from the reach of the internet.

The problem encountered when learning online is that using the google classroom platform described above requires an appropriate solution so that learning can run according to learning objectives. There are also several alternative solutions that can be obtained, such as choosing the right platform for online learning, several variations of exercises tailored to the platform that can be used by several media directly in the learning platform. Arief, et al.

(2011) said that the passive attitude of students can be overcome through the use of appropriate and varied learning media. The use of these media can increase students' interest in learning independently. It can be concluded that effective learning media in online learning are media that are able to master and adapt to the needs of students and are adapted to the material being taught. The variety of media used must also be needed so that students do not feel bored when implementing online learning.

Campus Teaching is one of the programs from the Ministry of Education and Culture that provides a platform for all students from various universities to carry out learning activities for elementary and junior high schools affected by the pandemic. Campus Teaching as part of the implementation of the Independent Independent Campus is a strategic program that is very beneficial for students, teachers, and students. In adapting technology, teachers at schools usually use the Whatsapp application when studying online. Therefore, students provide assistance and guidance on several useful applications for online learning. So, teachers can also teach easily and are more innovative in teaching. Based on the results of an interview with one of the scholarship recipients for the Teaching Campus Program 2. Especially for teaching English, because it is not included in the elementary school curriculum. They teach English as a local content by making materials and methods according to students' abilities and knowledge. The material used adapts to the students' abilities such as introducing the alphabet, and some vocabulary about families, and animals. Teaching English to young learners (TEYL) is a challenging task for educators. There is an increasing number of children learning English as a foreign language or second language (Pinter, 2017). In addition to making materials, English learning methods are also very important in teaching students. Of course, a teacher needs to use a learning media application, namely the classroom google application so that the learning atmosphere is not boring and can also attract the attention of students.

Recently, some researchers are examining the use of google classroom in online learning is interesting to be discussed further that related to this research . For example in previous conducted by Hanifah, at al (2021). It investigated that this research want to know how to use the application in online classrooms, what advantages are there on the application in relation to English courses and what obstacles perceived by students and lecturers in using google classroom. The research results showed that the use of this online platform was able to motivate the students in learning English. Other research conducted by Azmil, at al (2021). It investigated that this resarch want to know s to analyze the opportunities and challenges of teachers and students who carry out the online learning process during the Covid-19 pandemic. The result resarch showed that teachers and students got several opportunities and challenges implementing the online learning process during the Covid-19 pandemic. Other research conducted by Aulia Khairani, at al (2020). It investigated that this research to identify the students' acceptance level of the use of google classroom as a platform in Blended-learning and to compare the results between three departments of Language and Arts Department in FKIP

of Universitas Riau. The result research shows that the level of the students' acceptance of google classroom, in general, is Very Good (62%).

From some of the previous studies above, it can be seen there are differences in result and gaps. The previous research above showed that researchers explored the use of googleclassroom as an online english learning platform. Fro the first previous study above by Hanifah et.al (2021) about about relation to english courses and what obstacles perceived by student and lecture. Meanwhile, this study only focuses on the use of Google Classroom as an online learning medium for teachers and students. Another study from Azmil et.al (2021) was about analyzing the opportunities and challenges of teacher and student but in this study only focused on using the use of Google Classroom as an online learning medium for teachers and students. and research from Khairani et.al (2020) about blended learning and the research subject is college student. Meanwhile, in this study, the subjects were elementary school students.

Based on interviewed that I have done with teachers, only a few students responded during learning. When given an assignment only a few students responded well. Students find it difficult when learning takes place because some of them still use their parents' cellphones instead of personal cellphones so that online learning does not run effectively. Difficulties also occur due to the limitations of students in using IT-based learning. Therefore, in this study, researchers will help students and teach how to apply online learning media, one of which is google classroom with the aim of describing the implementation of learning and knowing student responses to the use of google classroom.

Based on my research where last year there was still a pandemic in several schools in Jombang, I was also looking for information here which schools were still using online learning media, namely Google Classroom. By using Google Classroom, teachers can create virtual classes, invite students to join the class, provide information related to the teaching and learning process, provide teaching materials that students can learn in the form of exposure files and learning videos, assign assignments to students, make assignments collection schedules and so on.

Method

Research Design

In the research, the researcher used case study qualitative descriptive research which was used to obtain information concerning with statement of the problems, and the researcher only describes an activity that has been carried out without involving the researcher, because the researcher cannot control the research subject and can only observe. Case Studies, are qualitative strategy in which the researcher explores in depth a program, event, activity, process, or one or more individuals.

Subject of the Research

In this study involved two subjects. They are English teachers and sixth grade students at SDN Bandung 1 Diwek Jombang. There is only 1 English teacher there. This year English subjects are required to be in school and include local content subjects. The teacher just graduated this year and earned a bachelor's

degree in education. Usually, the method used by English teachers when teaching in grade VI is to explain the material while singing so they don't feel bored. The class VI students consisted of 15 students, namely 6 girls and 9 boys in class VI.

Data and Source of Data

The first data was obtained from the results of the observation sheet that had been filled out by researchers and observers to determine the use of the google classroom platform by students. The second data is the result of interviews conducted by researchers with students who have participated in online learning through the google classroom platform, so that researchers can describe the responses of students. Third data sources of data is using questionnaire in this study were students of class VI SDN BANDUNG 1 DIWEK with a total of 15 students and English teachers

Data Collection Procedures

Data collection techniques are the most strategic steps in research because the main purpose of research is to obtain data. Several procedures are going to be done by the researcher for collecting data :

Observation

Observations in this study were carried out to determine the use of google classroom media as an online learning medium in English subjects. In the learning process, the researcher acts as a teacher. Observations were carried out by observers consisting of 1 colleague and 1 English teacher at SDN BANDUNG 1 DIWEK.

Following are the steps in observation:

1. The researcher arranges the question points on the observation sheet.
2. The researcher consulted with the supervisor regarding the observation sheet.
3. The researcher asked permission and asked his colleagues for help to become an observer.
4. Observations are carried out when learning English in class VI through the google classroom platform and the observer fills out the observation sheet with the facts.
5. Researchers and observers conduct learning reflections.

Interview

In this study, interviews were conducted with teachers. Interviews with teachers aim to determine student responses to the use of Google Classroom as an online learning platform. Interviews with observers were conducted to determine the use of the Google Classroom platform and student responses to the use of media from the teacher's point of view.

The following are the steps taken by researchers when conducting interviews:

1. Create and arrange questions.
2. Consult the list of questions to the supervisor.
3. Prepare the interview process support equipment
4. Contact resource persons regarding their availability for interview
5. Explain in advance the intent and purpose of the interview and ask for permission to record the conversation. Then carry out

interviews with informants with the instruments that have been provided.

6. Take notes on important points during the interview.
7. Describe the results of the interviews descriptively.

Questionnaire

The next data collection procedure is to use a questionnaire. A questionnaire is a list of written questions used to collect information provided to other people who are willing to answer according to user requests (Arikunto, 2013). The researcher prepared a questionnaire related to the use of Google Classroom as an online learning media platform in English. After that, the researcher distributed the questionnaires to the participants offline. After the questionnaires were distributed, the researcher coded the students' responses and classified them into positive responses.

Findings

This chapter describes the data that the researcher obtained from the observations during the teaching and learning process in the classroom and from respondents who answered interviews (teachers) and questionnaires (students). The data must be relevant to the research problem. The data is about the use of google classroom as an online learning media platform in English and student responses to the use of google classroom as an online learning media platform in English. All of the collecting data were done two times, so there were two meetings in the research.

Observation

Researchers made observations twice. The first observation was carried out on July 25, 2022, and the second observation was carried out on July 26, 2022. Researchers used a checklist for observations. The use of observation sheets aims to facilitate the observation process. The main focus in this observation is the learning activities carried out by students. Widoyoko (2013) revealed that the observation sheet contains the learning activities to be observed, the observation sheet can be in the form of a check list. The observation sheet is also used as material for further reflection. The data collected in this observation sheet contains the online learning process through the Google Classroom application. The observation sheet contains the initial, core, and final activities.

Based on the first observation sheet, the results of the observations. in the pre activity, the teacher prepares the material in advance to teach, then the teacher opens the class and greets the students, after that the teacher checks the students' attendance, the teacher gives initial questions related to the material. In the core activity the teacher explains the material well, supported by the guidebook used by the teacher in teaching. In addition, the teacher also helps students with difficulties. The teacher provides reinforcement about the material that has been explained. Then, the teacher gives a conclusion about the material, then immediately closes the class.

Based on the second observation checklist, in the pre-activity, the teacher prepares the material first for teaching, then the teacher opens the class and greets the students, after that the teacher checks the students' attendance, the teacher gives initial questions related to the material. In the core activity the teacher explains the material well, supported by the guidebook used by the teacher in

teaching. In addition, the teacher also helps students with difficulties. The teacher provides reinforcement about the material that has been explained. Then, the teacher gives a conclusion about the material, then immediately closes the class.

In the main activity, the positive thing that researchers found was that the teacher explained the material about the parts of the body, so that students could understand the material well. Next, the teacher does a filling exercise about that part of the body. Through this material, students can have fun and enjoy learning about parts of the body, students can remember new words more easily, and then this learning involves friendly competition and keeps students interested.

In the post activity, the researcher only found positive points from the teacher and students, namely: the teacher concluded the material that had been taught, helping students to make conclusions about the material more easily. Finally, the teacher provides reinforcement about the material that has been taught to students, so that students can understand well about the material that has been taught.

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Questionnaire

Questionnaires were made to support data from observations and interviews. Through this instrument, students' problems can also be identified. Questionnaires were given and answered by all grade VI students. The number of students is 15 students consisting of 9 boys and 6 girls. The questionnaire was adopted from (Nanda Denilasari 2018) and distributed to students by taking fifteen minutes after the first break. The questionnaire consists of fourteen questions.

This research uses qualitative research. Data in collect in this study in the form of a questionnaire. Questionnaires given to respondents in the form of statements. The statements given each have a different score there are 5 score choices including strongly agree, agree, undecided, disagree, and strongly disagree. The distribution of questionnaires was carried out to determine the differences in student responses to the use of google classroom.

Questionnaires that have been answered by students in collection to find out the score obtained from the answers and from the scores that have been obtained, then do it an analysis of the score.

Table 4.1. The Originality of the Questionnaire Result

No	Statement	SA	A	Doubtful	DA	SD
1	In the collection of assignments, I can send assignments in the form of files directly to the teacher	0%	73,3%	0%	20%	6,66%
2	If I don't go to school, I'm given the opportunity to work on assignments in the form of files	33,3%	26,6%	26,6%	6,66%	6,66%

3	I feel like I never miss the subject info that is always told in class group	53,3%	40%	6,66%	0%	0%
4	I feel insecure, if my assignment file is sent to the class group	6,66%	6,66%	33,3%	46,6%	6,66%
5	I don't feel panic if my task is lost, because I already saved it in google classroom	6,66%	26,6%	26,6%	33,3%	13,3%
6	With the file storage in Google Classroom, I can easily see my assignments what i've been working on	6,66%	53,3%	33,3%	6,66%	0%
7	I can see the assignments my teacher gave me in file storage	40%	40%	6%	13,3%	0%
8	If I don't remember whether there is homework or not, old man i can remind me	40%	46,6%	6%	6%	0%
9	When I can't go to school, my parents can immediately inform my homeroom teacher via Google Classroom	20%	66,6%	6,66%	0%	6%
10	My parents can monitor learning my activities	33,3%	53,3%	13,3%	6%	6%
11	By using google classroom, I find it easier to collect task in file form	33,3%	46,6%	13,3%	0%	6%
12	The teacher can tell information that has not been conveyed in class	46,6%	46,6%	6%	40%	0%
13	The teacher can give teaching materials in the group if there is material which has not been conveyed in class	26,6%	53,3%	13,3%	0%	0%
14	In my opinion, collecting assignments in the form of	13,3%	6%	40%	26,6%	13,33%

	files are difficult for students					
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The results of the first questionnaire questions strongly agree 0%, agree 73.3%, undecided 0%, disagree 20%, and strongly disagree 6.66%. Judging from the results of the questionnaire, many agree that the collection of assignments in the form of files can be sent directly to the teacher. This greatly facilitates the collection of assignments, therefore many respondents agree. Google Classroom can be a means of distributing assignments, collecting assignments, and even doing homework assessment of the tasks that have been collected. In addition, google classroom provides a discussion forum feature so that lecturers can open a class discussion that can responded to and commented on such as commenting activities on Facebook (Kusuma and Astuti, 2019). This is in accordance with the function statement which can lighten the work. The majority did agree, but there were 20% and 6.66% strongly disagreed. This is because there are still many who do not understand how to use Google Classroom.

The results of the second questionnaire strongly agree 33.3%, agree 26.6%, undecided 26.6%, disagree 6.66%, and strongly disagree 6.66%. A total of 33.3% of respondents strongly agree and 26.6%, because according to him a second chance should be given. Because no human is perfect, forgiving mistakes is the best way. Forgiveness according to Peterson & Seligman (2004) is forgiving someone who has made a mistake; accept the reproach of others; give others a second chance; do not take revenge. And as many as 26.6% of respondents were hesitant to say that if they did not go to school, they were given the opportunity to do assignments. This is because it could be because of feelings of envy, because those who do the task later will get more processing time while those who have collected according to the specified time but the value obtained is the same. There are 6.66% disagree and 6.66% strongly disagree this is because according to him if you don't enter, you don't deserve to be given the opportunity. However, if the assignment is still done on time even though it doesn't come in and doesn't hinder the distribution of the other respondents' scores, that's natural, that's why there are those who disagree and strongly disagree.

The results of the third questionnaire strongly agree 53.3%, agree 40%, undecided 6.6%, disagree 0%, and strongly disagree 0%. 53.3% strongly agree and 40% agree with the statement that respondents feel they have never missed the information that was told in the class group. Because in Google Classroom there is a notification feature like Google Calendar. Not only Calendar, Drive is also a Google product that can be integrated with the use of Google Classroom. All assignment files that students collect will be stored in this Drive. Likewise, when teachers share material, they will upload it to Drive so that it can be easily accessed by students. There are 6.66% who do not agree because it has been mentioned as before that there are still those who do not fully understand this feature because they are not used to using technology properly. There are 0% who

disagree and strongly disagree this is evidenced by the results of the questionnaire that the majority agree with the statement written in number three. And proves that more people understand this feature than those who don't.

The results of the fourth questionnaire strongly agree 6.66%, agree 6.66%, undecided 33.3%, disagree 46.6%, and strongly disagree 6.6%. Some students are not confident when they are sent to class groups because of assignments done by other students. However, there are some percentage of children who are not confident enough. Confidence has to be built. Lauster defines that self-confidence is derived from life experience, which has personality aspects in the form of belief in one's own abilities so that they are not affected by others and can act as willed, happy, optimistic, quite tolerant, and responsible. Maslow stated that self confidence is the basic capital for self-actualization development. With confidence people will be able know and understand yourself. Meanwhile, lack, believe will hinder the development of self-potential. Therefore, self-confidence must be formed from an early age.

The results of the fifth questionnaire strongly agree 6.66%, agree 26.6%, undecided 26.6%, disagree 33.3%, and strongly disagree 13.3%. From the percentage of results, more respondents disagree, because sometimes even though it is stored in Google Classroom, if the signal is lost or other obstacles will still make it difficult. However, if you look at the percentage who strongly agree and agree, there are also many. This proves that most people remain calm if the file has been saved in Google Classroom even though other files are lost. And some are hesitant, most likely because Google Classroom has a period of processing time and so on.

The results of the sixth questionnaire strongly agree 6.66%, agree 53.3%, undecided 33.3%, disagree 6.66%, and strongly disagree 0%. From the percentage results, most agree with the statement that there is a storage area in Google Classroom, making it easier to see assignments. Indeed, it makes it easier to see the assignments given, those that have been submitted, and those that have been graded. There are a small number of people who disagree, because all activities in Google Classroom will be recorded clearly. For example, if you are late in submitting assignments.

The results of the seventh questionnaire strongly agree 40%, agree 40%, undecided 6%, disagree 13.3%, and strongly disagree 0%. Mostly agree with the statement if you can see the assignments that the teacher gives in the form of files. It does exist. However, most of them hesitate because sometimes teachers send files that are not detected by most devices.

The results of the eighth questionnaire strongly agree 40%, agree 46.6%, undecided 6%, disagree 6%, and strongly disagree 0%. Judging from the results of the percentage strongly agree and agree, it can be seen that most parents can remind their children when they forget to do their homework. The role of parents is so big in helping children, including in doing homework. It is the duty of parents to educate their children, even though the child is already in school. Especially in learning where parents

do not escape responsibility by letting children learn on their own without guidance from parents, sometimes the attitude of parents only reminds children only have homework but without guidance do it so that such an attitude causes children to lazy to study. Therefore, parents must always educate their children. The percentage shows that 6% have doubts and don't agree, because there are still parents who are not aware that education is important. So we have to make parents aware. Because if parents are aware of education their children, quality human resources are created, but if people parents who are not aware of their children's education then create resources human beings who are not qualified in the future.

The results of the ninth questionnaire strongly agree 20%, agree 66.6%, undecided 6.66%, disagree 0%, and strongly disagree 6%. Mostly agree (66.6%) and strongly agree (20%) if parents can directly inform in Google Classroom if their child is unable to attend. It is proven that parents consider it important to communicate through Google Classroom to inform their child that they are unable to attend. There is a small percentage of undecided (6.66%), (6%) strongly disagree. Judging from these results, it shows that some parents don't care or it could be due to other things. Because in this day and age there are still parents who are technologically savvy. Due to technology savvy parents, sending information through Google Classroom is less effective.

The results of the tenth questionnaire strongly agree 33.3%, agree 53.3%, undecided 13.3%, disagree 6%, and strongly disagree 6%. Mostly agree (53.3) and strongly agree (33.3%) if parents can monitor learning activities through Google Classroom. Most of these percentages prove that parents are still aware of their obligation to supervise their children's learning process. However, when viewed as a small (13.13%) undecided, (6%) disagree, and (6%) strongly disagree. It can be seen from this percentage that some children do not like it when their parents are too involved in their learning activities.

The results of the eleventh questionnaire strongly agree 33.3%, agree 46.6%, undecided 13.3%, disagree 0%, and strongly disagree 6%. Judging from the percentage agree (46.6%) and (33.3%) strongly agree that the use of google classroom makes it easier to send assignments in the form of files. Because file collection in Google Classroom reduces non-delivery files, such as sending a file in an email, if the email is full, the file will most likely not be sent. Therefore, sending assignments in the form of files on Google Classroom is very helpful. The percentages of undecided (13.3%), disagree (0%), and strongly disagree (6%) indicate that some do not agree, because the file submission in Google Classroom is very limited in size.

The results of the twelfth questionnaire strongly agree 46.6%, agree 46.6%, undecided 6%, disagree 40%, and strongly disagree 0%. According to the percentage agree and disagree (46.6%), this proves statement number twelve that the teacher can tell the information that has not been told in class. Then, some percentages are undecided (6%) and disagree (40%). This percentage proves that the teacher's disapproval of

the statement can provide information that has not been notified in the class by being notified through Google Classroom. Most students do not open Google Classroom when there is no work, so the information provided will not be conveyed to most students.

The results of the thirteenth questionnaire strongly agree 26.6%, agree 53.3%, undecided 13.3%, disagree 0%, and strongly disagree 0%. Looking at the results of the percentage agree (53.3%) and strongly agree (26.6%), this percentage shows such a large number which means that the teacher's statement can provide material that has not been conveyed in class through google classroom. The material given in Google Classroom can be repeated, this is very easy. However, looking at the percentage of doubtful figures of (13.3%) it shows the teacher's doubts can convey material that has not been conveyed in class through Google Classroom.

The results of the fourteenth questionnaire strongly agree 13.3%, agree 6%, undecided 40%, disagree 26.6%, and strongly disagree 13.3%. The percentages strongly agree (13.3%) and agree (6%) indicate that a minority of respondents do not agree that the existence of Google Classroom makes it difficult to send assignments in file form. This is evidenced by the percentage of undecided (40%), disagree (26.6%), and strongly disagree (13.33%). The percentage is higher, which means that sending assignments in file form makes it easier for students.

Discussion

Google Classroom's design purposefully simplifies the instructional interface and options used for delivering and tracking assignments; communication with the entire course or individuals is also simplified through announcements, email, and push notifications (Janzen, M. 2014). The teaching and learning process boldly using Google Classroom starts with creating a Google account for teachers who don't have an account. Then continued with the delivery of material about the use of Google Classroom in the online learning process and the practice of using Google Classroom.

When teachers were asked about the overall effectiveness of Google Classroom, most teachers were neutral because they considered it a small part of their overall teaching strategy. The effectiveness of teaching is the same but it has facilitated me and the students. No improvement in increasing the level of student engagement although it has helped a lot in other areas. I would consider 50% success and 50% failure overall. I found Google's class to be an average tool. It doesn't affect anything on teaching. Communication with students has improved through it. It's just a communication tool. No impact on teaching. Some of them had negative comments on its overall performance.

The presentation of web-based online learning can be more interactive. This online learning system has no access restrictions, this is what allows learning to be done more time. The advantages of online learning have the following advantages:

1. The availability of e-moderating facilities where teachers and students can communicate easily through internet facilities on a regular basis or whenever the communication activity is carried out without being limited by distance, place, and time.

2. Teachers and students can use structured and scheduled teaching materials via the internet.
3. Students can study (review) teaching materials at any time and anywhere if needed considering that teaching materials are stored on the computer.
4. If students need additional information related to the material they are studying, they can access it on the internet.
5. Both teachers and students can conduct discussions via the internet which can be followed by a large number of participants.
6. Changing the role of students from passive to active.
7. Relatively more efficient. For example, those who live far from conventional universities or schools can access it.

The advantages of online learning are also inseparable from various disadvantages, which are as follows:

1. Lack of interaction between teachers and students or even between students themselves, can slow down the formation of values in the teaching and learning process.
2. Tendency to ignore academic or social aspects and instead encourage business or commercial aspects.
3. The process of learning and teaching tends towards training rather than education.
4. The change in the role of the teacher from initially mastering conventional learning techniques, is now required to master learning techniques using ICT (Information Communication Technology).
5. Students who do not have high learning motivation tend to fail.
6. Not all places have internet facilities (related to the problem of the availability of electricity, telephones, and computers). (Taufik.net, 2010)

Conclusion

From the research that has been done on the use of the classroom as an online English learning medium for class VI SDN Bandung 1 Diwek, the researcher concludes that:

Use of Google Classroom as online english learning platform for class VI SDN Bandung 1 Diwek which is internal in nature becomes a problem of Google Classroom-based learning and motivational problems. Problems based on Google Classroom show that there are still students who are not fully proficient in using Google Classroom, it is proven that there are still students who have difficulties when submitting assignments, especially if video assignments must be sent in the form of a link. Besides, the problem of signal and quota is still a problem for most students. Meanwhile, in the problem of motivation, students do not understand the material given through Google Classroom. This happens in addition to students having low ability in English because students feel they understand the teacher's explanation better if it is done face-to-face because students can ask the teacher directly. On the other hand, internal problems can be seen from problems that come from the family and school environment. In the family environment, it was found that there were still parents who did not monitor students when they were doing online learning, most of the students lacked interaction with teachers or other

students so that students seemed passive in online learning, only one, two students were really active in online learning. Some students stated that when the material provided took a long time to send, or when it took time to provide comments for their comments to be sent, students became bored in online learning.

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