

**EFL Students' Perspective of Google Classroom (GCR) Online Learning
During The Covid-19 Pandemic**
*(A Descriptive Qualitative Study at 2nd year students of SMAN 08 Kota
Bengkulu)*

THESIS

Submitted as A Partial Requirement for the degree of *Sarjana Pendidikan* (S.Pd)
In English Study Program Tarbiyah and Tadris Faculty
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RATIFICATION

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MOTTOS

دَرَجَاتِ الْعِلْمِ أُوتُوا وَالَّذِينَ آمَنُوا الَّذِينَ اللَّهُ يَرْفَعِ

**“Allah will raise the status of those who believe among you and
who
are given knowledge by degrees”**

(Surah Al-Mujadila 58:11)

**“Always go with the choice that scares you the most, because
that’s
the one that is going to help you grow”**

(Caroline Myss)

PREFACE

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this proposal entitled Students' Perspective of Google Classroom (GCR) Online Learning during Covid-19 (A Qualitative Study at 2nd year students of SMAN 08 Bengkulu) Pandemic. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that this proposal would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested him during the process of writing this proposal. This goes to:

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8. All of my best friends, especially in English Program of IAIN Bengkulu 2017.
9. My Beloved Asri Kris Candra Wardhani

The researcher realizes that this proposal is still far from being perfect. The researcher hopes that this proposal is useful for the researcher in particular and the readers in general.

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بسم الله الرحمن الرحيم

In the name of Allah, the Most Gracious, the most Merciful All praise and gratitude to be Allah for His continuous blessings which enable me to make completion to this thesis as a part of requirements to my Strata 1 Degree of English Education at IAIN Bengkulu. Peace be upon our prophet Muhammad SAW, who has guided us from the darkness to the world full of enlightenment and knowledge for the better civilization of human beings.

Foremost, the author would really like to show his deepest gratitude towards his advisors: Mrs. Risnawati, M.Pd and Mr. Ferry Susanto, M.Pd for all the efforts to guide the author in compelling this thesis. The instruction and correction given to this paper helped the researcher to further his work with better outcome.

This thesis is the outcome of the study and research that focuses on the Students' Perspective Of Google Classroom (GCR) Online Learning During Covid-19 Pandemic (A Qualitative Study At 2nd Year Students Of SMA N 08 Bengkulu). This research is expected to be useful in the application of e-learning using google classrooms as an alternative to learning about the management of all aspects of e-learning.

Finally, the best efforts made by the author, hopefully this thesis can be useful as a reference for future researchers regarding the management of all aspects of e-learning using Google Classroom. At least, the authors hope that this thesis will be of use to those who plan to conduct similar research in the future.

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Abstract

Novalia Rani Jayatri. *EFL Students' Perspective of Google Classroom (GCR) Online Learning during Covid-19 Pandemic. (A Descriptive Qualitative Study at 2nd year students of SMAN 08 Kota Bengkulu)*. A Thesis of Undergraduate Degree at English Department, Faculty of Tarbiyah and Tadris, State Institute of Islamic Studies of Bengkulu. 2021.

This research aimed to find out the implementation of Google Classroom (GCR) in Online Learning during Covid-19 Pandemic for the second year students of SMAN 08 Kota Bengkulu and to find out the Students' Perspective of Google Classroom (GCR) in Online Learning during Covid-19 Pandemic at SMAN 08 Kota Bengkulu. There were 30 students who participated in this research gathered by using purposive sampling. The research method applied in this current study was a qualitative method. The data were collected through observation, interviews and documentation. To analyze the data, the researcher applied the theory from Miles and Huberman (1994). The result of the first research question showed that Google Classroom was used frequently by the teacher and students to conduct online learning. The result of the second research question demonstrated that only 48,84% of the students were satisfied with the use of Google Classroom. The students were not satisfied the most with the students' indicator of satisfaction, which reached 75%. However, 92,7% of them gave positive feedback towards the instruction delivery. Overall, this result suggested that Google Classroom did not received positive feedback from the majority of the students, with some exception of instruction delivery. The researcher recommended the teacher at SMAN 08 Kota Bengkulu to provide more creative way in online teaching, so students have the opportunity to learn more effectively.

Keyword: Google Classroom, Online Learning, Student perspectives.

Abstrak

Novalia Rani Jayatri. *Perspektif Siswa Bahasa Inggris Bahasa asing tentang Pembelajaran Online Google Classroom (GCR) selama Pandemi Covid-19. (Studi Deskriptif Kualitatif Pada Siswa Kelas 2 SMAN 08 Kota Bengkulu). Skripsi Program Strata 1 Prodi Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Institut Agama Islam Negeri Bengkulu. 2021.*

Penelitian ini bertujuan untuk mengetahui implementasi Pembelajaran Online dengan menggunakan Google Classroom (GCR) pada masa Pandemi Covid-19 pada siswa kelas 2 SMAN 08 Kota Bengkulu dan untuk mengetahui Perspektif Siswa terhadap Google Classroom (GCR) dalam Pembelajaran Online selama Covid- 19 Pandemi di SMAN 08 Kota Bengkulu. Jumlah siswa yang berpartisipasi dalam penelitian ini berjumlah 30 orang yang dikumpulkan dengan menggunakan purposive sampling. Metode penelitian yang diterapkan dalam penelitian ini adalah metode kualitatif deskriptif. Pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Untuk menganalisis data peneliti menerapkan teori dari Miles dan Huberman (1994). Hasil dari pertanyaan penelitian pertama menunjukkan bahwa Google Classroom sering digunakan oleh guru dan siswa untuk melakukan pembelajaran online. Hasil pertanyaan penelitian kedua menunjukkan bahwa hanya 48,84% siswa yang puas dengan penggunaan Google Classroom. Siswa paling tidak puas dengan indikator kepuasan siswa yang mencapai 75%. Namun, 92,7% dari mereka memberikan umpan balik positif terhadap penyampaian instruksi. Secara keseluruhan, hasil ini menunjukkan bahwa Google Classroom tidak menerima umpan balik positif dari sebagian besar siswa, kecuali dalam penyampaian instruksi. Peneliti merekomendasikan kepada guru di SMAN 08 Kota Bengkulu untuk memberikan cara yang lebih kreatif dalam mengajar online, sehingga siswa memiliki kesempatan untuk belajar lebih efektif.

Kata Kunci: Google Classroom, Pembelajaran Online, Perspektif Siswa

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CHAPTER I

INTRODUCTION

A. Background

Education is an effort to advance the development of human potential to be able to carry out the tasks given, because only humans are educated and educated. (Makmun, 2011) In the 21st century, there has been a very rapid development of science and technology. This is marked by the existence of information and communication technology that has a fast and widespread omnipresence in all areas of life, including the world of education. In short, information and communication technology is an interactive medium that is used to communicate over long distances as part of the exchange of information (a means of sending and receiving messages over long distances).

The development of science and technology in global education requires teachers to be more creative and innovative in the learning process to achieve learning objectives.

According to Himmi, the learning process plays an important role in improving the quality of education. This will create a learning atmosphere that can stimulate students' ability to explore and discover their potential optimally in a creative, innovative and fun way. Learning is currently moving towards modernizing activities using advanced technology in the hope of helping students understand the material. (Hamm, 2017)

The Covid 19 pandemic has created many changes to almost all aspects, including education. The Minister of Education and Culture has issued a policy

Number 36962 / MPK.A / HK / 2020 which decided that schools should conduct online Learning and people must work from home as an attempt to reduce the risk and prevent the Spread of the pandemic. (Arora AK, 2020). Therefore, the system of learning experienced changes to online system, compared to offline system. The aim of conducting online learning is to provide opportunity of learning for students coming from various regions. As stated by (Haase, 2001) online learning is a structured teaching and learning process with the aim of using an electronic or computer system so that it is able to support the learning process. Online education refers to learning and education conducted where the students and teachers are not in the same room, and it appeared as the most prospective sector of distance learning in the last few years. (Golek, 2004)

In this case, educators must have the skills and abilities to think creatively and innovatively to collaborate with students in the learning process. Online learning (e-learning) is a modern, contemporary and technological form of learning, which is carried out not directly between teachers and students but online via the Internet. According to Dogmen, online or distance learning is learning that emphasizes independent learning. (munir, 2012) With the era of technology that continues to develop, the learning process aims to make good use of technology. One of them is Learning Online Using Google Classroom.

One method to support distance learning is Google classroom, This is a free web service developed by Google that aims at face-to-face, distance learning process that combines Google Drive for assignment creation and submission, Google Docs, Sheets, and Slides for writing. , Gmail for communication, and

Google Calendar for scheduling (Nagele, 2017). Available for free, ad-free, Can log in on a cellphone or laptop, the login process is fast and very easy, automatic data storage is centralized on Google Drive. However, behind the advantages, there are shortcomings in Google Classroom, including the appearance that is less attractive, if Google Drive is full of files, it cannot be sent.

Since March 2020, since the government has urged all schools and colleges not to do face-to-face learning, SMAN 8 Kota Bengkulu is one of the schools that has used e-learning as a learning medium where e-Learning learning activities at the school take advantage of google classroom. here have different perceptions about distance learning because distance learning is considered there is what is expected and some is not what is expected.

Both teachers and students must have a broad knowledge of how to apply this google classroom In online learning during the pandemic, and of course students' perspectives arise, it can be understood that what is meant by perspective is where something is viewed from a certain point of view to be known or to know something to be observed.

In fact, students are slowly adapting to new learning methods. The motivation of SMAN 8 Bengkulu students in facing the COVID-19 pandemic decreased slightly because students were bored with conventional learning methods. However, the teacher always presents and tries to convey the material in an interesting way so that students are not easily bored and also easy to understand. Therefore, the existence of online learning makes students more enthusiastic because of the many facilities available. Using Google Classroom

tools, students can access it from anywhere. However, some SMAN 8 Bengkulu students are still experiencing problems, including signal problems, as it is known that most of the SMAN 8 Bengkulu students come from villages that do not yet have a good internet connection.

However, the school also offers other options such as recording homework offline by coming directly to the school. At SMAN 8 Bengkulu, a special location for offline collection has been provided for students who are still experiencing signal problems. Along with the face-to-face learning plan according to government guidelines with the condition that children follow medical procedures, SMAN 8 Bengkulu also prepares various preparations such as temperature checks before entering the school zone. , wash your hands, provide hand sanitizer. , establish physical distancing by providing space between benches, mandatory wearing of masks, and there are also posters of efforts to prevent Covid19.

Based on interviews conducted on February 25, 2021, there were several obstacles in using Google Classroom (GCR), namely: Network (unstable internet connection), SMAN 8 students have not fully mastered the use of GCR, Interaction between teachers and students is still lacking (students feel embarrassed to ask questions or comment to the teacher about lessons or difficulties experienced in doing assignments given in Google Classroom).

Based on the explanation above, the researcher conducted further research entitled: EFL Students' Perspective of Google Classroom (GCR) Online Learning

During The Covid-19 Pandemic (A Descriptive Qualitative Study at 2nd year students of SMAN 08 Kota Bengkulu)

B. Identification of the Problems

Based on the preliminary research, the problems identified were:

1. Network (unstable internet connection)
2. Students at SMAN 8 have not fully mastered the use of the GCR
3. Interaction between teachers and students was still lacking (students felt embarrassed to ask questions or comment to teachers about lessons or difficulties experienced in doing assignments given in Google Classroom).

C. Limitation of the Problem

This research only focused on:

1. The implementation of online learning for English language students using Google Classroom in the time of Covid-19 Pandemic for the second year students of SMAN 08 Kota Bengkulu.
2. The students' perspectives of online learning for English language students using Google Classroom in the time of Covid-19 Pandemic at SMAN 08 Kota Bengkulu.

D. Research Questions

1. How was the implementation of online learning for English language students using Google Classroom during the Covid-19 Pandemic for 2nd grade students of SMAN 08 Kota Bengkulu ?
2. How were the students' perspectives of online learning for English language students using Google Classroom during the time of Covid-19 Pandemic of SMAN 08 Kota Bengkulu?

E. Research Objectives

1. To find out the implementation of online learning using Google Classroom during the time of Covid-19 Pandemic for the 2nd year students of SMAN 08 Kota Bengkulu.
2. To find out the Students' Perspective of online learning using Google Classroom during the time of Covid-19 Pandemic of SMAN 08 Kota Bengkulu.

F. Significance of the research

The results of this study were expected to be of benefit as the following:

1. For the Teacher at SMAN 8

This researcher hoped that this research was useful and become input for teachers and students at SMAN 8 Kota Bengkulu in the implementation of e-learning using google classrooms as an alternative to learning during the current Covid-19 pandemic.

2. For the Teacher at Schools

This research was expected to help the teachers in general about how to implement Google Classroom which functions as an alternative in the time of the pandemic Covid-19.

3. For the Next Researchers

This research was expected to be a reference for future researchers regarding the management of all aspects of e-learning using Google Classroom.

G. Operational definition of key terms

1. Online Learning Using Google Classroom

Online learning refers to the process of teaching and learning that makes use of the internet as well as digital media in providing material, one of them is using Google Classroom, which is defined as a web service under the license of Google for a face-to-face, distance learning process used together with Google Drive in creating assignment and material delivery, Google Sheet, Google Docs, and Slides for writing and Gmail for communications. The other feature can be found is Google Calendar to create learning timeline and schedule. (Nagele, 2017).

2. Students Perspective

The students' perspective refers to their tendency toward something, conceptual framework, other individuals, social condition, or institution, which result from either personal experience or observation. (Finch, 2012).

Perspective may be defined from physical psychological and physiological perspective. In this study, it will be limited to its scope as mentioned by Allport (1996) who described that perspective as the way we judge or evaluate others.

Furthermore, Eggen and Kauchak gave cognitive dimension of perspective; they see perception as the process by which people attach meaning to experiences (Eggen & Kauchak, 2001). This is in line with Forgas' explanation that perception encourages all processes associated with the recognition, transformation, and organization of sensory information (Forgas, 1966).

3. Google Classroom

Google Classroom is defined as a product from Google connected to other services, such as Drive, Youtube, Gmail, Hangout, and a deep calendar with various kinds of facilities to help teachers conducting teaching and learning activities. On August 12, 2014 was this helpful software introduced by Google as an integral part of Google Apps for Education (GAFE) (Sukmawati, 2019). Google Classroom is a free, internet-based collaboration tool developed by Google as part of G Suite for Education for creating, distributing, and grading assignments. With a Google account, educators can use the platform to create a virtual classroom, invite students to attend live instruction, and record students' grades. The ultimate goal of Google Classroom is to make a

simple and streamline process of sharing files between students and teachers.

CHAPTER II

LITERATURE REVIEW

A. Online Learning

1. The definition of Online Learning

Online learning is a structured teaching and learning process with the aim of using an electronic or computer system so that it is able to support the learning process. (Haase, 2001) Online learning is a form of distance learning or distance education, and it has become the largest sector of distance learning in recent years. (Golek, 2004)

Based on the various definitions as have been given above, distance education can be understood from the following characteristics; teacher student separation, students' accountability and independence, teachers' creativity in managing, instructional resources, and using technological innovation as instructional media.

Online learning has many types and models, all types will be good, as long as we apply the principles of on-line learning well and with quality. In terms of the interaction scheme, online learning can be distinguished between synchronous and asynchronous forms (Puskom, 2013), (Seluakumaran et al., 2011). Synchronous, meaning that the learning process is carried out on the same schedule, thus allowing direct interaction between lecturers and students and between students and students at the time of learning.

Meanwhile, asynchronous allows students to study at different times within a set time range, so that interaction and communication take place indirectly. Of course, both schemes promise their respective advantages and disadvantages, so they need to be adjusted according to needs.

Synchronous, meaning that the learning process is carried out on the same schedule, thus allowing direct interaction to occur. When viewed from the learning scheme, (Zainul et al., 2020) distinguishes learning into three types, namely conventional learning, blended learning, and fully on-line learning.

Conventional learning is learning that is carried out directly through face-to-face in ordinary classes, while learning with blended learning, which is using IT as a support for conventional learning, by combining IT assistance in part of the learning process, for example by using the internet to distribute teaching materials or get additional teaching materials, both offline and online (Bersin, 2004). While fully online learning, namely the full learning process using the online system in all learning components. Fully Online Learning absolutely must be supported by the existence of a Learning Management System (LMS) which is in charge of integrating all learning processes in an integrative manner, starting from the curriculum, materials, processes, and evaluation (Aydin & Tirkes, 2010). Through the LMS allows all forms of learning media to be used in an integrated manner in a learning management (Saputro & Susilowati, 2019), (Schwartz et al., 2020).

Online learning is not enough to simply transfer teaching material directly into material that is delivered on-line, but one of the most important things in

online learning is how lecturers can interact with their students. (Belawati, 2019), (M. Giatman et al., 2019) through appropriate and effective learning instructions so that the learning process itself can run well, so that the defined learning outcome can be achieved and owned by students. Building trust, motivation and awareness of student learning needs to be raised and developed by lecturers through instructional learning prepared by the lecturer. Checking assignments and providing feedback to students is the first step in building confidence, motivation and awareness of this learning (Belawati, 2019).

2. Online language learning

The COVID-19 pandemic has accelerated the development and implementation of online language learning. Educators must adjust the mode of learning from face-to-face learning to remote or online learning (Murphy, 2020; Tan et al., 2020). Indeed, the benefits of digital tools have been long documented. Digital learning tools in the Indonesian context through computers and phones have strengthened language learning (Wulandari & Pasaribu, 2020). Studies also show how these tools improve students' writing (Prasetyawati & Ardi, 2020; Pasaribu, 2016), listening (Abdulrahman, Basalama, Widodo, 2018; Silviyanti, 2014), reading (Nurhasanah, Sulisty, Agustiani & Ulya, 2020), and speaking skills (Wulandari, 2019).

Furthermore, the use of technology in the Indonesian context promotes learner autonomy (Ardi, 2017), reduces anxiety (Pasaribu, 2016), and improves critical thinking skills (Wulandari, 2019). Silviyanti (2014) found out that students find listening to Youtube videos are both easy and interesting.

Meanwhile, Abdulrahman, Basalama, and Widodo (2018, p. 23) suggested that podcasts provide “authentic materials, interesting activities including listening exercises and meaningful tasks” for students. Nurhasanah, Sulisty, Agustiani, and Ulya (2020) quantitatively found that students have a positive perception of reading through the use of the Internet. Wulandari (2019) explained how the use of Instagram Vlog can improve learners’ speaking proficiency. In developing writing skills, Indonesian EFL students have experienced writing anxiety (Arindra & Ardi, 2020), but the use of technology is considered able to reduce their anxiety (Pasaribu, 2016). These studies have all suggested that learners have positive perceptions of technology enhanced classes. It is confirmed by Wulandari, Harendita, and Ayu (2019) who suggest that both Indonesian teachers and learners at a university prefer the use of technology. Seeing the advantages of online learning, universities worldwide have encouraged the use of online learning.

There are three types of online learning (Allen, Seaman, and Garrett, 2007) presented in Types of Courses (Allen, Seaman, & Garrett, 2007)

Percentage of online instructions	Types of courses	Descriptions
0%	Face-to-face courses	Courses that do not involve technology.
1-29%	Technology enhanced courses	Subjects that involve a small proportion of online materials or instructions, such as posting online materials, submitting assignments, and announcements.
30-79%	Blended courses	Courses that implement significant amount of online learning activities, learning process, and learning assessment.
80-100%		These courses also include best practices of face-to-face learning.

Fully online Courses that are predominantly delivered online or 80% or more. As stated earlier, during COVID-19, teachers and students must alter these types of courses to a fully online class following the government's decree.

However, adjusting face-to-face to online learning requires more work than we expect (Dhawan, 2020). The effectiveness of online learning remains questionable with regard to its technical facilities, students' preparedness, and teachers' preparedness. To investigate further on this issue, we must hear from the students how

3. The Implementation of Online Learning In Indonesia

Online learning is divided into past, present, and future rationales and methods. (Roblyer, 2004). In the past rationales and methods, he described the correspondence learning model. This approach used regular post office mail to asynchronously connect teachers and students through the educational institution. The teachers designed instruction such as lessons, readings, and assignments to be sent to the students. Then students were supposed to work on the assignments and mailed them back to the teachers. Different from the past model, present rationales and methods emphasize using electronic means to support instruction. This approach uses radio, television, satellite technology including fiber-optic communication system to connect teachers and students. He also noted that the future model of distance learning is an interactive video-and-audio model that involves the activities of teachers and students to exchange information as if they are in the same place

B. Google Classroom (GCR)

1. Definition of Google Classroom (GCR)

Jonathan Rochelle is a technology project manager and entrepreneur. He currently serves as Chief Product Officer at Zapier, where he oversees the product, architecture, and user experience research departments that focus on workflow automation devices. He was previously Director of Product Management at Google, where he founded the Google Apps for Education product team and oversaw the creation of Google Classroom, Go, and other Google Apps for Education products.

Google Classroom is defined as a product from Google connected to other services, such as Drive, Youtube, Gmail, Hangout, and a deep calendar with various kinds of facilities to help teachers conducting teaching and learning activities. On August 12, 2014 was this helpful software introduced by Google as an integral part of Google Apps for Education (GAPE) (Sukmawati, 2019). Google Classroom is a free, internet-based collaboration tool developed by Google as part of G Suite for Education for creating, distributing, and grading assignments. With a Google account, educators can use the platform to create a virtual classroom, invite students to attend live instruction, and record students' grades. The ultimate goal of Google Classroom is to make a simple and streamline process of sharing files between students and teachers.

The Google classroom is available as a tool for developing teaching and learning process all over the world. A study that has implemented in

Indonesian tries to investigate the importance of this e-learning tool for both students and faculty members. It focuses on certain factors that rely behind the poor engagement of students in Google classroom. The most important findings emphasize the fact that students prefer the engagement in Google classroom where the teachers have passive roles rather than being engaged in a class where the teachers have more active roles. However, when the Google classroom is compared with Facebook, the Google classroom suffers from certain limitations. Google classroom can have an effective role in developing the learning abilities of with learning disabilities as it is shown in a study by who proposes that the Google classroom can be effective in social studies and it can improve students' learning abilities in the field of vocabulary development and unit-test.

The study shows that although the students can increase the number of the vocabulary, but they still suffer from certain limitation at the level of content knowledge in comparison with the knowledge obtained based on the textbook and printed material as teaching resources. Within the domain of self-learning and self-development, a study carried by who put more emphasis on the role of Google classroom as a self-directed learning tool in chosen courses. It has been found that self-satisfaction on the students' behalf is evident when it comes to the usage of Google classroom due to its usefulness, easy to use, and its practicality in accomplishing the intended tasks.

Accordingly, Google Classroom can be used as an effective tool in active learning. This view is supported by where the paper shows that teachers can constantly control their observations, surveys, and analyses of student demography through Google classroom technology. They can design their courses to suit students' satisfaction on the used method of learning. The effective use of online learning technology can pave the way to a better design of online training courses for instructors and educational support programs that allow students to succeed in the online environment. This implies that Google classroom can be integrated with other software such as data mining to increase the chances of flexible usage.

(Martínez-Monés, 2017) stated that Google Classroom is a term refer to an internet-based service which Google provides as a system applied in e-learning. The purpose of this service is to provide help to teachers in creating and distributing tasks without using papers. To apply this service, one would need a Google account. Moreover, it is only educational institutions with Google Classroom which use this service.

From the definition above, it can be concluded that Google Classroom is an educational tool that is provided by Google created to help teachers and students at schools across the globe to conduct e-learning with some facilities such as creating, distributing, and grading assignments online and which is integrated to tools such as Docs, Sheets, Slides, Gmail, and Calendar.

Google classroom was launched in 2014; therefore, studies related to the effectiveness of Google classroom are limited. (Shaharane, 2016)

analyzed Google classroom's active learning activities. They used TAM (Technology Acceptance Model) to study the effectiveness of the activities posted on the platform. Results of 100 students revealed that comparative performance of Google classroom was far better in the areas of communication, interaction, perceived usefulness, ease of use, and overall students' satisfaction.

Similarly, ((Espinosa, 2017) conducted a research to evaluate the functionality of Google classroom as a Learning Management System (LMS). The study found that cost was the primary reason for the adoption. Collaborative learning through assignments was viewed as an extremely effective tool for enhancing student engagement. (Chuang, (2016)) conducted an action research in Taiwan in which they used Google classroom with the integration of peer tutor mechanism for 6 th grade students. Students held a positive perception regarding the use of Google Classroom. The learning objectives were also achieved.

Martínez-Monés et al. (2017) called for an integration of learning analytics with Google classroom as they believed that this is a major limitation of the emerging tool. So far, to the best knowledge of the researcher, all the research conducted on Google classroom have indicated a positive response from the students. None of the research has focused on taking into account the teacher's perceptions of the effectiveness of Google Classroom. The role of teachers in the adoption of any new learning

methodology should not be ignored as they are the central figure in the transformation of educational practices.

2. Integrating Technology in Classroom

Educational institute's management or administration has a major role to play in integrating technology in classrooms as they have to finance or manage the process and ultimately decide to what extent they plan to use technology. Öznacar & Dericioğlu (2017) conducted a research in high schools on the role of administrators in the use of technology in which they discovered that the administrators held positive beliefs regarding integrating technology in the classroom. One of the many reasons for the failure of not successfully integrating technology was that the administrators believed that 80% of their teachers were not technologically aware to use it effectively; hence, the project failed.

Another study by Machado & Chung (2015) showed the same findings in which they studied the role of the principal in the process of integrating technology in the classroom. Findings revealed a strong belief of principals of teachers' lack of technical training and competency which was preventing the schools from technology integration. Samy et al. (2008) consider teachers' acceptance as an important factor in the effective use of technology in classrooms. The role of administrators is to facilitate the training and infrastructure for the teachers; however, ultimately it is the teacher who has to enhance the use of technology with the students.

The educational technology, at the moment, is not transformative alone, student learning can improve only through a teacher; therefore, it is absolutely essential that teachers' acceptance of technology is present. Blair (2012) has mentioned two elements in providing an environment for technology integration.

First, teachers need to place technology into the hands of students carefully by selecting the right mediums. Second, technological tools should be constantly evolving to enhance problem-solving, innovation, decision-making, and teamwork.

3. Implementation of Google Classroom Learning

- a. Understanding Learning Miarso (2004: 528) interprets the term learning as an effort to manage the environment intentionally so that a person forms himself positively in certain environmental conditions. The word learning comes from the basic word "learning" which means a process characterized by changes in a person. Changes as a result of the learning process can be shown in various forms of changes in knowledge, understanding, attitudes and behavior of skills, abilities, habits, and changes in other aspects of the individual who is learning (Sudjana, 2000: 28).⁷ Based on the above definition, the authors conclude that learning is an interaction process in which there are learning activities to try to acquire knowledge either directly or indirectly.
- b. Implementation of Learning is a process that is arranged in such a way according to certain steps so that the implementation achieves the expected results (Sudjana, 2010: 136). According to Bahri & Zain (2010: 1) The implementation of learning is an activity that has educative value, educational value colors the interactions that occur between teachers and students. Interactions that have educative value are because the implementation of learning carried out is directed to

achieve certain goals that have been formulated before the implementation of learning begins.

4. Google Classroom features

The features contained in Google Classroom are as follows:

a. Single View for student assignments

(Fitrieningtias, 2019) Classroom has a page for all students that displays all their work in class. By setting the display, students get a view of the teacher and the progress of assignments can be seen by students. In addition, filters can also be used to view each assignment, assignments that have been graded and submitted to students, even missing assignments.

b. Class Arrangement

This feature enables teachers to organize and arrange classes based on the criteria that they have set up beforehand, such as daily schedules of daily activities or workload of priorities.

c. Decimal Grading

Decimal grading will be more accurate and reliable using the help of Classroom, compared to the manual way. It is because application can do better than human beings.

d. Transfer of class ownership

What this feature offers is the opportunity for the admins and teachers to transfer their Google Classroom class to their colleagues, with no need of creating a new class.

e. New Class Integration

Teachers and other application such as Quizizz, Edcite and Code.org. can be integrated easily using the feature of New Class Integration.

f. Code display class

This feature allows teachers to display the class code on the full screen in order to make it easy for students to join a new class.

g. Sending the Google Form Quiz score to Class

Using quizzes via Google Forms, teachers can perform real-time assessments of students. then, grades from previously created quizzes can be directly imported into Google Classroom for students to see their grades.

h. Putting a profile picture

This feature makes it easy for both teachers and students to change the profile picture according to their needs via their mobile phone

5. The Implementation of GCR in Education

a. Beginning to Apply Google Classroom

- 1) First, we have to sign into the Google account and look for the Google product.
- 2) Secondly, sign into the Google classroom account, where we find several menus: flow/stream, activities of students and people/class work.

- 3) The next is Stream that can be used to create announcements, see the flow of materials, quizzes, tasks or discuss ideas, that the teacher gives. The teacher may use Classwork feature to create pre-test, post-tests, mini quiz, or upload the assignment and material and make a reflection.
 - 4) In menu People, the teacher may invite his or her students to use the access the code on the people bar, or let other teachers as collaborators.
 - 5) The types of material may be uploaded on the classwork bar may be in the file format of excel, word,pdf, power point, or video.
- b. Using Google classroom trough smartphone
- 1) Google classroom can be downloaded from Play Store by typing the keyword Google Classroom.
 - 2) When the download is successful, the application will be on the screen, which is a green box with the title Google classrooms.
 - 3) To start use the application, click on the "+" sign located on the top of the toolbar, where we will be given two options: joining the class or creating a class.
 - 4) As for students, joining a class can be done by using the code or link given by the teacher. (Yates, 2017)

C. Students' Perspective

1. Definition The students' perspective

The definition above The students' perspective, it can be understood that what is meant by perspective is where something is viewed from a certain point of view to be known or to know something to be observed. refers to their orientation toward an item, person, concept, institution, social process, or situation, and is indicative of their web of beliefs and perceptions, based on either direct experience or observational learning.(Finch, 2012).

Perspective may be defined from physical psychological and physiological perspective. In this study, it will be limited to its scope as mentioned by Allport (1996) who described that perspective as the way we judge or evaluate others.

Furthermore, Eggen and Kauchak gave cognitive dimension of perspective; they see perception as the process by which people attach meaning to experiences (Eggen & Kauchak, 2001). This is in line with Forgas' explanation that perception encourages all processes associated with the recognition, transformation, and organization of sensory information (Forgas, 1966).

Based on the explanations of perspective above, it can be related to the process of learning where the students gain information through experience and becomes part of one's storage of facts. In other words, students can have a perception towards something if they have experienced the process as mentioned by Forgas. Thus, the way the students perceive the teacher's language use in the classroom may significantly affect the students' academic performance.

According to . (Robbins, 1996.) perspective is a process by which individuals organize and control their inner impressions to feed their environment.

While the notion of perspective according to (Martono, 2012) is a way of looking at a problem that occurs, or a certain point of view used in viewing a phenomenon.

Meanwhile, the notion of perspective according to (Ardianto, 2007.) is our perspective or point of view on something

According to Joel M Charon perspective is in the form of a conceptual framework, a set of assumptions, a set of values and a set of ideas that influence a person's perception so that in the end it will affect a person's actions in certain situations. (Charon, 2012)

According to Yolanda Williams, a psychology professor; can be defined as our way to recognize and interpret information we've gathered through our senses. (Williams, (2018))

D. English as a Foreign Language (EFL)

English as a foreign language is an international language that has a very important role for smooth interaction between various countries. Departing from the development of science and technology as well as the demands of an increasingly advanced and modern era, it takes a mastery of foreign language skills, especially English as an international communication tool. This is so that we as Indonesian citizens are able to compete in the world arena and are able to

socialize with free market players in this era of globalization. In Indonesia, many opinions say that learning English is very important for anyone, both young and old, from school children, ordinary people, workers, entrepreneurs, students, even housewives.

This is caused by factors of geography, communication, access to information. There are three plausible reasons for the importance of English for users. First, most of the countries around Indonesia use English as their first or second language, such as Singapore, Malaysia, the Philippines, Australia, New Zealand, and Papua New Guinea. Geographical factors are the first reason why Indonesians need to learn English. Second, English needs to be studied because of its widespread use as an international communication language. An easy-to-see example is in the world of tourism. The tourists who travel in foreign countries usually use English to be able to communicate with the citizens of the native countries they visit. And third, English is used to convey information contained in the world. We can take an example from the internet, most of the information provider sites on the internet are in English. Not only on the internet, there are also many books that use English.

English is a very important foreign language to be learned and mastered, especially by the younger generation, especially students (<http://els.pppkpetra.or.id/index.php>) because English is the most frequently used international language. That is, English is recognized and used by various people around the world to communicate. English is the most widely used language in the world, which is why parenting is needed for learning English for children

English has a very important role in entering the era of globalization whose function is not only as a tool or medium for communicating between nations but is increasingly broad and important, namely as a language in various disciplines of science, technology, socio-economics, culture, and even art. learning English from an early age is highly recommended. English education will be ideal if it starts at an early age, especially before they turn 12 years old. This is because a child has a golden period for the development of a child's language.

They are capable of learning any language like native speakers and so this period should be made the most of it. However, because in Indonesia English is not the mother tongue, but as the first foreign language. The community's need for English language skills so rapidly is the reason for the importance of learning English. <http://inspirasikumisku.blogspot.co.id/2015/05>) This is evident from the many information that uses English as a medium of communication in both oral and written forms. The use of English has spread to almost all corners of the world. The popularity of English is not merely an attempt by the first category of countries (inner circle countries) to spread their language, but rather to the world community's awareness of the importance of mastering English.

Therefore, Indonesia as a developing country, the application of the use of English is still too minimal, its existence is only found in certain places, especially in big cities, where its use is for formal purposes. On the other hand, in areas far from urban areas, it is still very difficult to find the use of English to interact and communicate among people. By introducing English as early as possible, which is

a trend nowadays, it will provide space for the nation's young generation to understand how important it is to learn English.

Mastery of English should not only be obtained from school, but there are many institutions that take part in the effort to learn English. Learning English is not something that can be underestimated, or simply ignored, because its use is concentrated in every sphere of life which is one of the keys to achieving success in this modern life. This is a suitability for interacting with other world communities, so that mutually beneficial relationships emerge and of course can enrich ideas and broad ideas about the pattern of development in life in many ways.

Learning English is also solely because of the rapid global competition that leads us to always compete to be better from time to time. So mastery of only one language (mother tongue) is very difficult to achieve goals in this modern global competition arena. Therefore, changes and improvements to English learning will continue to be improved so that it is hoped that learners can more easily understand and interpret the importance of mastering English as a whole, and based on the rules that have been set and mutually agreed upon.

In the era of globalization as it is today, the reasons for learning English have expanded with the start of free trade so that English is the most widely used language in the world. The importance of learning and mastering English, among others: English is the language most often used by foreign language speakers around the world; Mastering English can increase your value and will be more appreciated in the international world of work.

E. The Impact of Covid-19 Pandemic on Education In Indonesia

The Corona Virus (Covid19) pandemic outbreak has revolutionized the lives of the world community frontally and very quickly. Covid-19 was first detected in Wuhan City, Hubei Province, China in December 2019, and on January 30, 2020, WHO declared the status of the 2019-nCoV outbreak a Global Health Emergency.

Furthermore, on March 11, 2020, the World Health Organization (WHO) declared Covid-19 a pandemic (Sohrabi et al., 2020). Pandemic (Pandemic) according to the Big Indonesian Dictionary (KBBI) is an epidemic that has spread simultaneously everywhere, covering a wide geographical area. As of 23 April 2020 alone, it was reported that more than 210 countries and regions had contracted Covid-19 (Dong et al., 2020), (Xie et al., 2020). In Indonesia, Covid-19 was detected and announced directly by the President of the Republic of Indonesia, Joko Widodo, on Monday, March 2, 2020 (Abdillah, 2020), confirmation, 556,335 cases died, with 167 countries having been infected. Meanwhile, in Indonesia, 75,699 were recorded positive, 35,638 recovered and 3,606 died. Based on the data above, it can be understood how Covid-19 has had a tremendous impact, not only in terms of public health, but also social, cultural, economic, scientific and technological problems, in fact it is not impossible to lead to geo-political problems (Yunus & Rezki, 2020). Besides that, Covid-19 has also proven to be able to accelerate the Industrial Revolution 4.0.

Appearing for the first time in Wuhan, China and spreading around the world, coronavirus disease 19 or better known as COVID-19 is a highly contagious and pathogenic virus that comes from the severe acute respiratory syndrome

coronavirus 2 (SARS-CoV-2). (M. Adnan Sheeren, 2020). In Indonesia, cases of Covid19, which is also a virus also known as an infectious disease caused by a newly discovered virus called the corona virus, recorded more than 76,981 confirmed cases, 36,689 recovered cases, 36,636 cases under treatment, and 3,656 deaths, all of which occurred in 34 provinces and 461 districts/cities. (Ministry of Health, 2020)

This pandemic also has an impact on education in Indonesia. Therefore, through the Letter of the Minister of Education and Culture Number 36962/MPK.A/HK/2020, the government decided that learning was done online and work was done from home. This is done to reduce the risk and prevent the spread of Covid 19. (Arora AK, 2020). Government policies have an impact on the face-to-face learning system, which is now online. It is hoped that with the implementation of online learning, students from various regions can access knowledge even though they do not come to schools.

Efforts are being made to prevent the spread of Covid-19, namely by implementing physical distancing, maintaining physical distance, and staying at home. All leaders of State and private Universities have issued Circulars during the Covid19 pandemic that all Teaching and Learning Activities are replaced with online learning methods. For practicum activities, seminars, guest lectures and student extracurricular activities are rescheduled and adjusted to the Covid-19 situation.

Universities anticipate Covid19 by implementing online learning. Utilization of technology in online distance learning can be done by utilizing internet network

facilities. The use of technology makes it easier for students and lecturers to conduct lectures, even in different places.

Online interaction allows lecturers and students to be in different places. Conditions in different places at that time of course prevented physical contact and encouraged the application of social distancing. Social distancing is an action to prevent the spread of COVID-19.

Student participation in lectures can be increased by online learning. The use of technology in learning is done to overcome task completion and decision making. The purpose of online learning is to maximize the provision of lecture information that can be accessed in a flexible way. (SCH Hoi, 2018)

F. Mental Children during the Covid-19 Pandemic

Beware of Mental Changes in Children During a Pandemic During this pandemic, the situation becomes uncertain. Various aspects of life are affected. The impact of the COVID-19 pandemic is not only felt by adults but children are also very vulnerable. Children get a new habit that has not been obtained before, namely learning from home. Unable to meet to learn and play with teachers and friends.

There are several signs of behavioral changes and are early warning signs of mental changes in children that can be noticed. Here are the signs to watch for:

- Regressive Behavior Regression is normal behavior during periods of stress and uncertainty. According to therapist Noel McDermott,

as reported by The Union Journal, in general we will all experience a slight setback in our functioning during this major transition. According to him, children will experience a setback in functions that are greater than adults. Especially during this pandemic period, it suddenly changes completely so that children are vulnerable to their emotional development because the services for their needs are not appropriate.

- **Changes in Appetite** A child's appetite and sleep are often the first signs that something is wrong. Often a child will show a significant increase or decrease in appetite. Parents should be aware of changes in eating routines, which include anorexia nervosa, an eating disorder that causes a reduced appetite. It is often seen in older children as well as teenagers.
- **Sleep problems** In addition to changes in appetite, sleep patterns can also change. Pay attention to whether the child sleeps all day or, on the other hand, has trouble sleeping. Sleep disturbances are very common during difficult times, so children may have trouble sleeping, trouble waking up at night or various other disorders.
- **Mood Changes** Parents are advised to look for and understand changes in their child's normal behavior. The same is true of their psychological standards, as changes in state of mind can be anticipated. Behaviors to be aware of include angry outbursts, sudden crying, sadness, impatience and loss of passion in favored

tasks. Restless children are more likely to actually feel more nervous, while those with emotional problems may have more emotional outbursts than usual.

- **Withdrawal Behavior** On the other hand, some children may begin to ignore family members in their home or choose to turn down opportunities for direct contact. Some children even withdraw and lock themselves in their rooms to spend more time on their smartphones.
- **Somatic Complaints** While mothers and fathers focus too much on the physical health of their family members and the signs and symptoms of COVID-19, children have complaints such as headaches, stomachaches, and fatigue. It's real, but it's probably not a symptom of covid-19
- **Difficulty Focusing or Concentrating** Teenagers may have difficulty concentrating on a job or hesitate because they are quickly distracted. They may have problems with attention, concentration, and new types of learning. Perhaps a child forgot to complete a task he had been doing for a while.
- **Acting More Than Usual** During times of crisis, parents can observe and assess their children's behavior. Are they overdoing it or not. Children may begin to behave differently, initiate hostility with other family members, disobey directions, or engage in arguments with family members. To overcome these mental

changes, mothers and fathers can have open discussions with children to find out their problems and desires. While this behavior change is common in stressful events like COVID-19, it doesn't mean that nothing can be done. Parents have an important role because they are the frontline of their children in living life in the midst of this pandemic.

Basically, there are three main functions of students, namely: agent of change, social control and iron stock. Students can serve the community as part of the development of student competencies, especially social and personality competencies. According to Soejono (2012), the role is a dynamic aspect of position (status), if a person carries out his rights and obligations in accordance with his position, then he carries out a role. Meanwhile, according to Vietzal Rivai (2004), the role is defined as behavior that is regulated and expected by someone in a certain position.

G. School Brief Description

1. School History

The internship activity at SMA Negeri 8 Bengkulu City is carried out for 1998. The internship location at SMA Negeri 8 Bengkulu City is on jl. Wrsupratman pematang gubernur

SMA Negeri 8 Bengkulu City, is one of the junior high schools in Bengkulu province with accreditation A. SMA Negeri 8 Bengkulu City

Established in 1982 with SK Penegrian No. 0299/01/1982 dated October 9, 1982.

SMA Negeri 8 Bengkulu City was established in . Since its establishment until now SMA Negeri 8 Bengkulu City has changed leadership 10 times. All school administration activities at SMA Negeri 8 Bengkulu City are carried out by the Administration (TU). All teachers, students, and interested parties regarding school administration deal with the School Administration section.

SMA Negeri 8 Bengkulu City has a teaching staff of 32 certified teachers. The management of the teacher attendance list is the responsibility of the TU under the authority of the principal. Information on absent teachers was obtained from the picket teacher. The number of administrative staff (TU) and employees at SMA Negeri 8 Bengkulu City is 15 people consisting of administrative staff, computer coordinators, library employees, school guards, and UKS nurses. The management of the attendance list of TU staff and employees is directly managed by TU under the authority of the head of the administration section. The number of classrooms at SMA Negeri 8 Bengkulu City is 19 classes, consisting of 6 classrooms for class X, 6 rooms for class XI, and 7 rooms for class XII. For the management of the student attendance list, it is submitted to each class. The class leader then reports the names of students who are not present on the related day to the picket teacher to be recorded in the student attendance book.

2. School organization

a. School organizational structure

1) Principal

The principal functions and has duties as a leader, manager, administrator and supervisor, innovator, motivator.

a) Principal as educator

The principal as the educator is in charge of carrying out the teaching and learning process effectively and efficiently.

b) The principal as manager, has the following duties:

- Planning
- Organizing activities and directing activities
- Coordinate activities and carry out activities
- Evaluate activities and determine policies
- Making decisions and managing the learning process
- Organize inter-school student organizations (OSIS)

c) Principal as administrator

In charge of carrying out administration: planning, organizing, directing, coordinating, supervising, curriculum, student affairs, administration, personnel, office, finance, library, lab, BK room, etc.

d) The principal as a leader, innovator and motivator

- Trustworthy, honest and responsible
- Understanding the conditions of teachers, employees and students
- Have the vision and mission of the school
- Perform field updates

- Implement teacher and employee training
- Set up a conducive office space for work
- Arranging conducive office space for teaching and learning activities (KBM) and BK

2) Vice principal

- a) Representative for organization, management and public relations
- b) Academic/curriculum representative
- c) Student representative
- d) Deputy for facilities and infrastructure
- e) Representative of school development for quality improvement

3) Guidance and Counseling Teacher

Guidance and counseling assist school principals and activities as follows:

- a) Programming and implementation of guidance and counseling
- b) Coordination with the homeroom teacher in order to overcome the problems faced by students regarding learning difficulties
- c) Provide services and guidance to students so that they excel in learning activities

4) Homeroom teacher

The homeroom teacher assists the principal in the following activities:

- a) Class management
- b) Class administration includes:
 - Student seating plan

- Student attendance
 - List of class lessons
 - Pick-up list
 - Book of learning activities and student discipline
- c) Filling in the list of student scores and making special notes about students
- d) Distribution of learning outcomes assessment report books

5) Teacher

Teachers are responsible to schools and have the task of carrying out teaching and learning process activities effectively and efficiently.

6) Administration

- a) Head of administration
- b) Personnel administration affairs
- c) Financial administration affairs
- d) Student administration affairs
- e) Curriculum administration affairs

7) School Librarian

The school librarian assists the principal in the following activities:

- Planning for the procurement of books/heirloom materials
- Management of library services
- Library development planning
- Storage of library books and compiling school rules

8) Laboratory

Laboratory management assists school principals in the following activities:

- Planning for procurement of laboratory equipment and materials
- Develop schedules and procedures for the use of the laboratory
- Organize storage and list of laboratory equipment
- Investment and administration of laboratory equipment loans

9) Computer Operator

- Record the letter / data to be typed
- Editing, printing letters as needed
- Compile a list of computer equipment needs
- Collecting data for each work unit

10) Technical and security services (security guards)

- Fill in the incident log book
- Deliver / give directions to school guests
- Securing the implementation of ceremonies, teaching and learning activities (KBM), UAS, UN, and distribution of report cards
- Maintain the cleanliness of the guard post
- Maintain peace and security

3. School facilities

SMA Negeri 8 Bengkulu City has a soil structure like hills, so it can be divided into two parts, namely the top and the bottom.

- a. Number of classrooms 19 class units

b. Classroom size

Classroom size is 8 x 9 m

c. Other existing buildings

1) Library

There is one library at SMA Negeri 8 Bengkulu City, good quality, the size of the library room is 10 x 8 m, has books that are worth reading and can help students get good references.

2) Science Laboratory

Science laboratory room measuring 12 x 8 m. The science laboratory is used for biology and physics subjects. In this laboratory there are adequate equipment to support the teaching and learning process.

3) State of media/props

4) Guidance and counseling room (BK)

The BK room has 1 room, located near the teacher's room. In the BK room there are guest chairs, BK teacher chairs and tables, clocks, school rules and regulations.

5) School health business (UKS)

There is 1 UKS room which is located side by side with the principal's office, the UKS room has a size of 6 x 4 m. The UKS in SMA Negeri 8 Bengkulu City are of good quality equipped with adequate facilities, such as medicines, scales and medical equipment.

6) Principal's office

The headmaster's office at SMA Negeri 8 Bengkulu City is very good. Inside the principal's room there are principals' desks and chairs, guest tables and chairs, and computers as well as wall clocks and several achievement trophies for SMA Negeri 8 Bengkulu City students.

7) Teacher's room

SMA Negeri 8 Bengkulu City has 1 teacher's room. In the first teacher's room there are facilities and infrastructure in the form of: 24 tables, 30 chairs, 1 dispenser, 2 fans, 8 cupboards, wall clock table, bulletin board, and television. Because the soil structure is in the form of hills, there is 1 location below for the teacher to rest and for the picket teacher to carry out their duties, it has facilities and infrastructure such as: 2 tables, 1 set of guest chairs

8) Canteen

The location of the canteen at SMA Negeri 8 Bengkulu City is located at the top and bottom of the class at the very end. The quality is quite good and the place is always clean and tidy.

9) Computer room

SMA Negeri 8 Bengkulu City has 1 computer room. Computer room measuring 8 x 6 m. In this computer room there are dozens of computer units that can be used by students to study computer studies.

10) Place of worship

SMA Negeri 8 Bengkulu City has 1 mosque with a size of 10 x 10 m. so that it can be used to carry out worship and some religious activities.

11) Teacher's toilet

The teacher's toilet has 1 place, which is located above (near the TU room)

12) Administration room (TU)

The TU room in SMA Negeri 8 Bengkulu City only has 1 room and is located next to the parking lot or in front of the science laboratory

13) Field

SMA Negeri 8 Bengkulu City has 3 courts, namely: a basketball court measuring 15 x 28 m, a volleyball court measuring 9 x 18 m, and a long jump field.

14) School caretaker's house

The house guard of SMA Negeri 8 Bengkulu City is occupied by school guards so that it is easier to carry out their duties.

Table 2.1
Participant

No	Name	Description
1	Leza Herdianti	Student Ips 1
2	Peni Tasya	Student Ips 1
3	Debby Sintya Monica	Student Ips 1
4	Cicik Parasmiswari	Student Ips 1
5	Agung Saputra	Student Ips 1
6	Endah Sevila	Student Ips 1
7	Bella Agustina	Student Ips 1
8	Nur Agustina Nasution	Student Ips 1
9	Rahmadanher	Student Ips 1
10	Ade Saputra	Student Ips 1
11	Surya Tirta	Student Ips 1
12	Rachmawati	Student Ips 1
13	Tani Oktasari	Student Ips 1
14	Sartika Dewi Putri	Student Ips 1
15	Yumi Agustria	Student Ips 1
16	Tri Dwi Puspita	Student Ips 1
17	Reta Ayunda	Student Ips 1
18	Penti Darma	Student Ips 1
19	Agus Sophian	Student Ips 1
20	Reva Utami	Student Ips 1
21	Dwi Septriana	Student Ips 1
22	Inka Sari	Student Ips 1
23	Delvia Ariska	Student Ips 1
24	Tri Nopita	Student Ips 1
25	Novita Sari	Student Ips 1
26	Anggun Perlina	Student Ips 1
27	Detti Kencana	Student Ips 1
28	Gilang	Student Ips 1
29	Bambang Herdiansyah	Student Ips 1
30	Aprillia Prilli	Student Ips 1

H. Related Previous studies

1. The first previous study was conducted by Marsika Sepyanda, M.Pd, which was entitled: "Students' Attitude Toward The Use Of Google Classroom On

Translation Subject In English Department Of Fkip Ummy Solok” The purpose of this research was to to know the students’ attitude toward the use of Google Classroom as an application used in collecting their assignment on Translation subject. This research was conducted by using descriptive method. The subjects of this research were third year students of English Department FKIP UMMY Solok in 2017/2018 academic year consisted of 9 students. The result of this study found that students’ attitude toward the use of Google Classroom in collecting their assignment on Translation subject was in the “ good” level.

2. The second previous study was conducted by ABID AZHAR (2018), which was entitled: “Effectiveness Of Google Classroom: Teachers’ Perceptions.” The ultimate goal of the research was to assess the perception of the teachers on the Google Classroom’s effectiveness. The research was conducted using a qualitative research design. There were 12 teachers of higher education who had applied Google Classroom in one semester or more, where semi-structured interview method was used. Then, the data obtained were analyzed through coding and putting into categories the data. From the findings, it was revealed that teachers applied it as document management and basic classroom management, without having a great influence on the methodologies of teaching. The responses given by the teachers demonstrated that the ultimate reason of inefficiency was the lack in user-friendly interface.
3. The third previous research was done by Rana A. Saeed Al-Marooif (2018), under the title: “Students Acceptance of Google Classroom: An Exploratory Study using PLS-SEM Approach.” The aim of this research was to analyze the

factors affecting the students' acceptance of Google classroom at one of the universities in Oman. The researcher applied Technology Acceptance Model (TAM) in formulating the hypotheses of the research. A total of 337 respondents participated to gather the data collected through an online questionnaire. Structural models and the measurement were assessed by using Square-Structural Equation Model (PLS-SEM) approach. It was proven from the study that both the perceived ease of use (PEOU) and perceived usefulness (PU) had positive effects on the behavioral intention, followed by the influence of the real implementation of Google classrooms. The outcome of this research would help those of the decision makers in higher educational institutions to comprehend more about the effectiveness of using Google classroom by their students. It would definitely help students measuring their levels of acceptance to the technology which had been mentioned previously.

From several previous studies explained above, it can be stated that Google Classrooms is very useful in helping teachers and students in carrying out online learning during the pandemic of covid-19. The students generally found Google Classroom to be very helpful and they felt enthusiasm in using it to support their learning. Although some studies revealed that there was only an insignificant improvement in students' achievement, but Google Classroom provided solution for the teachers and students who could not meet in the physical setting of classroom and from the three relevant studies it has been explained that research has and is different from research conducted by researchers as for is about the objectives and variables to be studied.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research design that was applied in this research was descriptive qualitative research. Qualitative research was research that used methods such as participant observation or case studies that produce narrative, descriptive explanations about settings or practices. (Parkinson, 2011). Researchers who use qualitative methods observe research objects in their natural setting, to gain understanding and interpret phenomena in terms of the meanings they contain. (Denzin, 2005). Descriptive qualitative research methods have recently become a very frequently used procedure for conducting research in various disciplines, including psychology, social sciences, and education. In the teaching of second language learning languages, this type of research is also highly applied by many researchers. (Nassaji., 2015). The aim of descriptive research is to give description of a phenomenon along with its characteristics or traits.

From the definition above, the researcher concluded that descriptive qualitative research was a type of research which aimed to explain a phenomenon based on the description and situation on the field, without the involvement of statistics to reveal the facts.

B. Subject of the Research

The subjects of the research were the 2nd year EFL students of SMAN 08 Kota Bengkulu. The sample in this research was class XI IPS 1 which was consisted of 30 students. The participants in this research were collected using the purposive sampling. The purposive sampling technique, also called judgment sampling, was the deliberate choice of a participant due to the qualities the participant possesses. It was a nonrandom technique that did not need underlying theories or a set number of participants. Simply put, the researcher decided what needs to be known and sets out to find people who could and were willing to provide the information by virtue of knowledge or experience. (Ilker Etikan, 2015)

C. Data Collecting Technique

1. Observation

Observation was one of the most important research methods in social sciences and at the same time one of the most diverse. The term includes several types, techniques, and approaches, which may be difficult to compare in terms of enactment and anticipated results; the choice must be adapted to the research problem and the scientific context. As a matter of fact, observation might be regarded as the basis of everyday social life for most people; we are diligent observers of behaviors and of the material surroundings. We watched, evaluated, drew conclusions, and made comments on interactions and relations. (Arvastson, 2009)

2. Interview

Interview was a conversation, whose purpose was to gather descriptions of the life world of the interview with respect to interpretation of the meanings of the described phenomena. Most of the qualitative research interviews were either semi structured, lightly structured or in depth. (Linking, 1994). This research applied semi-structured interview. Semi structured interviews were those in depth interviews where the respondents have to answer preset open ended questions and thus are widely employed by different healthcare professionals in their research.

Semi structured interviews are based on semi structured interview guide, which was a schematic presentation of questions or topics and need to be explored by the interviewer. To achieve optimum use of interview time, interview guides serve the useful purpose of exploring many respondents more systematically and comprehensively as well as to keep the interview focused on the desired line of action. (DiCicco-Bloom B, 2006).The questions in the interview guide comprised of the core question and many associated questions related to the central question, which in turn, improve further through pilot testing of the interview guide. (JW., 2007) Below is the interview guide that was applied by the researcher:

Table 3.1
The Interview Guideline

To find of Students' Perspective of Google Classroom (GCR) Online Learning during Covid-19 Pandemic (A Qualitative Study at 2nd year students of SMAN 08 Bengkulu)

Indicators	Sub indicators	Question no.
Accessibility	Easy to sign on to the Google Classroom	1, 2, 3, 4
	Easy to ccess the course materials	
	Easy to send and receive assignment	
	Easy to navigate the system	
Perceived Usefulness	the quality of learning activity	5, 6, 7, 8, 9, 10, 11
	As medium for social interaction (lecturer vs students and students vs student)	
	Google classroom helps students to submit assignment on time	
	The course activities help students to examine issues, to evaluate new ideas, and to apply what have been learned	
	The feedback provided by the lecturer is useful	
	The grading system in Google classroom help monitoring students performance and understanding the current topic discussed	
	The subject objective, assessment and content were consistent with the aid of Google Classroom	
Communication and Interaction	Students are comfortable conversing through this medium for this activity	12, 13, 14, 15, 16, 17
	Lecturer helps to keep course participants engaged and participating in productive discussion	
	Stdents feel comfortable interacting with other participants in this activity	
	Students point of view is acknowledged by other participants during this activity	
	The teacher enthusiasm in teaching and explaining via the Google Classroom.	
	The teacher are friendly,	

	approachable and could be easily contacted.	
Perceive Instruction Delivery	The lecturer provided clear instructions on how to participate in course learning activities	18,19,20, 21, 22, 23
	The lecturer clearly communicated important due dates/time frames for learning activities	
	The lecturer clearly communicates important course topics	
	The lecturer helps keep the course participants on task	
	The lecturer provides clear instructions on how to participate in course learning activities	
	The teacher provides feedback to better understand the content of the course	
Student's Satisfaction	The subject meets students' personal goal through the medium introduced	24,25,26,27
	Students will recommend this method of learning to be applied to other appropriate subjects	
	Google Classroom as students' first choice in active learning	
	Google Classroom as a learning initiative and motivation booster	

Source: Izwan Nizal et. al. (2020).

In order to have the interview data captured more effectively, recording of the interviews was considered an appropriate choice but sometimes a matter of controversy among the researcher and the respondent. The recording of the interview made it easier for the researcher to focus on the interview content and the verbal prompts and thus enables the transcriptionist to generate “verbatim transcript” of the interview.

3. Documentation

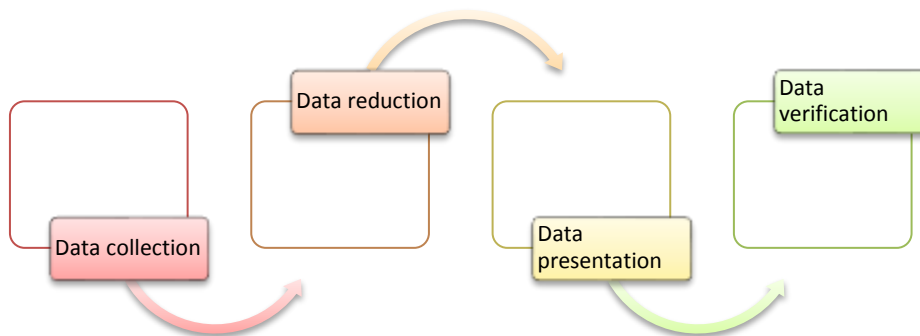
Data collection methods in this study were also carried out based on the documents obtained in the form of related data with a research problem (Moleong, 2000). Data collection techniques with documentation is the collection of data obtained through documents related to the problem. The documentation in this study was carried out to obtain data relating to the form and use of Google Classroom on schools used in learning. Data obtained can be used to complement and perform comparison of data obtained from observations and interviews.

D. Data Analyzing Technique

Analysis was the process of a researcher uses to reduce data to a story and its interpretation. (Schensul). Data analysis was the process of reducing large amount of collected data to make sense of them. Research data analysis was a process used by researchers for reducing data to a story and interpreting it to derive insights. The data analysis process helped in reducing a large chunk of data into smaller fragments, which makes sense. (LeCompte, 2010.)

Depending on the basic philosophical approach of the qualitative researcher, many methods existed for analyzing data. There were four concurrent verification flow of activity in the model: data collection, data reduction, data display, and data conclusion drawing and verification. (Huberman, 1994) :

Graphic.1.1



Source : Miles & Huberman, 1994

1. Data Collection

After identifying the problem, the researcher collected the data by interviewing students as information and observing the teaching and learning process to gain more supporting data. All the recording data and observation checklist were collected and then the researcher wrote the transcription of the recording from the transcription, the researcher got data. At this stage, the researcher found out students' perception of using online learning in teaching and learning process.

2. Data Reduction

It is process of minimizing the amount of the data that needed to be stored in a data storage environment. In this research, the researcher selected data obtained at the time of research regarding the user students' perception about online learning and then the data were classified and chosen.

3. Data Display

In this step, the researcher made description and discussed the finding of the researcher in the form systematically. Therefore, it was easy to be analyzed. Display the data means to present data into organization.

4. Conclusion Drawing and Verification

The last step, the researcher made conclusion and suggestion based on the data analysis.

E. Research Procedure

There were five steps in conducting the research: Locating and Defining Issues or Problems, Designing the Research Project, Collecting Data, Report Research Findings, Interpreting Research Data Report Research Findings. Here is the explanation (Dennis Howitt, 2000):

1. Finding Issues or Problems

This step focuses on uncovering the nature and boundaries of a situation or question-related to Google Classroom implementation. In defining the issues or problems, the researcher had to take into account the purpose of the study, the relevant background information, what information was needed, and how it was used in decision making.

2. Designing the Research Project

This step was focused on creating a research plan or overall approach on how to solve the issue or problem identified. A research plan or approach was a framework or blueprint for conducting the research project. It detailed the procedures necessary for obtaining the required information, and its purpose was to design a study that tested the hypotheses of interest, determined possible answers to the research questions, and provided the information needed for decision making.

3. Collecting Data

This step revolved around obtaining the information needed to solve the issue or problem identified. Data collection involved a field force or staff that operated either in the field, as in the case of personal interviewing google form

4. Interpreting Research Data

Interpreting research data: This step was focused on examining the data and coming up with a conclusion that solves the problem.

5. Report Research Findings

The final step was to report the research findings to those who need the data to make decisions. The findings had to be presented in a comprehensible format so that they could be readily used in the decision-making process.

F. Credibility of the Research

In qualitative research, the research outcomes were measured to guarantee that they are credible, transferable, confirmable, and dependable. (James, 1979). There were various ways of ensuring the credibility of the research, such as Prolonged engagement, Persistent observation, and Triangulation. This research applied triangulation to make sure that the research was credible.

1. Triangulation

Triangulation is the means by which an alternate perspective is used to validate, challenge or extend existing findings. (Turner., 1978) Triangulation

aims to enhance the process of qualitative research by using multiple approaches. (Sharp, 1998). There are three types of triangulation, they are using different data sources, investigators and methods of data collection. Data triangulation refers to using multiple data sources in time (gathering data in different times of the day or at different times in a year), space (collecting data on the same phenomenon in multiples sites or test for cross-site consistency) and person (gathering data from different types or level of people e.g. individuals, their family members and clinicians). Investigator triangulation is concerned with using two ore researchers to make coding, analysis and interpretation decisions.

Methodological triangulation was used by gathering data by means of different data collection methods such as in-depth interviews, focus group discussions and field notes. Therefore, by using several different methods in the investigation of a phenomenon, a researcher has more confidence in the research conclusions. (BrymanBryman, 1988).

The type of triangulation applied in this research was methodological triangulation, using three different methods, namely: first, in-depth interviews, where students are asked several questions about the use of google classroom (GCR) in their learning, Second, observation, activities during class observation by observation or checklist. and third, field notes, in which specific or specific data from interviews and observations are written by the researcher.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter describes the research findings and research discussion. Findings include a descriptive analysis of EFL Students' Perspective of Google Classroom (GCR) Online Learning during Covid-19 Pandemic (A Descriptive Qualitative Study at 2nd year students of SMAN 08 Kota Bengkulu)

A. Results

1. The implementation of online learning using Google Classroom during the time of Covid-19 Pandemic for the 2nd year EFL students of SMAN 08 Kota Bengkulu.

a. Observation

Based on the observation, there were three activities in the classroom, which are divided into three parts: opening, core activities, closing.

b. Opening

In the opening, the teacher made observation towards the students' background knowledge by giving the students pre-test through Google Classroom and questions to evoke their knowledge. Then the teacher delivered the main goals of learning and explaining the process of learning.

c. Core activities

The teacher did the exploration activities by using learning media, one of which is Google Classroom. Besides, the teacher conducted elaboration activities by applying Google Classroom. After that, the teacher did a confirmation activities to students.

d. Closing

After all the activities have been carried out, the teacher closed the lesson and prayed together with the students.

Table 4.1
Observation guidelines

The learning process of google classroom during the Covid-19 pandemic

No	Components	Sub Components	checklist
1	Opening	Observing students' background knowledge Delivering the main goals of learning and explaining the process of learning	
2	Core activities	Doing exploration activities are carried out by the teacher using learning media Conducting elaboration activities by applying google classroom learning Doing confirmation activities to students	
3	Closing	Closing the lesson and praying	

Source: Anita Ningrum (2020)

2. The Students' Perspective of online learning using Google Classroom during the time of Covid-19 Pandemic for the 2nd year EFL students of SMAN 08 Kota Bengkulu.

a. Interview

In this study, the researcher tried to find out students' perceptions about online learning using google classroom, as we know that the student's perspective was the ability of students to justify their own opinions about what they saw and felt. The results of this study were obtained by means of observation, as a form of data search and online interview techniques in the form of a Google Form which was shared through the Whatsapp group which then the researcher analyzed and documented obtained from the participant's Google Classroom account screenshot, the researcher took a sample of 30 class XI IPS 1 students.

Below are questions for students about using the google classroom application in online learning.

a. Accessibility

1. Do you find difficulties in signing on to the Google Classroom? if you answer yes / ne, why? The result of 7 students answered yes because the network was unstable while 23 students answered no, the reason was because the Google Classroom feature was very easy to learn, besides that they had seen tutorials from using Google Classroom and over time they could adjust and get used to using Google Classroom.
2. Do you find difficulties in accessing course materials? if you answer yes /no, why? The result of 14 students answered yes because they experienced difficulties in the signal and they felt less effective in learning in the Google Classroom because it was not explained directly

by the teacher. While 16 other students answered no, because they did not find any problems and their internet connection was stable.

3. Do you find difficulties in Sending and receiving assignment? if you answer yes / no, why? The result of 12 students answered yes because the signal and video size factors in Google Classroom are limited. 18 other students answered no because the network was stable and they were given the option to submit assignments online or directly to the teacher's house.
4. Do you find difficulties in navigating the system? if you answer yes/ no, why? The result of 15 students answered yes, because the signal was bad and they did not understand how to run Google Classroom, while 15 students answered no because they already understood how to run or operate Google Classroom.

Table 4.2

The students perspectives of google classroom accessibility

Indicator	Sub - Indicator	Answers	
		Yes	No

a. Accessibility	Easy to sign on to the Google Classroom	23 %	77 %
	Easy to ccess the course materials	46 %	54 %
	Easy to send and receive assignment	40 %	60 %
	Easy to navigate the system	50 %	50 %
Total		40 %	60 %

b. Perceived Usefulness

5. Do you think that the quality of learning activity was excellent? if you answer yes/no, why? The result of 18 students answered yes Google classroom is more organized and makes it easier for students in the learning process, assignments, and students still didn't understand the lesson., while 12 students answered no, because the teacher gave too many
6. Do you think that Google classroom is an excellent medium for social interaction (lecturer vs students and students vs student) as The result of 18 students answered yes, because they could interact demonstrated by this activity? if you answer yes / no, why? far away, more

efficiently, while 12 other students answered no, because they preferred to interact directly.

7. Do you think that Google classroom help you to submit assignment on time? if you answer yes / no, why? The result of 22 students answered yes, because in Google Classroom a deadline for submitting assignments has been set. 8 Other students answered no, because of signal constraints and in the collection of assignments depending on the student's intention to do it.
8. Do you think that the course activities helped me you examine issues, to evaluate new ideas, and to apply what you have learned? if you answer yes / no, why? The result of 11 students answered yes, the reason could help students review subjects, other 19 students answered no because they were lazy to read.
9. Do you think that the feedback provided by the lecturer is useful? if you answer yes / no, why? The result of 18 students answered yes, here they felt that they were cared for and the teacher's feedback was needed in the learning process, while 12 other students answered that it was not because there were still students who didn't understand the

explanation from the teacher and they didn't care less about the feedback the teacher gave.

10. Do you think that the grading system in Google classroom help in monitoring my performance and understanding the current topic discussed? if you answer yes / no, why? The result of 16 students answered yes, because everything was arranged in the google classroom application, while 14 other students answered no, because most teachers never did an assessment so it made students not know where their abilities were.

11. Do you think that the subject objectives, assessment and content were consistent with the aid of Google Classroom? if you answer yes / no, why? The result of 27 students answered yes, because the teacher did everything in the Google classroom, while 3 other students answered no and without giving any reason.

Table 4.3

The students perspectives of google classroom usefulness

Indicator	Sub - Indicator	Answers	
		Yes	No

b. Perceived Usefulness	The quality of learning activity	27 %	73 %
	As medium for social interaction (lecturer vs students and students vs student)	60 %	40 %
	Google classroom helps students to submit assignment on time	73,3 %	26,7 %
	The course activities help students to examine issues, to evaluate new ideas, and to apply what have been learned	36 %	64 %
	The feedback provided by the lecturer is useful	60,3 %	39,7 %
	The grading system in Google classroom help monitoring student performance and understanding the current topic discussed	53,3 %	46,7 %
	The subject objective, assessment and content were consistent with the aid of Google Classroom	90 %	10 %
Total		54 %	46 %

c. Communication and Interaction

12. Do you think that you felt comfortable conversing through this medium for this activity? if you answer yes / no, why? The result of 7 students answered yes, because they felt more effective, while 23 other students answered no, some of them felt they did not believe in themselves and were less comfortable interacting through google classrooms, they were more comfortable meeting face-to-face, and finally the internet network was less stable.

13. Do you think that the lecturer helped to keep course participants engaged and participating in productive discussion? if you answer yes / no, why? The result of 7 students answered yes, so far the teacher directly monitors activities in the google classroom and the teacher asks students to be active in the discussion. While 23 other students answered no, because some teachers did not monitor, did not pay attention.
14. Do you feel comfortable interacting with other participants in this activity. if you answer yes / no, why? The result of 8 students answered yes, they felt comfortable interacting and were able to exchange opinions. While 22 other students answered no, they felt that they were not free to interact in the google classroom and as other teachers only made the google classroom a place to send assignments, so they rarely interacted.
15. Do you think that your point of view was acknowledged by other participants during this activity? if you answer yes /no, why? The result of 20 students answered yes, their fellow students paid attention to each other, while 10 students answered no, without giving reasons.
16. Do you think that the lecturers are enthusiastic in teaching and explaining via the Google Classroom? if you answer yes /no, why?

The result of 14 students answered yes, some teachers were enthusiastic in explaining the learning material. Whereas 16 students answered no, because google classroom is only a place to give assignments without any explanation, sometimes they don't even send assignments at all, lecturers are more enthusiastic when teaching offline the process and the learning atmosphere becomes more lively. Sometimes there are teachers who provide materials and videos, there are also those who only provide material make us not understand what to understand.

17. Whether the lecturer is friendly, approachable and easy to contact? The result of 7 students answered yes, depending on each teacher, because each teacher is not the same. 23 Students answered no, they felt during the online school the teacher was difficult to contact and did not care.

Table 4.4

The students perspectives of communication and interaction using google classroom

Indicator	Sub – Indicator	Answers	
		Yes	No
c. Communication and Interaction	Students are comfortable conversing through this medium	23 %	77 %

	for this activity		
	Lecturer helps to keep course participants engaged and participating in productive discussion	10 %	90 %
	Stdents feel comfortable interacting with other participants in this activity	27 %	73 %
	Students point of view is acknowledged by other participants during this activity	66 %	34 %
	The teacher enthusiasm in teaching and explaining via the Google Classroom.	46 %	54 %
	The teacher are friendly, approachable and could be easily contacted.	23%	77%
Total		32,5%	67,5%

d. Perceive Instruction Delivery

18. Do you think that lecturer provided clear instructions on how to participate in course learning activities? if you answer yes / no, why?

The result of 17 students answered yes, only part of the teacher. other

13 students answered no.

19. Do you think that lecturer clearly communicated important due dates / time frames for learning activities? if you answer yes / no, why? The result of all students answered yes.
20. Do you think that lecturer clearly communicated important course topics? if you answer yes / no, why? The result of all students answered yes.
21. Do you think that lecturer helped keep the course participants on task? if you answer yes / no, why? The result of all students answered yes.
22. Do you think that lecturer provided clear instructions on how to participate in course learning activities? if you answer yes / no, why? The result of all students answered yes.
23. Do you think that the lecturer provides feedback that allowed me to better understand the content of the course? if you answer yes / no, why?

Table 4.5

The Students Perspectives of Google Classroom Perceived

Instruction Delivery

Indicator	Sub – Indicator	Answers	
		Yes	No
d. Perceive Instruction Delivery	The lecturer provided clear instructions on how to participate in course learning activities	56,6%	43,4%
	The lecturer clearly communicated important due dates/time frames for learning activities	100%	0%
	The lecturer clearly communicates important course topics	100%	0%
	The lecturer helps keep the course participants on task	100%	0%
	The lecturer provides clear instructions on how to participate in course learning activities	100%	0%
	The teacher provides feedback to better understand the content of the course	100%	0%
Total		92,7%	7,3%

e. Student's Satisfaction

24. Do you think that the subject met your personal goal through the medium introduced? if you answer yes / no, why? The result of all students answered No, because it is only a place to send assignments
25. Would you recommend this method of learning to be applied to other appropriate subject? if you answer yes / no, why? The result of all students answered Yes because the feature is easy

26. Do you think that Google classroom is your first choice in active learning compared to other methods? if you answer yes /no, why? The result of all students answered No, offline classes are better
27. Do you think that the Google Classroom is a learning initiative and motivation booster? if you answer yes / no, why? The result of all students answered No at all

Table 4.6
The students satisfaction of google classroom

Indicator	Sub - Indicator	Answers	
		Yes	No
e. Student's Satisfaction	The subject meet students personal goal through the medium introduced	0%	100%
	Students will recommend this method of learning to be applied to other appropriate subject	100%	0%
	Google classroom as students first choice in active learning	0%	100%
	Google Classroom as a learning initiative and motivation booster	0%	100%
Total		25%	75%

Table 4.7
Interview sheet

Indicators	Component	Frequency	
		Yes (%)	No (%)
Accessibility	Do you find difficulties in signing on to the Google Classroom? if you answer yes	23%	77%

	/ no, why?		
	Do you find difficulties in accessing course materials? if you answer yes / no, why?	46%	54%
	Do you find difficulties in Sending and receiving assignment? if you answer yes / no, why?	40%	60%
	Do you find difficulties in navigating the system? if you answer yes / no, why?	50%	50%
Perceived Usefulness	Do you think that the quality of learning activity was excellent? if you answer yes / no, why?	27%	73%
	Do you think that Google classroom is an excellent medium for social interaction (lecturer vs students and students vs student) as demonstrated by this activity? if you answer yes / no, why?	60%	40%
	Do you think that Google classroom help you to submit assignment on time? if you answer yes / no, why?	73,3%	26,7%
	Do you think that the course activities helped me you examine issues, to evaluate new ideas, and to apply what you have learned? if you answer yes / no, why?	36%	64%
	Do you think that the feedback provided by the lecturer is useful? if you answer yes / no, why?	60,3%	39,7%
	Do you think that the grading system in Google classroom help in monitoring my performance and understanding the current topic discussed? if you answer yes / no, why?	53,3%	46,7%
	Do you think that the subject objective, assessment and content were consistent with the aid of Google Classroom? if you answer yes / no, why?	90%	10%
	Do you think that you felt comfortable conversing through this medium for this activity? if you answer yes / no, why?	23%	77%
Communication and Interaction	Do you think that lecturer helped to keep course participants engaged and participating in productive discussion? if you answer yes / no, why?	10%	90%
	Do you feel comfortable interacting with other participants in this activity. if you	27%	73%

	answer yes / no, why?		
	Do you think that your point of view was acknowledged by other participants during this activity? if you answer yes / no, why?	66%	34%
	Do you think that the lecturers are enthusiastic in teaching and explaining via the Google Classroom? if you answer yes / no, why?	46%	54%
	whether the lecturer is friendly, approachable and easy to contact ?	23%	77%
Perceive Instruction Delivery	Do you think that lecturer provided clear instructions on how to participate in course learning activities? if you answer yes / no, why?	56,6%	43,4%
	Do you think that lecturer clearly communicated important due dates/time frames for learning activities? if you answer yes / no, why?	100%	0%
	Do you think that lecturer clearly communicated important course topics? if you answer yes / no, why?	100%	0%
	Do you think that lecturer helped keep the course participants on task? if you answer yes / no, why?	100%	0%
	Do you think that lecturer provided clear instructions on how to participate in course learning activities? if you answer yes / no, why?	100%	0%
	Do you think that lecturer provides feedback that allowed me to better understand the content of the course? if you answer yes / no, why?	100%	0%
Student's Satisfaction	Do you think that the subject met your personal goal through the medium introduced? if you answer yes / no, why?	0%	100%
	Would you recommend this method of learning to be applied to other appropriate subject? if you answer yes / no, why?	100%	0%
	Do you think that Google classroom is your first choice in active learning compare to other method? if you answer yes / no, why?	0%	100%
	Do you think that the Google Classroom is a learning initiative and motivation	0%	100%

	booster? if you answer yes / no, why?		
Total		48,8 %	51, 2 %

B. DISCUSSION

The main objective of this research is about the implementation of Google Classroom Online Learning (GCR) during the Covid-19 Pandemic for 2nd grade students of SMAN 08 Bengkulu and the Google Classroom (GCR) Online Learning Student Perspective during the Covid-19 Pandemic for Grade 2 students of SMAN 08 Bengkulu. The researcher provides further interpretation and discussion as follows:

1. The implementation of online learning for English language students using Google Classroom in the time of Covid-19 Pandemic for the second year students of SMAN 08 Kota Bengkulu

Based on the results of interviews that the researchers have described, the use of the google classroom application in online learning during the Covid-19 Pandemic at SMAN 8 Kota Bengkulu, was the policy of the school and the curriculum team on the grounds that it was easy to access and teachers had no difficulty in managing assignments, as well as being effective and efficient.

However, some students said that the online learning process other than google classroom, the teacher used the WhatsApp, telegram, quipper, youtube application, even though they were still given the option to collect assignments manually or offline at school. Students say google classroom

is a feature that is simple and easy to understand, it's just that they are not used to operating it. Students also said that the google classroom was only used to send assignments and were absent, even some teachers never held discussions in the google classroom.

The finding above is similar to the research outcome entitled: Students' Attitude Toward The Use of Google Classroom on Translation Subject In English Department Of Fkip Ummu Solok. It is concluded that the implementation of the google classroom application is very helpful for students in submitting their assignments, especially in translation subjects who usually carry weekly assignments.

Things that become more difficult focus on accessibility because the signal is from the student's residence, the absence of quotas, the large video capacity so that students have difficulty uploading or downloading assignments. Another problem that is felt is the boredom of students serving students while studying at home has an impact on feeling lazy to do. Even though learning has shifted to online learning, the material presented to students is in accordance with the Learning Implementation Plan (RPP). Changes are only in the methods and strategies applied to students.

From the findings, researchers can analyze that the process of implementing online learning during the Covid-19 Pandemic at SMAN 8 Kota Bengkulu, went according to school policy as a form of independent learning, namely learning carried out online. The process begins with

instructing students to download the Google Classroom application on their respective laptops or gadgets. Even though the online learning process using the Google Classroom application has been running for about one year, the enthusiasm of the teachers and students is still carried out with great enthusiasm and motivation to always learn. This is in accordance with the answers of 30 students who are EFL students at SMAN 8 Bengkulu who are competent and understand the Google Classroom application.

2. The students' perspectives of online learning for English language students using Google Classroom in the time of Covid-19 Pandemic at SMAN 08 Kota Bengkulu.

From the results of online interviews that were distributed through the WhatsApp group in the form of google that were conducted by researchers on EFL Students' Perspective of Google Classroom (GCR) Online Learning during Covid-19 Pandemic to class XI IPS 1 SMAN 8 Kota Bengkulu City. Overall, the result of the interview is displayed as follow :

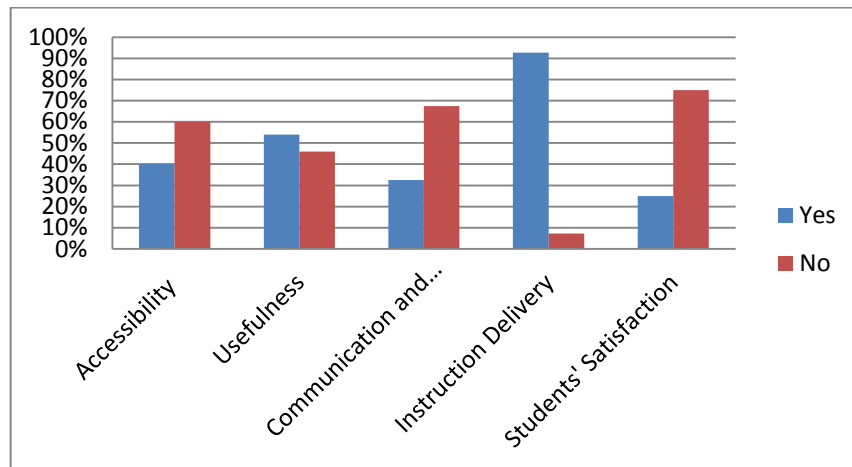


Figure 4.1. The Result of Interview

a. Accessibility

Regarding accessibility, 60% of students answered that Google Classroom is easy to access. While 40% of students believe that Google Classroom is still difficult to access, this shows that more than half of students answered that it is easy for them to access Google Classroom.

b. Perceived Usefulness

Regarding Perceived Usefulness, 54% of students answered that the benefits felt by students from using google classroom learning became more organized, everything had been scheduled and in current conditions google classroom is considered appropriate as a medium for distance learning. Meanwhile 46% of students answered that google classroom has not fully provided benefits to students, this is due to the lack of student learning intention to care about papda, the assignments given by the teacher are too many, students are still comfortable learning directly.

c. Communication and Interaction

Regarding Communication and Interaction, 32.5% of students answered that the interaction and communication between students and teachers and fellow students went well, more effectively, students were required to be more active in discussions. Meanwhile students answered that 67.5% of google classrooms were only used as a medium for teachers to send assignments, many teachers were difficult to contact when studying online.

d. Perceived Instruction Delivery

Related to perceive instruction delivery, 92.7% of students answered that the teacher had provided clear instructions on how to participate in learning activities, providing good feedback. Meanwhile, 7.3% of students answered no without giving any reasons.

e. Students Satisfaction

Regarding Students Satisfaction, 25% of students answered that students recommended this learning method to be applied to other appropriate subjects because the google classroom features were easy to understand. Meanwhile, 75% of students answered no, because Google classroom is only a medium for sending assignments and students still believe that offline classes are better than learning through Google Classrooms

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the result of discussion in chapter four will be given a conclusion along with the suggestions from the writer based on the findings of the research

A. CONCLUSION

There were five components of measurements to assess the students' perspective towards Google Classroom, they were accessibility, usefulness, communication and interaction, instruction delivery, and students' satisfaction.

Overall, based on the result of the interview, there was less half of the total who demonstrated positive perspectives. Instruction delivery got the highest number of students who felt satisfied, followed by usefulness and accessibility. However, usefulness and accessibility had greater percentage of students who did not feel satisfied. It was just about a quarter of the total students who demonstrated satisfaction towards the use of Google Classroom.

For the accessibility, most of the students answered that it was easy to access Google Classroom since they had good signal, as those students live in the city, while for the usefulness, more than half of students answered that the benefits felt by students from using Google Classroom learning became more organized, everything had been scheduled and in current conditions google classroom is considered appropriate as a medium for distance learning.

For communication and interaction, only a small number of students answered that the interaction and communication between students and teachers and fellow students went well, more effectively, students were required to be more active in discussions, while the greater number of students believed that google classrooms were only used as a medium for teachers to send assignments, many teachers were difficult to contact when studying online.

For the perceived instruction delivery, almost of students answered that the teacher had provided clear instructions on how to participate in learning activities, providing good feedback, while for students' satisfaction, only a quarter of students answered that students recommended this learning method to be applied to other appropriate subjects because the Google Classroom features were easy to understand.

B. SUGGESTION

Referring to this research result, I suggested for students who use Google Classroom in their online learning to maximize the use of Google Classroom as one of the learning tools. Students are expected to use Google Classroom creatively and expressively rather than in the real class.

In this current era, technology became an essential part of our life, including in the educational world. Hopefully, the teacher could upgrade their ICT skill to facilitate the learning process. Besides, the teacher should find another tool to do online learning that supports students in cooperative learning by working in a group.

The current study recommended further study. This study only took a part of the whole population of SMAN 08 Kota Bengkulu and produced the data above. Hopefully, the next study can continue this research on the other batch to get more varieties of data, and it can be a better suggestion for the e-learning world.

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