

**AN ANALYSIS OF THE ADVANTAGES AND DISADVANTAGES OF
USING GOOGLE CLASSROOM ON ONLINE LEARNING DURING
COVID-19 PANDEMIC AT GRADE TWELFTH IPS OF SENIOR HIGH
SCHOOL NO 8 JAMBI CITY**

A THESIS

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STATEMENTS OF WORK'S ORIGINALITY

I honestly declare that the thesis with entitled **“An Analysis Of The Advantages and Disadvantages of Using Google Classroom on Online Learning During Covid-19 Pandemic at Grade Twelfth Ips of Senior High School No 8 Jambi City”**. This thesis in my own writing and does not contain work of other people, expect those theory cited in bibliographies or journal as a scientific this thesis.

Jambi, August 2021

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MOTTO

“No temptation has overtaken you that is not common to man. God is faithful, and he will not let you be tempted beyond your ability, but with the temptation he will also provide the way of escape, that you may be able to endure it”. (1 Corinthians 10:13)

"No one who achieves success does so without the help of others. The wise and confident acknowledge this help with gratitude."

- Alfred North Whitehead

ABSTRACT

**Simamora, T.P. 2021. An Analysis of the Advantages and Disadvantages
of Using Google Classroom on Online Learning During Covid-19**

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This research aims to explore advantages and disadvantages of Google Classroom in English subjects. Learning the research is set at Senior high school no 8 Jambi City with twelfth grade students as the subject. The methodology of this research is descriptive qualitative. The sample of this research is the twelfth grade of IPS 4. The sample in this study used purposive sampling. During the Covid-19 pandemic, online learning has been widely used in process learning. One of the applications used for online learning is Google Classroom. However, Google Classroom has advantages and disadvantages that have not been studied especially from the student's point of view. Data were collected using interviews supported by an interview protocol. Data were analyzed using thematic analysis. From the data analysis, several themes emerged: 1. Google Classroom as the main platform for learning powered by WhatsApp and Youtube. 2. Google drive full of difficult to send assignments 3. Paperless submission. 4. Ease to see assessment. 5. Real time notifications. 6. Lack of interaction: a. There is no discussion and , b. No peer review ,and 7. Lack of motivation.

Keywords: *Google Classroom, advantages and disadvantages of Google Classroom, Online Learning , Covid-19*

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Jambi, August ,2021

Tria Putriani Simamora

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CHAPTER 1

INTRODUCTION

1.1 Background of the Research

In the 21st century, science and technology are developing rapidly. This is characterized by the existence of information and communication technology, which spreads rapidly and widely in all parts of life (including the education world). In simple language, information and communication technology is an interactive medium used for long-distance communication in the context of exchanging information (the medium used to send and receive long-distance messages). The development of educational science and technology requires teachers to be more creative and innovative in the process of learning activities in order to achieve learning goals.

Recently, the concept of education has undergone a major shift from being teacher-centered to learner-centered or learning-centered. In the past, teachers played the role of knowledge providers, but now their role has expanded. People attach great importance to integrating technology into classrooms through innovative teaching strategies that focus on enabling students to achieve their desired learning goals (Hwang, Lai and Wang, 2015). Technology promotes increased student participation (Northey, Bucic, Chylinski, and Govind, 2015), which is essential for achieving ideal learning goals (Bolkan, 2015). Educational technology is usually integrated into the classroom to make learning personalized and independent of students (Graham, 2006).

Teachers have to deal with technology. In the past, teachers could only stand in front of the class and meet with students directly. They also had to use smartphones or computers to deal with technology.

Since the beginning of 2020, educational learning opportunities in classrooms have been closed due to the Covid-19 disaster that has swept the world (including Indonesia). Confirm that the COVID-19 pandemic has an outbreak. By April 9, the pandemic had spread to all 34 provinces in the country, and by July 23, half of them had more than 1,000 cases. July 9 was the day when 2657 new cases were announced that day, the largest increase in a single day. A maximum of 2366 cases of recovery and 139 deaths were recorded within 24 hours. On July 13, the recovery rate exceeded the incident case for the first time.

As of July 2020, Indonesia has reported 104,432 cases, the highest in Southeast Asia and ahead of the Philippines and Singapore. In terms of death toll, Indonesia ranks fifth in Asia with 4,975. The government did not approve a nationwide blockade, but approved large-scale social restrictions. These restrictions are implemented by the local government with the approval of the Ministry of Health. It includes measures such as closing public places, restricting public transportation, and restricting travel in and out of restricted areas, including closing schools.

The Ministry of Education and Culture have called on schools across the country to ensure that children and young people can learn under the best possible conditions, whether they are studying at home or in school. All parties ensure that the learning of students living in the green zone (can start face-to-face learning under strict

hygiene regulations) and students living in the yellow, orange and red zones (must continue to study at home) continues. It applies to all levels of education and informal institutions. Even if schools are closed and students are required to study at home or remotely, teachers must still provide students with lessons and how to make educational programs more effective learning process. Multiple people can share information through Whatsapp, video calls made through Zoom, or other online learning platforms. There are many digital courses used in the teaching process, such as Rumah Belajar, Kahoot, Edmodo, and one of the most popular learning platforms is Google Classroom.

Google Classroom is a free web service developed by Google for schools to simplify the process of creating, implementing, and grading homework without having to face-to-face, called a learning app. Anyone who is over 13 years old and has a Google account can go directly. Even though the Google class is called a free network, it still uses Internet packets, even if it doesn't actually require too many Internet packets.

Google For Education is Google's most interesting innovation because it is a product designed to help teachers and students carry out teaching activities. As written on its official website, Google For Education provides many services that are very helpful to the teaching and learning of schools, such as Google Classroom, Google Mail, Google Calendar, Google Drive and Google Docs.

Google Classroom is an application that allows classrooms to be created in cyberspace. The app is still rare, and even unknown among some teachers in Indonesia. It is assumed that the application service is an option for answering

questions and learning challenges in the classroom. For example, time in class is limited, there is not enough time for discussion on review topics, and time for correcting student work is limited. In addition, Google Classroom can be a method for assigning assignments and submitting submitted assignments for evaluation. However, Google Classroom is flawless and flawed.

With the learning of technology. Using platforms such as Google Classroom is a way to adapt to best practices in the classroom. This research reveals students' views on using Google Classroom as a learning medium. This learning method has both the advantages and disadvantages of the application itself, which is beneficial to both students and teachers.

Based on the results of observations made by researchers, during the teaching and learning process at SMA N 8 Jambi City, researchers found it difficult for teachers to use the application. This happens because of the condition of the teacher's expertise in using technology-based learning media. Therefore, when researchers teach in the field, researchers find problems faced by teachers in using the google classroom application in teaching. The researcher found that students who entered the lesson were ineffective, but many students did not want to use other learning applications such as the zoom application, where we know that Google Classroom is cheaper than other applications.

Based on the descriptions above, the researchers are interested in conducting research with the title "An Analysis of the Advantage and Disadvantage of Using Google Classroom on Online Learning During Covid-19 Pandemic at grade twelfth IPS of Senior High School No 8 Jambi City.

1.2 Focus of the Research

The problem that will discuss in this research is just focus on “Analysis of the Advantage and Disadvantage of using Google Classroom on Online Learning in english subject During Covid-19 Pandemic at grade twelfth IPS of Senior high school no 8 Jambi City”

1.3 Problem of the Research

Bas ed on the explanation elaborated above , the research attemptsto formulate the problems as follow :

What are the advantages and disadvantages of google classroom on online learning during the Covid-19 pandemic?

1.4 Objective of the Research

To find out what are the advantages and disadvantages of using google classroom on online learning during the Covid-19 pandemic.

1.5 Significance of the Research

This research is expected to be benefical for several parties as follow :

1. For student; This research is expected that students can apply the Google Classroom application as part of their learning activities and students gain new knowledge and experiences regarding how to learn and its application.
2. For teachers; This research is expected to be used as input for teachers in order to provide new innovations in the implementation of learning. It is hoped that this

research can also provide knowledge about how to use the google classroom application and find all the weaknesses and strengths of learning activities.

3. For future researchers; As input to add insight and knowledge related to problems regarding the use of the Google Classroom application on the quality of learning and student learning outcomes and It is hoped that the results of this study can be used as initial reference material in the process of further research on the advantages and disadvantages of using the Google Classroom application on the quality of learning during a pandemic.

1.6 Definition of Keyterms

The researcher defines some of key terms used in the research, in order to avoid misunderstanding about those terms, here is the list of definition which has been conducted by the researcher.

1. Google Classroom

Google classroom is a free web service developed by Google for schools that aims to simplify creating, distributing, and grading assignments. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students.

2. Online learning

Online learning is education that takes place over the Internet. It is often referred to as “e- learning” among other terms.

Pandemics are for the most part disease outbreaks that become widespread as a result of the spread of human-to-human infection.

3. COVID-19 Pandemic

COVID-19 is a disease caused by the infection of the SARS-CoV-2 virus, first verified in Wuhan city, in the Hubei province of China in December 2019. The infection has a predominantly respiratory transmission and is transmitted through large droplets or aerosols, and less commonly by contact with infected surfaces or fomites.

4. Advantages

A condition or circumstance that puts one in a favorable or superior position.

5. Disadvantages

A condition or situation that puts someone or something else in a position of weakness.

CHAPTER II

RIVIEW OF RELATED LITERATURE

2.1 Google Classroom

2.1.1 Definition of Google Classroom

Google Classroom is considered as one of the best platforms out there for enhancing teachers' workflow. "It provides a set of powerful features that make it an ideal tool to use with students. 'Classroom helps teachers save time, keep classes organized, and improve communication with students. It is available to anyone with Google Apps for Education, a free suite of productivity tools including Gmail, Drive and Docs.'(2015).Google Classroom is only six months old. Within this short period of time, it has managed to host over 30 million assignments turned in by teachers and students that indicates that Google Classroom is being "widely endorsed within the education community ."(2015)Google Classroom is meant to help teachers manage the creation and collection of student assignments in a paperless environment, basically leveraging the framework of Google Docs, Drive and other Apps. Google classroom allows teachers to spend more time with their students and less time on the paperwork, and it is now even better. Google's latest announcement brings new functionality to Google Classroom. Included in the new functionality is the ability to add more than one teacher, as well as to preparing for classes in advance as well.

Google Classroom is blended learning platform that has advantages for both teachers and students (Luckerson, 2015). Beaumont (2018) also stated that Google Classroom is a blended learning platform with interesting and also

simple features for education because it is easy to use for both teachers and students and allows for collaborative work to be undertaken with ease.

Google Classroom is an effective way for both teachers and students in teaching and learning process and also everyone can download or access this technology for free (Vidhiasi, 2020). Google Classroom is a Learning Management System that manages a framework to support a blended learning environment (Keeler, 2014).

Google Classroom decides which facilitates teachers and students for collaboration, such as teachers can create and distribute assignments for students in an online classroom for free (Muslimah, 2018). It makes teacher build a group to share assignments and announcements. Teacher and students also can give comment on the post that teacher has been posted. Google classroom is helpful for young and adult learners.

Based on the explanations of several experts above, it can be said that Google Classroom is a Learning Management System to support mixed learning and facilitate teachers and students in the teaching and learning process in the current situation. Google Classroom is very useful for teachers and students to delivery of materials Through Google Classroom, making teachers and students easy to communicate without meeting face to face

2.1.2 Google Classroom Functions

Google Classroom is a very special product part of google for education, because a single content product has many functions, such as posting

announcements or assignments, collecting assignments, and checking who submitted the assignments.

It is also written on the google classroom website, indicating that google classroom is connected to all other google for education services so that in the process, educators can use google mail, google drive, google calendar, google docs, google sheets, google slides and google sites. learn. Therefore, when educators use google classroom, educators can also use google calendar to remind students of their existing schedules or assignments, and use google drive as a place to store learning needs, such as Power Point, which needs to be used for Study documents, etc. Therefore, google classroom can help teachers and students to carry out teaching and learning activities more easily and more deeply. This is because both students and teachers can collect homework, distribute homework and discuss lessons anywhere without time limit or class time limit. In terms of time management, this makes the learning process more interesting and effective, and there is no reason for students to forget the assignments given to them by the teacher.

2.1.3 How it works

Some people may still be unfamiliar with google classroom. Therefore, the following is a guide based on (Google, 2018) that describes how to use google classroom correctly to gain a better understanding. First, log in with classroom.google.com and log in with a Google Apps for Education account with your institution's email address. To create the first category, click the "+" button next to the email address. "Create Course" appears, then press. After that, add the

course name. Teachers can add detailed information about the course in the "About" tab, such as descriptions and instructions for students, course materials can also be added to the google drive folder, and course outlines and lesson plans can be attached. Finally, the course is ready, if students have an institution's google account, they can join for free, and they should find the course code in the "Information Flow" tab.

2.1.4 Features of Google Classroom

After class, we can carry out many activities through Google Classroom. First, can create an announcement. Teachers can make announcements about class updates in this section. They can also attach documents and course materials. Second, create a job. This is the most important feature in Google Classroom. The teacher can upload the student's work for submission within the specified time. Students can also download the materials uploaded by the teacher to complete the task. Third, create problems. In this section, students can create questions for discussion with teachers or other students. Information used by teachers in this section, such as announcements, assignments, and questions.

2.1.5 Google Classroom in English Subject

In this situation, Google Classroom is one of Learning Management System used by teachers and students for distance learning. Google Classroom is used for virtual classroom learning. The virtual classroom learning is an online learning platform to shorten the time and cost associated with teacher-centered face-to-face learning.

2.1.6 The Advantages and Disadvantages of Google Classroom

1. The advantages of Google Classroom

According to Pappas (2015), there are two advantages of the advantages of Google Classroom. First is easy to use. It means that both teachers and students can access Google Classroom accessible from all computers, mobile phones and tablets. Teachers also can add course material, create assignments and announcements, send link from YouTube to Google Classroom, and attach files from Google Drive. The second one of the advantages of Google Classroom by Pappas is paperless. It means that students do not need to submit paperwork, just send the files to Google Classroom.

According to Izenstark and Leahy (2015) stated that Google Classroom has four advantages. First is easy to use. It means that teachers and students can use Google Classroom. Upload assignments, discuss and do things related to learning. The second advantage of Google classroom is free for everyone included teachers and students. The third advantage of Google Classroom is paperless. It means that no need to collect paperwork. And the last advantage of Google Classroom is centralized data storage. It means that when students download teachers-submitted material, the saved file is in Google Drive. So it doesn't take up storage space. Iftakhar (2016) also stated that there are three advantages of Google Classroom. First is easy to use, the second is free and the last is centralized data storage.

From the explanations of several experts above, Google Classroom is very useful for teachers and students in the teaching and learning process. Researchers also conclude that Google Classroom has four advantages. It's easy to use, without, saves time and paper data storage.

2. Disadvantages of Google Classroom

According to Pappas (2015), there are two disadvantages of using Google Classroom:

1. Not updating : Activity feed doesn't update automatically, so the students need to refresh frequently in arrange not to miss important announcements such as their homework or assignments.
2. Students can't see their friends' assignments : Students cannot see their work with their peers, unless they are an "owner" of the document bxshtwlrjfyhwgjut they will need to approve sharing options which will cause chaos if they want to share the document.

According to Bondarenko, Mantulenko and Pikilnyak (2019), there are three disadvantages of using Google Classroom:

1. Students are lack of motivation to participate through Google Classroom.
2. The teacher only sends the material without any explanation which makes students confused about the learning.
3. Students cannot see the assignments of their classmates that have been sent to Google Classroom.

According to Ahmad et al (2020), they stated that disadvantages of Google Classroom consist of two aspects:

1. Internet Network Aspect.

If the students' internet networks are not good, the students will miss the explanation or discussion of the lessons presented by their teacher. It takes more time to make their internet network stable.

2. Lack of motivation

In 5 this aspect, the students lack of motivation to join the class and share their assignment or task in Google Classroom.

2.2 Advantages of Google Classroom in English Subject

According to Yunus and Syafi'i (2020), they stated that Google Classroom provides students with an English online communication environment to practice language skills. In addition, Google Classroom is also free for everyone to use anytime and anywhere.

Teachers can send materials, and students can download materials easily. Teachers can also assign homework to students directly through Google Classroom, Students can upload their work according to a predetermined schedule. English Subject, Google Classroom is very helpful to both teachers and students. Teacher Students can learn how to use the tool in a short time. And teacher can evaluate and give feedback to students directly from Google Classroom. Google Classroom is mainly used for classroom discussion, content management and learning.

2.3 Disadvantages of Google Classroom in English Subject

According to Yunus and Syafi'i (2020), they said that Google Classroom requires an Internet network. If students' internet connection is not good, they will

not be able to access Google Classroom to support the teaching process. Many students have difficulty studying online. Teachers' ability to master digital support will also affect the adoption of Google Classroom in blended learning. The main challenges that lead to the failure to fully utilize the potential of technology are teacher barriers and lack of training. Teachers lack experience in using technology, and teachers need to understand the characteristics of using Google Classroom in advance. The formerly active students become passive. When learning through Google Classroom, there are still many students who are not present.

2.4 Online Learning

2.4.1 The Definition of Online Learning

Online learning is distance learning in which the teaching and learning system is carried out in an internet network using technology. Online learning is also unique in that teachers and students can experience the learning process even though it is not directly face to face. In fact, the advantages of online learning are that there are many facilities offered, ranging from various teachers and also many applications. In this case, it aims to improve the insights and knowledge of the students.

According to Rossett (2002), online learning has a lot of hope, but it requires commitment and resources, and it must be done correctly. Doing it right means that online learning materials must be properly designed, focusing on learners and learning, and adequate support must be provided. Ring and Mathieux (2002) suggested that online learning must have high authenticity (students must study in the workplace), high interactivity, and high collaboration. Khan (1997)

defines online teaching as an innovative method of conveying teaching to remote personnel. The audience, use the Internet as a medium. However, online learning involves more than just using the Web to present and deliver materials: students and the learning process must be the focus of online learning. Carliner (1999) defines online learning as educational materials presented on a computer.

According to Ally (2008, p7) Online Learning as the use of the Internet to access learning materials; to interact with content, instructors, and other students; and to get support during the learning process, to gain knowledge, to build personal meaning, and to grow from learning experiences. According to Collins (2002), Online Learning is defined as the creation and proliferation of personal computers, the globalization of other human ideas and actions, and the use of technology in exchanging ideas and providing access to more people. Audio, video, computer, and network technologies are often combined to create diverse instructional delivery systems. The basic method for uniting distance learning instructors with remote students is networking. Thomson (2010) found that online learning is also suitable for gifted students because the approach is more individualized and more student-centered. Overall, most studies of the effectiveness of internet and internet-based language learning materials highlight the findings that they create a new, conducive and encouraging environment for students. Dabbagh and Ritland (2005:15) said online learning is an open learning environment and distributed pedagogic tools, the internet, network-based technology, to facilitate learning and build knowledge through action and interaction. Online learning is learning that can be done anywhere and anytime, depending on the needs of human

resources 10(instructors, lecturers, instructors, and students) who carry out these online learning activities. Dabbagh and Ritland (2005) define online learning as an open learning environment, and use distributed teaching tools, the Internet, and web-based technologies to promote learning and accumulate knowledge through actions and interactions. Online learning is learning that can be done anytime, anywhere. Depending on the needs of human resources (teachers, lecturers, and students) who conduct these online learning activities. According to the opinions of some experts, it can be concluded that online learning is well-designed for the use of various digital technology attributes and resources in each learning material at any time, student-centered learning, interactive and all learning It is innovative. It is suitable for an open and flexible learning environment. The covid-19 pandemic has made education have to limit social interactions to break the chain of its spread, including the teaching and learning process in classrooms. However, education must continue, one of which is by utilizing an online learning system.

All terms imply that students are far from tutors or instructors, that students use several forms of technology (usually computers) to access learning materials, that students use technology to interact with teachers or instructors and with other students, and that some form of support is given to learners. To sum up, Online Learning is learning done electronically using the computer and network-based media. Online learning is also known as electronic learning, e-learning, online learning, internet-based learning, virtual learning, or web-based learning.

Based on the description above, online learning is a very useful learning and also very helpful in this day and age. In this case, online learning is more effective

and efficient. And in this case it also increases the ability between teachers and students in using technology, especially learning applications provided by Google, not only that but the occurrence of interesting learning that uses new innovations that affect student learning.

2.4.2 Features of Onlone Learning

In this current situation, teachers are looking for ways to keep teaching and learning process carried out. Teachers have started to employ various techniques such as blended learning techniques which combine online and traditional classroom-based teaching and learning. For bigger classes and more demanding needs, teachers and students can use Learning Management Systems(LMS) or Course Management Systems (CMS). Learning Management Systems might be a software application for the administration, documentation, tracking and reporting of training programs, online learning programs, classroom and online events (Sarma, Simon, & Ripstein, 2015). Learning Management Systems facilitates teachers and students to exchange office documents, distribute audio or video podcast, conduct an online discussion or consultation, and give online assessment. However, Learning Management Systems does not support content creation because it is only a framework that handles all aspects of the learning process. The examples of Learning Management System are Schoology, Blackboard, Canva, Edmodo, and Google Classroom. While Course Management System is a web-based service and source to support teaching and learning process (Deng, Fox, Sun, & Yuen, 2009). Since Learning Management System and Course Management System

have similar features, Learning Management System is often confused to Course Management System, which is often used in education setting.

2.4.3 Factors Affecting Online Learning

According to Pangondian ddk (2019) To make online learning run successful, the key is effectiveness, based on previous studies showing that there are 3 things that can have an effect related to online learning, namely:

1. Technology; particularly network settings, must allow for synchronization and asynchronization exchanges; students should have easy access (eg via remote access); and the network should take minimal time to exchange documents.
2. Characteristics of the teacher, the teacher plays a central role in the effectiveness of online learning, not an important technology but the instructional application of the instructor's technology that determines the effect on learning, students who attend classes with instructors who have a positive attitude towards the distribution of learning and understand a technology will tend to produce a more positive learning. In conventional learning environments students tend to be isolated because they do not have a special environment to interact with the teacher.
3. Student characteristics are students who do not have basic skills and high self-discipline can do better learning with conventional methods, while students who are smart and have high discipline and self-confidence will be able to do online learning.

According to Bambang Budihianto (2020) argues that the attractiveness of online (online) learning is in appearance, ease of use (user friendly), interaction skills, language, program completeness and also its ability to maintain motivation.

2.4.4 Advantages of Online Learning

Online learning is considered a boon due to the reasons given below;

1. Accessibility

Online learning provides accessibility due to which a student can learn from any-where in the world. Students learning options are not constrained by their geographic location.

2. Personalized learning

The online learning system enables a student to determine and process his/her learning style, content, goals, current knowledge and personal skills. Therefore, it is possible to provide education for each child by establishing a personalized learning method. E-learning allows individuals to plan and guide their own learning. It has the potential to motivate, build confidence and self-esteem, overcome many obstacles encountered by learners, personalize the learning experience, expand access to opportunities, and improve the learning experience, while also helping people develop their ICT skills.

3. Development of cognitive abilities

In a study, it was found that online learning may effectively develop the cognitive abilities of elementary school teachers (Singh & Mishra, 2009). A student can find unlimited information, and can access the information with the click of a button.

4. Cost-effectiveness

Online learning is cost-effective because it costs less money to travel, buy books, or in a school environment. Since it can be carried out in any geographical location and there is no travel expense.

5. Basic computer skills

Students on or off campus and schools who choose to study online have the opportunity to acquire technical skills using information and communication technology (ICT).

6. Self-pricing

Due to individual differences, all learners must complete their work/homework within a given time, so they must face difficulties. Online learning allows students to work and study at their own pace without time constraints. Learners can freely complete the course work according to their own wishes, and can spend a lot of time according to their own needs, and will not be called slow by the students.

7. Globalization

New technologies are reducing geographical barriers in educational methods. The opportunity to grasp the information of other countries is within our own scope. The electronic network world connects people all over the world, so it is vital to try e-learning, where students can share ideas and resources, access information about current events and historical archives, interact with experts, and use online databases.

2.4.5 Disadvantages of Online Learning

Online learning also showed another bad aspect, as shown below:

1. Poor communication

In online learning, there is no opportunity to communicate face-to-face with the teacher, which is very important for building a bond between the student and the teacher. Research conducted by the International Research Review of Open and Distance Learning shows that online learning can cause misunderstandings between students and teachers, which may adversely affect the teaching and learning process and student outcomes due to the misunderstanding of tasks.

2. Feeling isolated

Tim S. Roberts and Joanne M. McInerney emphasized the importance of interacting with learners and pointed out that learner isolation is an obvious shortcoming of online learning. Due to the advancement of modern technology, the social development of children has taken the second place. The students kept in touch with their online friends sitting far away through WhatsApp, Instagram and Facebook, but they didn't meet the person next to them to say hello. This trend leads to a feeling of isolation.

3. Lack of motivation

Online learners lack motivation while studying because they easily get distracted towards any other thing. Working at their own pace becomes a disadvantage for students who have difficulty with time management and a tendency of procrastination.

4. Lack of funds

Galusha (1991) pointed out that the disadvantages of technology include cost, hardware problems, Internet problems, production of course materials, and concerns about the availability of funds. Studies have shown that most educational institutions generally do not anticipate the cost of connection, which may create obstacles to online learning in the future.

5. Lack of quality

Online learning sometimes leads to a decline in the quality of the teaching process. Galusha (1991) stated that non-online teachers have problems with the credibility of online courses. Online teachers often fail to take their course preparation seriously, and this lack of commitment does have a profound and negative impact on the quality of online learning.

6. Inconvenient transportation in remote areas

Hardware, software and connectivity are the prerequisites for online teaching. Without these tools, online learning will not achieve its goals. Some people do not have ready-made computers and Internet connection access rights, and some have the required equipment, so the ability to use the equipment is very poor.

7. Students do not understand the material presented.

Teacher only share the material about the lessons but there are still students who do not read the learning material and make them not understand about the lesson.

2.5 Covid-19 Pandemic

A case of pneumonia of unknown cause was reported for the first time in Wuhan, Hubei Province, China in December 2019. The disease is developing rapidly and has spread to other provinces in China, even to Thailand and South Korea in less than a month. . . On February 11, 2020, the World Health Organization (WHO) announced that the disease is CoronaDisease virus (Covid-19), which is caused by the SARS-CoV-2 virus, formerly known as 2019-nCoV, and has now been declared March 2020 The 12th pandemic (Susilo dkk., 2020). Indonesia first detected a positive case of COVID-19 on March 2, 2020, when two people were confirmed to have been infected by Japanese nationals. As of April 9, the pandemic has spread to 34 provinces, among which DKI Jakarta, West Java and Central Java are the provinces most vulnerable to corona virus infection in Indonesia. Coronavirus disease (COVID-19) is a new type of virus that has never been identified in humans. Coronavirus is a zoonosis (can be transmitted between animals or humans) (Directorate General of Disease Prevention and Control, 2020: 11).

The Minister of Education and Culture Nadiem Anwar Makarim issued Notice No. 4 of 2020 concerning the implementation of education in the event of a coronavirus (Covid-19) emergency. One of them emphasized, Online (distance) learning is done to provide a meaningful learning experience. Designed for students, without having to worry about completing all courses and graduation courses. The focus of online/distance learning is to improve students' understanding of the corona virus and the Covid-19 outbreak. Students' learning activities and homework may vary according to their interests and conditions, including gaps in

home visits/learning facilities. During the Covid-19 pandemic, all activities are carried out at home, including learning. As a result, the activities that cause direct contact are reduced, so the virus will not develop rapidly. The government also urges everyone to do social distancing to minimize the spread of this virus.

2.6 Previous Study

To support the research, there are several studies that are relevant to this research. Those are some reviews from other studies related to this research. The first research was conducted by Muhammad Astrianto Setiadi entitled " students' perception on the use of google classroom in language learning " which was conducted in 2020. The researcher used a qualitative descriptive method and the instrument used was a questionnaire. The subjects of this study were students of class C. The purpose of this research is to find out students' perceptions about the use of Google Classroom in language learning which has a positive response, most students agree that Google Classroom is easy to use and has a good performance for using Google Classroom in language learning because Google Classroom facilitates students to store and assignments or assignments, information or announcements, send assignments or assignments via Google Classroom, and students are excited and interested in the language learning process. So it's fine to use Google Classroom as a medium for language learning.

This research equation research with researchers is to discuss the use of google classroom as a learning medium. And there is a difference, the research above uses a questionnaire instrument while the researchers used interview instruments. And

to see what are the advantages and disadvantages of using google classrooms to learn online during a pandemic.

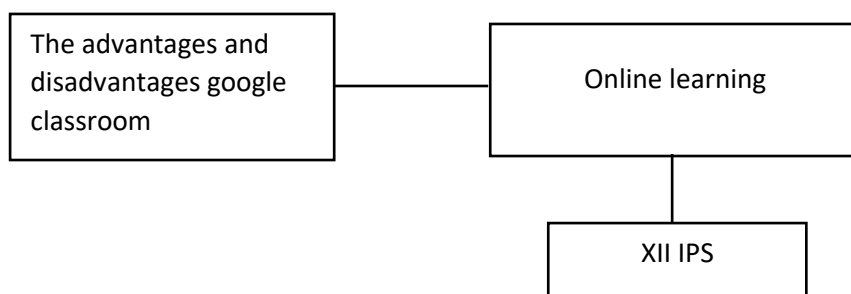
The second research was conducted by Nchindo Richardson Mbukusa(2018) entitled “Perceptions of students’ on the Use of WhatsApp in Teaching Methods of English as Second Language”. He discussed using whatsapp presents itself as one of the inventive teaching methods that can attract students and provide them with opportunities for further learning. WhatsApp increases helps students to work smarter and more effectively. The difference between Nchindo Richardson Mbukusa’s thesis and this research is the students’ perceptions towards using the whatsapp application as a learning tool for Teaching Methods of English as Second Language on a Bachelor’s degree programme. To achieve this, about 99 students in the same cohort completed the self-administered questionnaires. The study revealed, amongst many, that whatsapp can impact negatively on the performance of tertiary students, especially those who do not own smartphones. The similarity of the two studies have in common is that using whatsapp as a tool for learning and to help students raise their interest in learning.

The third research was conducted by Lailatul Kodriyah entitled “Students’ Perceptions toward the Use of Edmodo as an Effective Tool for Learning English” With the advent of the Internet and technology today, some teachers all over the world, especially in Indonesia, which only learns and uses English in schools, try to combine traditional teaching with online learning in the form of blended learning to support students in learning English. Edmodo is a network platform that enables teachers and students to connect, collaborate, and share

content and educational applications, and evaluate homework, grades, classroom discussions, and notifications. Its goal is to help educators create and manage online learning classrooms, and enable students to connect and collaborate with classmates and teachers outside the classroom. This research focuses on the effectiveness of using Edmodo based on students' perception. Eighty six college students who had been taught using Edmodo for a semester were asked to respond the questionnaire about the effectiveness of Edmodo as supporting tool in learning in the classroom. Ten students were also interviewed to seek more information about their experiences during using Edmodo in a semester. The results of the analysis showed that the majority of participants considered Edmodo as an effective tool to support their English learning even though they had difficulty with the internet connection.

2.7 Conceptual Framework

Figure 1



This conceptual framework is a description carried out by researchers. The researcher focuses on the advantages and disadvantages of using Google Classroom in online learning in class 12 IPS using the Google Classroom application as a learning platform during the pandemic.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Method

This research uses descriptive qualitative design because it is aim at describing students' perspectives, so the researcher thinks this is the compatible design to get the data. Therefore, the research data are qualitative research. According to Creswell (2007) qualitative research focuses on the understanding of the phenomenon that produces the data in the form written words from people. This means that qualitative research is a data that explain with descriptive data in the form written words from people. Descriptive qualitative methods adjust perception or perspective between researcher and participants.

This method selected because the analysis of this research is not in form of numbers and researcher better describe all the phenomena existing in the community qualitatively. The data were obtained from the interview because the interview is the compatible way to get the data more complete then the others technique, so the questions will be flexible not depends on the text but depends on students' answers.

The type approach of this research is phenomenological approach. According to Creswell (2007) phenomenological approach is to describe the meaning of individuals based on their experiences of a concept or phenomenon. The basic purpose of the phenomenological approach is to describe someone's life experiences of phenomenon.

3.2 Setting of the Research

This research will be conducted in SMAN 8 Kota Jambi, which is located on Jl. Marsda Surya Dharma No.Km. 8, Kenali Asam Bawah, Kec. Kota Baru, Kota Jambi.

3.3 Subject of the Research

3.3.1 Population

The population in this study were students of Senior high school No 8 Jambi City in twelfth grader. The total population is 6 classes. The class consists of class 12 IPS 1, class 12 IPS 2, class 12 IPS 3, class 12 IPS 4, class 12 IPS 5 and class 12 IPS 6. And 1 English teacher to add information. Researchers interviewed teachers for get the data needed by the researcher.

3.3.2 Sample

In this research, the researcher used purposive sampling. According to Ethics (2016) purposive sampling is called judgment sampling, where participants have several categories to find participants who can and provide information based on their knowledge or experience.

The researchers classified to select participants in each class. Courtesy why researchers use purposive sampling is to make it easier for researchers to find information from the data that has been collected. This allows researchers to describe the large impact their findings had on the population. Categories to select participants can be viewed by the following points as below:

1. Students at SMAN 8 KOTA JAMBI at twelfth graders (XII).

2. Students highly active or lowly active in Google Classroom. The reason why the researcher chooses highly active or lowly active students because the researcher would like to get different perspective from different group of people about the advantages and disadvantages of Google Classroom based on their perspective.

3. Active and inactive students in Google Classroom who are willing to provide information based on experience, and agree to become participants, researchers communicate via online. The number of students who agree to become participants totaled 8 students.

Before the interview begins, the researcher will contact participants via whatsapp to become participants who accept. Researchers ensure that no coercion when they choose as participants in the letter will make them come back and consider whether they accept the interview or not. They are free to make their own decisions.

Table 1

Sample of the research table

NO	CLASS	Highly active		Lowly active	
		Male	Female	Male	Female
1.	XII IPS 1		1		
2.	XII IPS 2		1	1	
3.	XII IPS 3		1	1	
4.	XII IPS 4				1
5.	XII IPS 5	1			1

Source:SMAN8 Kota Jambi

As the results, the total of the participants are eight students consisting of four males and four females.

3.4 Technique of Data Collection

Data collection is defined as a procedure of collecting, measuring and analyzing accurate research using standard validated techniques. Data collection techniques are the most strategic step in research, because the main purpose of research is to obtain data.

The data collection methods used in this research are:

3.4.1 Interview

Interview is data collection method in which there is a dialogue between an interviewer and interview which talk about the content of observation. According

to Mathers, Fox and Hunn (2000) stated that interview is one of the data collection techniques conducted between researcher and participants. The purpose of interview is to gather information about someone's perspectives, thoughts, ideas, and opinion. In this research, the researcher records the interview. Furthermore, the interviews were conducted Bahasa Indonesia to avoid misunderstanding and provide the interviewee with some comfort in using their own language. After that, the researcher translates the results of interview in English. Semi-structured interview is used. According to Trigueros (2017) semi-structured interview is questions that can be deepened and developed according to the situations and conditions in the interview section. In addition, the interview means that various questions have been prepared, but the questions have arisen during the interview. If there is something interesting from students' answers, the researcher will ask back to the students right away.

3.4.2 Research Instrument

This research consists of two instruments. The first instrument is researchers themselves (human instruments) accompanied by tools in the form of a cellphone using the WhatsApp application, because the current situation does not allow for face-to-face interviews. According to Creswell (2007) in qualitative research, the researcher is the key data collection instrument. This means that the researcher has a position as a planner, execute, collect data, analyze, manage data, and finally become reporter for his research.

The second instrument is interviews to collect data. This research also uses semi-structured interviews and other tools needed by researchers are cellphones

using the WhatsApp application by chatting and voice notes on WhatsApp. The researcher designed instrument by himself. The time required for the interview is about 20-30 minutes. In the interview, the researcher used an interview protocol. According to Hunter (2012) stated that the interview protocol is a guide for data processing collection and analysis to be carried out.

3.5 Technique of Data Analysis

The main data analysis for this research is Thematic Analysis. According to Braun and Clarke (2006) they stated that thematic analysis is a way to analyze data with the aim of identifying patterns or finding themes through the data that the researcher has collected. Thematic analysis is used to organize and describe the data set in details. Thematic analysis in this research is needed to explore or get more detailed information to answer research question. According to this research, there are five steps of data analysis:

1. Transcribe the interview.

According to this research, researcher recorded the interview, interview with students will be recorded and transcribe used Indonesian language. The purpose of those activities is the researcher can understand the contents of data to obtained and find out several things related to advantages and disadvantages of Google Classroom based on students' perspective.

2. Precoding and coding.

The researcher coded or highlighted each data that has been obtained according to the advantages and disadvantages of Google Classroom based on interviews that were conducted through audio records

3. Theme and sub-theme.

In order to answer the question of this research, some themes are developed based on the advantages and disadvantages of Google Classroom related to the answers of the students through interview.

4. Drawing conclusion

In this research, drawing conclusion is very important to investigate students perspective about the advantages and disadvantages of Google Classroom in English subject. The researcher concluded the results based on interview and based on transcript.

5. Adding description and details

According to this researcher, the researcher analyzed the data that has been obtained through interviews. Thematic analysis is used to identify patterns in an event that becomes the object of research. It's also strength the data that has been obtained. The researcher also looking for the most common responses to questions, identifying data related to the advantages and disadvantages of Google Classroom based on students' perspective and finding areas that can be explored further. Helaludin and Wijaya (2019:123) describe several stages/techniques in analyzing data, as follows:

a. Data reduction

In qualitative data collection, the researcher used various techniques and carried out repeatedly to obtain very large and complex data. Because the data obtained in the field are still very complex, still rough, and not systematic, the

researcher need to do an analysis by reducing the data. Data reduction means making a summary, choosing a theme, making certain categories, and patterns so that it has meaning. Data reduction is a form of analysis to sharpen, select, focus, discard, and organize data in the direction of making conclusions. Data will be selected and reduced so that only relevant data is used. Qualitative data obtained from the field is the result of interviews with all informants and the results are explained in the presentation data in chapter 4 for further analysis.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 FINDINGS

information and communication technology has created an application for the learning of students around the world, with the covid-19 pandemic making students have to be closer to technology. For online learning during the pandemic everyone uses google classroom as an online learning platform. an application that is used by teachers at SMAN 8 Jambi city as a place for learning for students. With this fairly simple application, it is quite easy for students and teachers to continue learning, but it is important to know that the application is not perfect, it has advantages and disadvantages. Based on an interview with student 1, he explained how easy it is using the google classroom application as follows:

In my opinion, it is very easy to use Google Classroom because the application is quite simple.

Based on this explanation, according to the students, Google Classroom is easy to use because the application is quite simple so it is very easy to use. Likewise student 2 e xplained that:

When I first started using it, there was a bit of confusion because it was my first time using the Google Classroom application, but after I used it, I found it easy and comfortable to use the Google Classroom application.

Based on this explanation, according to students when they first used google classroom, there was a little confusion because it was their first time using the google classroom application, but after they used it, they felt easy and comfortable using the google classroom application. Likewise, student 3 explained that:

Very easy compared to other applications.

Based on this explanation, according to students, the Google Classroom application is an application that is easy to use compared to other applications. In line with that, student 4 explained that:

I think it's easy, very suitable for online learning at all levels of school.

Based on this explanation, according to students, it is very easy to use google classroom and is very suitable for online learning at all levels such as SD, SMP, SMA and even college. Likewise, student 5 explained that:

Because I'm used to it now it feels easy, actually the google classroom application simple to use.

Based on the student's explanation, they are used to it now it feels easy, actually the google classroom application is quite simple to use. Likewise, student 6 explained that:

Very easy and saves quota.

Based on this explanation, according to students, using the Google Classroom application is very easy and saves quota. Likewise, student 7 explained that:

So far I find it easy to use Google Classroom and to submit assignments, I don't need to use paper.

Based on this explanation, according to students, using the Google Classroom application is very easy and to submit assignments dont need to use paper. Likewise, student 8 explained that:

It's easy to use and easy to collect assignments.

Based on this explanation, according to students, it is very easy to use and easy to collect assignments.

Based on this explanation, it can be concluded that according to students at SMAN 8 Jambi City, google classroom is very easy to use with a simple design and

is very suitable for online learning and google classroom can be used by all levels of school easily and saves quota. The most important thing is that it is easy collect assignments and don't need to use paper.

In addition to paying attention to the ease of using Google Classroom, students must also understand the learning materials provided by the teacher. Based on the interview with Student 1, he explained about how he understands the learning material given by the teacher in google classroom:

I always read the material, but sometimes I didn't understand it enough the teacher only gave me short writings.

Based on this explanation, according to students, did not understand the material because the teacher only gave short writing. Likewise, student 2 explained that:

I find it easy to read and understand the material shared in Google Classroom.

Based on this explanation, according to students, it is very easy to understand learning material in Google Classroom. Likewise, student 3 explained that:

Do not understand the material in google classroom .

Based on this explanation, according to students, it is not easy to understand learning material in Google Classroom. Likewise, student 7 explained that:

I always read the material given by the teacher, if I don't understand I will ask another friend.

Based on this explanation, according to students, always read the material given by the teacher, if they don't understand, they will ask other friends. student 8 also argues:

Sometimes, if I don't understand, I immediately do the work by searching on Google.

Based on the explanation, students who do not understand the material or assignments given by the teacher choose to search or complete through Google.

Based on this explanation, it can be concluded that the teacher at SMAN 8 Jambi City is difficult to explain or deliver learning materials through Google Classroom, it is not as easy as providing material during face-to-face learning. Not only understanding the learning material, discussions between teachers and other students in Google Classroom also affect students' perceptions. Based on the interview with Student 1, He explained the interaction between teachers and other students to discuss learning materials in google classroom as follows:

If the discussion is not in google classroom, if anyone wants to ask about the discussion via whatsapp.

Based on the explanation, students have never discussed in google classroom, if anyone wants to be asked about the discussion via whatsapp. Likewise, student 2 explained that:

Asked to do assignments and collect them, time to work on discussions with friends.

Based on the explanation, students never discussed in google classroom, they discussed and asked each other only with their friends. Likewise, student 3 explained that:

Usually the teacher explains a little in Google Classroom, if we want to discuss or have questions via WhatsApp the discussion.

Based on the explanation, the teacher only explained a little in google classroom, if you want to discuss learning material or want to ask questions only via whatsapp. Likewise, student 4 explained that:

After the teacher gave an assignment in Google Classroom, he was instructed to immediately work on it and then collect it, not for further discussion.

Based on the explanation, students only do assignments and collect without any discussion. Likewise, student 5 explained that:

For Google Classroom, we don't have any discussion, if anyone wants to discuss it, go to WhatsApp.

Based on the explanation, there is no discussion in google classroom, if students want to discuss on whatsapp. Likewise, student 7 explained that:

Sometimes we discuss, sometimes not, depending on the material given.

Based on the explanation, students and teachers do not have discussions in Google Classroom, sometimes they discuss depending on the material provided. Likewise, student 8 explained that:

I only read the material and follow what the teacher says, and never discuss. Based on the explanation, students and teachers did not have discussions in google classroom, only read the material and followed what the teacher said.

Based on this explanation, it can be said that according to students at SMAN 8 Jambi City, in the Google class there is no discussion and interaction between the teacher and other students. they build more often on whatsapp. Even though there is no discussion in Google Classroom, the teacher can still provide grades and feedback to students. Based on the interview with student 1, he explained the interaction between teacher and student while learning English in class as follows:

Yes, teachers always return grades to students.

Base on the explanation, the teacher always assesses the assignments given to students. Likewise, student 2 explained that:

Yes, the teacher always gives grades in google classroom, in the comments column also sometimes the teacher tells what is wrong.

Based on the explanation, the teacher always gives a value and sometimes in the comments column the teacher tells which one is wrong. Likewise, student 3 explained that:

Yes, the teacher always gives or returns grades.

Based on the explanation, the teacher always gives and returns grades. Likewise, student 5 explained that:

Yes, usually the grades come out directly on the Google Classroom, after a few hours.

Based on the explanation, usually the grades come out directly on the Google Classroom, after a few hours. Likewise, student 6 explained that:

Yes, it is always graded, after we collect assignments, the grades are immediately returned.

Based on the explanation, teachers always return grades after they collect assignments. Likewise, student 7 explained that:

If the grades are given in google classroom sometimes, sometimes they are not returned, maybe the teacher entered the grades not in google classroom.

Based on the explanation, the teacher sometimes gives a value sometimes not at all, students feel the teacher enters the value without the students knowing. Likewise, student 8 explained that:

Sometimes it is not returned, sometimes its value is returned.

Based on the explanation, the teacher sometimes gives grades, sometimes not at all.

Based on this explanation, it can be said that according to students at SMAN 8 Jambi City, teachers always give assessments to students after students gather, but also teachers cannot give grades to students in class, students also cannot give

grades. rate their friends. Based on an interview with Student 2 , he explains about students not being able to give assessments in google classroom as follows:

Not allowed to give a rating.

Based on the explanation, students are not allowed to give an assessment in google classroom. Likewise for students 3 and 4 who have the same answer, it is explained that:

No, the teacher does not allow comments and grades to students.

Based on that explanation, students cannot give assessments to their friends, because the teacher does not allow giving comments and grades to students.

Based on this explanation, it can be said that according to students at SMAN 8 Jambi City, in google classroom students cannot provide assessments and comments from other students, only teachers can give assessments to students.

When teachers and students learn using Google Classroom, of course notifications are very important for students because through notifications, students know the latest updates from the teacher and don't make them miss the assignments given by the teacher. Based on the results of the interviews, the researchers found that almost all students received notifications when a teacher adds something in Google Classroom.

Based on the interviews, there were seven students out of eight students who always get an immediate notification from Google Classroom when the teacher share something and they get straight to it, but one off they don't. Here is a student perspective that Google Classroom is accepted. They senses that a notification appears immediately when teacher shares something in Google Classroom :

Student 1 : Yes, I know right away because the notification goes directly to their respective cellphones.

Student 3 : Yes, I know, because when the teacher gives an assignment or is absent, the notification is visible and there is also an email notification.

Student 4 : Yes, I immediately knew because there was a notification coming in.

Student 5 : Yes, I immediately knew, because the Google Classroom account is directly linked to email, so it will appear immediately.

Student 6 : Yes, because there is a notification that it goes straight in, so you don't miss your absences and assignments.

Student 7 : Yes, I know, because the notification goes directly to the email.

Student 8 : Yes, there is a notification that comes from Google Classroom.

Based on that explanation, when the teacher sends assignments or gives learning materials, students can immediately find out because the notification appears on each student's cellphone, because Google Classroom is connected to email. But there are students who say they don't always get notifications from google classroom. student 2 explained:

Sometimes the notification comes on my cellphone but sometimes it doesn't appear either.

Based on that explanation, students don't always receive notifications from Google Classroom when the teacher gives or distributes assignments in Google Classroom, only sometimes the notification comes in but sometimes it doesn't come in, maybe this is because of the student's network.

Based on this explanation, it can be said that according to students at SMAN 8 Jambi City, it is very easy for students to know when the teacher gives assignments or learning materials because when the teacher adds something in Google Classroom, a notification goes to the student's cellphone.

Students also find it difficult to use google classroom in online learning, based on an interview with student 1, he explained the difficulties of using google classroom as follow :

If Google Drive is full, you can't submit assignments to Google Classroom. Based on the explanation, students have difficulty sending assignment files if google drive is full, if google drive is full they can't send assignments. Likewise, student 2 explained that :

If the difficulty that I encountered was, on Google Drive so when Google Drive was full, I couldn't send assignments to Google Classroom, I had to empty Google Drive first.

Based on the explanation, students found difficulties, on google drive so when google drive was full so they couldn't send assignments to google classroom, they had to empty google drive first. . Likewise, student 3 explained that :

The difficulty is the lack of interaction between teachers and students, and if Google Classroom is full, it cannot send files and receive files.

Based on the explanation, students feel that there is a lack of interaction between teachers and students using google classroom, and if the google classroom is full, they cannot send files and receive files. Likewise, student 4 explained that :

In my opinion there are difficulties, when collecting assignments are a little more complicated.

Based on the explanation, students felt that there were difficulties, when collecting assignments were a little more complicated. Likewise, student 5 explained that :

As far as I use the Google Classroom application, this is quite helpful, but there is one thing that I think is lacking, namely the lack of personal discussions between teachers and friends.

Based on the explanation, students feel that Google Classroom is very helpful for online learning, but there is one thing according to him that is lacking, namely the

lack of personal discussions between teachers and friends. Likewise, student 6 and student 7 explained that :

The problem is that if Google Drive is full, it can't submit assignments.

The only problem is that if the Google Drive is full of files that you want to send to Google Classroom, you can't send assignments.

Based on the explanation, students find it difficult if the google drive is full of files that they want to send to Google Classroom, they cannot send assignments.

Likewise, student 8 explained that :

Sometimes Google Classroom gives notifications that someone is coming in and something isn't.

Based on the explanation, students feel that sometimes in Google Classroom, there are notifications that come in and there are those who don't, so students feel confused about notification problems.

Based on this explanation, it can be said that according to students at SMAN 8 Jambi City, students find it difficult if the google drive is full they cannot send and receive assignments sent by the teacher via google classroom, students also feel that there is a lack of interaction between teachers and students and notification notifications are not always appear .

To support online learning using Google Classroom, students need encouragement or motivation to learn to use Google Classroom and cannot learn face-to-face. But they do not get motivation from the teacher to learn to use google classroom, as explained by student 1 below :

There is no motivation to study in Google Classroom, because learning in Google Classroom is a must that must be followed.

Based on the explanation, the teacher does not give motivation in using google classroom, because learning in google classroom is a must that is followed.

Likewise, student 2 explained that :

So far there is no motivation given by the teacher, we use google classroom because it is an order from the teacher who teaches these subjects.

Based on the explanation, there is no motivation given by the teacher, students use google classroom because it is an order from the teacher who teaches these subjects.

Likewise, student 3 explained that :

There's no push, there's no motivation.

Based on the explanation, there is no motivation given by the teacher, but there is encouragement to learn, to collect assignments in order to get good grades.

Likewise, student 4 explained that :

There is no motivation, because after all face-to-face learning is better, but during this pandemic, I was forced to use Google Classroom.

Based on the explanation, there is no motivation, because after all face-to-face learning is better, but during this pandemic I was forced to use google classroom.

Likewise, student 5 explained that :

No motivation.

Based on the explanation, the teacher did not give motivation. student 6 explained that :

There is not any . because face-to-face learning is better and more effective because the situation forces them to use google classroom.

Based on the explanation, students have no motivation to learn in Google Classroom, because face-to-face learning is better and more effective because the situation forces them to use Google Classroom. Likewise, student 7 explained that:

There is no motivation given by the teacher.

Likewise, student 8 explained that:

There is no motivation, the teacher just says that if you don't submit assignments you won't be able to pass.

Based on the explanation, students were not given motivation, the teacher only said that if they did not submit assignments, they would not be able to pass.

Based on this explanation, it can be said that according to students at SMAN 8 Jambi City, teachers do not provide motivation in using google classroom, they are aware that face-to-face learning is better and more effective.

In this section, the researchers found some Students' perspective about on the advantages and disadvantages of Google Classroom in english subjects. The results of this study are composed of all Participants based on their views and experience. According to the analysis, The researchers developed several themes. There are eight themes built on this Analysis, they are:

Table 2. Themes

Aspects	Themes
1. Advantages of Google Classroom	Theme 1: Paperless submission. Theme 2: Ease to see assessment. Theme 3: Real time notification.
1. Disadvantages of Google Classroom	Theme 1: google drive full of difficult to send assignments Theme 2: Lack of interaction 1. No discussion 2. No peer reviews Themes 3 : Lack Motivation

4.1.1. Students' Perspectives of the advantages in using Google Classroom

In this section, the researcher found that four themes for the advantages of Google Classroom based on students' perspectives. They are:

- a) Easy to used
- b) Paperless submission

- c) Ease to see assessment
- d) Real time notification.

Those themes are explained bellow:

Themes 1 : Easy to used

Based on the answers of the students above, it can be concluded that students find it very easy to use the google classroom application and is very suitable for use in online learning such as According to Pappas (2015), there are two advantages of the advantages of Google Classroom. First is easy to use. It means that both teachers and students can access Google Classroom accessible from all computers, mobile phones and tablets.

Theme 2 : Paperless submission

In summary most of students perceived that using Google Classroom is easy to upload their work, and also they don't need use paper. This is in line with Pappas (2015) that one of the advantages of Google Classroom is paperless.

Theme 3 : Ease to see assessment

From the point of view, it can be concluded that even though the teacher does not give grades them through Google Classroom, but the teacher still gives grades, even though he or she is not told the grade.

Themes 4 Real time notification

From students' perspectives above, it can be concluded that although Pappas (2015) said that Google Classroom does not update automatically, but

most of the students said that every time the teacher shared something in the Google Classroom, notification immediately appeared on the students' cell phone.

4.1.2. Students' perspectives of disadvantages in using Google Classroom

In this section, the researcher finds some disadvantages of using google classroom, there is a theme for weaknesses of Google Classroom based on student perspective. They are :

- a) google drive full of difficult to send assignments
- b) Lack of interaction
- c) Lack of motivation

These themes are described below:

a. Google drive full of difficult to send assignments

From some of the analyzes above, it can be concluded that students find it difficult to submit assignments if their Google Drive is full and they feel that the appearance of Google Classroom is less attractive to students.

b. Lack of interaction in using google classroom

Based on the results of the analysis, this theme consists of 2 sub-themes, they are no discussion and no peer reviews.

b1. No disccusion

Although Yunus and Syafi'i (2020) said that Google Classroom is used as a discussion forum between teacher and students. However, based on the results

of the interview, most of students said that there is no discussion between teacher and students in Google Classroom. No further questions about the materials or assignments given. And most of the students don't ask to the teacher about the material they don't understand.

Based on the perspective of some students, they did not discussions in Google Classroom with teachers and classmates. Also, the teacher has difficulty explaining the material on Google Class. However, on the other hand, there are students who say that they discuss with teachers and classmates, but not through Google Classroom, more often via WhatsApp.

b2. No peer reviews

From some of the perspectives above, it can be concluded that students aren't given the opportunity to give an assessment or comment to their friend's assignment.

c. Lack of motivation in using Google Classroom

From some of the analyzes above, it can be concluded that students lack the motivation to use Google Classroom in learning is because of the teacher only absent, giving materials and giving assignments. They feel face-to-face learning is better and more effective than online learning. This type of learning occurs because of the monotonous learning activities. Less teachers and students varied learning activities, so that students do not participate in learning through Google Classroom. There are even students who are not absent and are not hand over their assignments. In this case, it means that students are less motivation to participate in Google Classroom (Bondarenko, Mantulenko, & Pikilnyak, 2019).

4.2 Discussion

Based on the results of interviews, researchers found how students' perceptions of the use of Google Classroom in online learning during the covid19 pandemic were for the twelfth graders of Social Sciences at SMAN 8 Jambi City. Based on the results of the interviews showed that students gave positive and negative responses about learning to speak using google meet in online learning. In line with Michael (1999), perception is feelings and thoughts about things and processes. The students said that online learning by using google classroom in online learning is good and useful in this pandemic. The google classroom application is the most effective application compared to other applications. They can study even from home, they can receive assignments and materials as well as collect assignments also receive value. This is one way teachers and students can keep up-front learning during the pandemic. And then, students enjoy the learning process. because there is no burden to study at home, flexible time, not tired like at school. It can be concluded that learning using Google Classroom which has advantages and disadvantages is quite interesting as an online learning platform which is quite interesting and useful for students during this pandemic.

Furthermore, students' perceptions regarding the teacher's role in explaining English material through online learning are good or not. In line with Carrasquillo (1994), teaching is an activity that involves teachers and learners in interaction. Based on the results of the study, it is known that teachers teach using google classroom and also provide material, assign assignments to return grades to make it easier for students to learn the material. Covid-19 is fine. This is because the teacher

explains the material virtually well, not only giving assignments but without explanations.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the findings and discussions some conclusions are drawn :

1. Google Classroom is use as the main platform for learning supported by WhatsApp and YouTube. WhatsApp is use for instruction and submitting assignments. And for YouTube is use for video material.

2. Google Classroom is perceived by students as have some advantages. They are;

2.1 Paperless submission

The students don't have to submit paper instead they only to submit digital content.

2.2 Ease to see assessment

The students have eagerness to show their grades.

2.3 Real time notification.

The students get information as soon as it is released by the teacher.

3. Google Classroom is also perceived by students as having some disadvantages.

They are ;

a) Google drive full of difficult to send assignments

b) Lack of interaction

c) Lack of motivation

3.1 Google drive full of difficult to send assignments

If google drive is full then assignments cannot be submitted in google classroom

3.2 Lack of interaction

The students do not have discussions with teachers and their classmates.

3.3 Lack of motivation

The students prefer to learn face-to-face rather than online learning.

5.2 Suggestions

After concluding the research, the researcher would like to give some suggestions that can be considered as follow:

1. The Teacher and Student

Teachers and students need training in online learning. Because In my research, students lack motivation and lack Diversity in learning. Students only look at the material without being supervised by the teacher. The teacher doesn't know if it's does the student really understand the material? Therefore, it is necessary take steps to develop learning and check every activity. School the education office can participate in the preparation of the required activities.

2. Other Researchers

In general, we already know how to use Google for online learning Classroom may happen. But of course there are some advantages and shortcoming. In this research still needs more in-depth study Other researchers who have the same idea.

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APPENDIXES

List of Interview Questions

1. Do you think it is easy to use the Google Classroom application?
2. When teachers share learning materials in Google Classroom, do you read it and understand it?
3. What does the teacher do if the Google Classroom has been discussed? Do you also have discussions between teachers and other friends?
4. Does every time you collect assignments, the teacher in question gives grades and feedback? In what form does the teacher give assignments?
5. Are you also given the opportunity to give each other an assessment or comment on your friends in Google Classroom?
6. Did you know right away that something new was added by a teacher in Google Classroom?
7. Are you having trouble using Google Classroom?
8. Is there any encouragement or motivation from the teacher to learn through Google Classroom?

Script Interview

Name : Student 1

1. Do you think it is easy to use the Google Classroom application?
Menurut saya sangat mudah menggunakan google classroom karena aplikasinya cukup sederhana.
2. When teachers share learning materials in Google Classroom, do you read it and understand it?
Saya selalu membaca materinya, tapi untuk memahaminya saya kadang kurang karena hanya tulisan singkat saja guru memberinya.
3. What does the teacher do if the Google Classroom has been discussed? Do you also have discussions between teachers and other friends?
Segera mengumpulkan tugasnya, kalau diskusi tidak ada di google classroom, kalau ada yang mau ditanyakan tentang pembahasannya lewat whatsapp.
4. Does every time you collect assignments, the teacher in question give grades and feedback?
Iya guru selalu mengembalikan nilai ke siswa.
5. Are you also given the opportunity to give each other an assessment or comment on your friends in Google Classroom?
Tidak diperbolehkan untuk memberi penilaian.
6. Did you know right away that something new was added by a teacher in Google Classroom?
Iya langsung tau karena notifikasinya langsung masuk ke hp masing-masing.
7. Are you having trouble using Google Classroom?
Kalau google drive penuh gak bisa mengumpulkan tugas ke google classroom.
8. Is there any encouragement or motivation from the teacher to learn through Google Classroom?
Tidak ada motivasi belajar di google classroom, karena pembelajaran di google classroom sebuah keharusan yang harus diikuti.

Name : Student 2

1. Do you think it is easy to use the Google Classroom application?
Waktu awalnya saya menggunakan ada sedikit kebingungan karena saya baru pertama kali memakai aplikasi google classroom, tapi setelah saya menggunakannya jadi saya merasa mudah dan nyaman menggunakan aplikasi google classroom
2. When teachers share learning materials in Google Classroom, do you read it and understand it?
Saya merasa mudah untuk membaca dan memahami materi yang di bagikan di google classroom.
3. What does the teacher do if the Google Classroom has been discussed? Do you also have discussions between teachers and other friends?
Disuruh mengerjakan tugas dan mengumpulkannya, waktu dalam pengerjaan diskusi dengan teman-teman
4. Does every time you collect assignments, the teacher in question gives grades and feedback?
iya miss, guru selalu memberikan nilai di google classroom, di kolom komentar juga kadang gurunya itu memberi tahu mana yang salah.
5. Are you also given the opportunity to give each other an assessment or comment on your friends in Google Classroom?
Tidak pernah , kalau untuk memberi penilaian dan komentar di google classroom karena di google classroom tidak tersedia untuk penilaian.
6. Did you know right away that something new was added by a teacher in Google Classroom?
Kadang notifikasinya masuk di hp saya tapi kadang gak muncul juga .
7. Are you having trouble using Google Classroom?
Kalau kesulitan yang saya temui itu , di google drive jadi waktu google drive penuh jadi tidak bisa ngirim tugas ke google classroom , harus mengosongkan google drive terlebih dahulu.
8. Is there any encouragement or motivation from the teacher to learn through Google Classroom?
Sejauh ini tidak ada motivasi yang di berikan guru, kami menggunakan google classroom karena memang perintah dari guru yang mengajar mata pelajaran tersebut.

Name : Student 3

1. Do you think it is easy to use the Google Classroom application?
Lumayan mudah di bandingkan aplikasi lain.
2. When teachers share learning materials in Google Classroom, do you read it and understand it?
Kurang memahami miss.
3. What does the teacher do if the Google Classroom has been discussed? Do you also have discussions between teachers and other friends?
Biasanya guru menjelaskan sedikit di google classroom, kalau mau diskusi atau ada pertanyaan lewat whatsapp diskusinya.
4. Does every time you collect assignments, the teacher in question gives grades and feedback?
Iya guru selalu memberikan atau mengembalikan nilai
5. Are you also given the opportunity to give each other an assessment or comment on your friends in Google Classroom?
Tidak bisa , guru tidak mengizinkan memberikan komentar dan nilai kepada siswa.
6. Did you know right away that something new was added by a teacher in Google Classroom?
Iya tau, karena ketika guru memberikan tugas atau absen notifikasinya kelihatan dan ada juga lewat email pemberitahuannya.
7. Are you having trouble using Google Classroom?
Kesulitannya kurangnya interaksi antara guru dan siswa ,dan jika google classroom nya penuh tidak bisa kirim file dan menerima file.
8. Is there any encouragement or motivation from the teacher to learn through Google Classroom?
Doroongan ada tap untuk motivasi tidak ada.

Name : Student 4

1. Do you think it is easy to use the Google Classroom application?
Menurut saya mudah, sangat cocok untuk pembelajaran online di semua jenjang sekolah.
2. When teachers share learning materials in Google Classroom, do you read it and understand it?
Dibaca dan di pahami tapi kadang tidak juga.
3. What does the teacher do if the Google Classroom has been discussed? Do you also have discussions between teachers and other friends?
Setelah guru membagikan tugas di google classroom, diperintahkan untuk segera mengerjakan lalu mengumpulkannya ,tidak ada pembahasan untuk diskusi lagi .
4. Does every time you collect assignments, the teacher in question gives grades and feedback?
Iya, guru selalu memberikan nilai
5. Are you also given the opportunity to give each other an assessment or comment on your friends in Google Classroom?
Tidak memberi kmentar karena siswa tidak diizinkan untuk memberi penilaian dan komentar di google classroom.
6. Did you know right away that something new was added by a teacher in Google Classroom?
Iya langsung tau karena ada notifikasinya masuk .
7. Are you having trouble using Google Classroom?
Menurut saya ada sedikit kesulitan , pada saat mengumpulkan tugas agak lebih ribet sedikit.
8. Is there any encouragement or motivation from the teacher to learn through Google Classroom?
Tidak ada motivasi , karena bagaimana pun pembelajaran secara tatap muka itu lebih baik , tapi di saat pandemi ini terpaksa menggunakan google classroom.

Name : Student 5

1. Do you think it is easy to use the Google Classroom application?
Karena sudah terbiasa sekarang jadi terasa mudah, sebenarnya aplikasi google classroom cukup sederhana dan simple untuk di gunakan.
2. When teachers share learning materials in Google Classroom, do you read it and understand it?
Iya pasti , terutama durasi waktu pengumpulan tugas yang di berikan , karena di google classroom bisa di atur .
3. What does the teacher do if the Google Classroom has been discussed? Do you also have discussions between teachers and other friends?
Untuk di google classroom kami tidak ada diskusi , jika mau diskusi ke whatsapp.
4. Does every time you collect assignments, the teacher in question gives grades and feedback?
Iya biasanya nilainya langsung keluar di google classroom nya, selang beberapa jam.
5. Are you also given the opportunity to give each other an assessment or comment on your friends in Google Classroom?
Untuk diskusi tidak ada di google classroom, jika ada itu ada sesi tertentu saja.
6. Did you know right away that something new was added by a teacher in Google Classroom?
Iya langsung tahu, karena akun google classroom tertaut langsung dengan email , jadi akan langsung muncul.
7. Are you having trouble using Google Classroom?
Sejauh yang saya gunakan aplikasi google classroom ini cukup membantu namun,ada satu hal menurut saya kurang yaitu kurang diskusi pribadi antara guru dan teman.
8. Is there any encouragement or motivation from the teacher to learn through Google Classroom?
Tidak ada motivasi.

Name : Student 6

1. Do you think it is easy to use the Google Classroom application?
Sangat-sangat mudah dan menghemat kuota.
2. When teachers share learning materials in Google Classroom, do you read it and understand it?
Iya membaca dan memahaminya .
3. What does the teacher do if the Google Classroom has been discussed? Do you also have discussions between teachers and other friends?
Iya kami mengadakan pembahasan dan diskusi.
4. Does every time you collect assignments, the teacher in question give grades and feedback?
Iya selalu dinilai , setelah kami mengumpulkan tugas nilainya langsung dikembalikan.
5. Are you also given the opportunity to give each other an assessment or comment on your friends in Google Classroom?
Untuk penilaian dan komentar tidak bisa , karena tidak diizinkan dalam google classroom.
6. Did you know right away that something new was added by a teacher in Google Classroom?
Iya karena ada notifikasi nya langsung masuk, jadi tidak ketinggalan absen dan juga tugas.
7. Are you having trouble using Google Classroom?
Kesulitannya jika google drive penuh maka tidak bisa mengirimkan tugas .
8. Is there any encouragement or motivation from the teacher to learn through Google Classroom?
Tidak ada . karena pembelajaran tatap muka lebih baik dan lebih efektif karena situasi saja yang memaksa untuk menggunakan google classroom.

Name : Student 7

1. Do you think it is easy to use the Google Classroom application?
Sejauh ini saya merasa mudah menggunakan google classroom dan untuk mengumpulkan tugas tidak perlu menggunakan kertas
2. When teachers share learning materials in Google Classroom, do you read it and understand it?
Saya selalu membaca materi yang di berikan oleh guru, jika saya tidak memahami saya akan bertanya kepada teman lain.
3. What does the teacher do if the Google Classroom has been discussed? Do you also have discussions between teachers and other friends?
Kadang-kadang saya diskusi , kadang tidak, tergantung materi yang di berikan
4. Does every time you collect assignments, the teacher in question gives grades and feedback?
Kalau pemberian nilai di google classroom itu kadang-kadang saja , kadang tidak di kembalikan , mungkin guru nya masukin nilai bukan di google classroom.
5. Are you also given the opportunity to give each other an assessment or comment on your friends in Google Classroom?
Tidak , di google classrom itu tidak di izinkan untuk memberi penilaian dan kolom komentar.
6. Did you know right away that something new was added by a teacher in Google Classroom?
Iya tau, karena notifikasi nya langsung masuk ke email.
7. Are you having trouble using Google Classroom?
Kesulitannya hanya apabila google drive penuh file yang ingin di kirimke google classroom tidak bisa .
8. Is there any encouragement or motivation from the teacher to learn through Google Classroom?
Tidak ada motivasi yang di berikan guru.

Name : Student 8

1. Do you think it is easy to use the Google Classroom application?
Mudah sekali untuk di gunakan dan mudah untuk mengumpulkan tugas.
2. When teachers share learning materials in Google Classroom, do you read it and understand it?
Kadang-kadang , jika saya tidak paham saya langsung mengerjakan tugas nya dengan mencari di google.
3. What does the teacher do if the Google Classroom has been discussed? Do you also have discussions between teachers and other friends?
Saya hanya membaca materi dan mengikuti perintah guru, dan tidak pernah diskusi
4. Does every time you collect assignments, the teacher in question gives grades and feedback?
Terkadang tidak dikembalikan terkadang di kembalikan nilai nya.
5. Are you also given the opportunity to give each other an assessment or comment on your friends in Google Classroom?
Tidak pernah memberikan penilaian dan komentar.
6. Did you know right away that something new was added by a teacher in Google Classroom?
Iya , ada notifikasi yang masuk dari google classroom.
7. Are you having trouble using Google Classroom?
Terkadang google classroom ini notifikasi nya ada yang masuk dan ada yang tidak masuk.
8. Is there any encouragement or motivation from the teacher to learn through Google Classroom?
Tidak ada motivasi, guru hanya mengatakan jika tidak mengumpulkan tugas tidak akan bisa lulus.