CHAPTER I

INTRODUCTION

1.1 Background of the research

Nowadays,integrating technology or ICT can make students control their learning and also more engaged in class. ICT has important role in learning. Many people believe that ICT will make learning process more fun and interesting, but learning activities with technology is one of new challenges in higher education because many teachers should struggle to integrate it for several reasons. For instance, they do not have time to implement it, they do not have enough experience with technology, or they have no idea on using technology in classroom.

Perez (2015) moreover expressed that it is since they are not fulfilled with the viability of computerized apparatuses and have challenges to execute it. Agreeing to Cox (2009) executing classroom innovation in school is required since it can offer assistance understudies to get ready for long term and as we are within the advanced time which makes us ought to know how to utilize it properly. Based on Beal and Melinda Gates Foundation, 93% of instructors as of now utilize computerized apparatuses in classroom which suggests there are still instructors who don't utilize computerized devices. In this way, we get the conclusion that innovation is valuable for learning prepare. There are a lot of online social learning environment and educational tools which are accessible for both students and teachers, such as, Google Docs, Google Scholar, and Google+. Google launched an e-learning tool named Google Classroom. Google Classroom

is a blended learning platform with interesting and simple features for schools. Only institution"s database can invite students to classrooms.

Google classroom can offer assistance to oversee paperless framework. Agreeing to Perez (2015) through Google Classroom, task is made and G-mail is utilized to supply classroom communication which makes instructors simpler to report and inquire questions to understudies in classes. Be that as it may, Pappas (2015) states that not all learning courses are reasonable utilizing Google Classroom. It has troublesome account administration, restricted integration alternatives, troublesome learner sharing, altering issues, and numerous more. Educational systems worldwide has been affected since COVID-19 has been declared a pandemic by the World Health Organisation (WHO), leading to the near-total closures of schools, and colleges. Most governments around the world have temporarily closed educational institutions in order to restrain the spread of Covid-19. This requires all elements of education to adapt and to continue the teaching learning process. As the result school and college change their learning process to online learning. The Indonesian Government assigns the learning process using online learning.

This is effective solution to activate classroom eventhough school and college have been closed to reduce the spread of covid-19. Many platforms of digital sources have been implemented by school, one of them is using Google Classroom. This research aims to get review of using Google Classroom during this pandemic. Students were taken as participants since all of the classes already use Google Classroom in learning process. Based on an informal interview with some students and teachers at Pondok pesantren Hidayatullah Bukit Baling,

Sekernan, Muaro Jambi. them use Google Classroom the researcher know that all of the population in at Pondok pesantren Hidayatullah Bukit Baling, Sekernan, Muaro Jambi.use Google Classroom. Therefore, the researcher is interested to identify students's perspective and teacher within an online learning, especially on the use of Google Classroom. The researcher will analyze about students's and teacher perceptions when they use Google Classroom on English language teaching.

1.2 Research Question

The research questions of this research are :

1. What are the student's perspective on benefit of using Google Classroom on online learning during the Covid-19 pandemic.

2. What are the student's perspective on deficiency of using Google Classroom on online learning during the Covid-19 pandemic .

3. What are the teacher perspective on benefit of using Google Classroom on online learning during the Covid-19 pandemic.

4. What are the teacher perspective on deficiency of Using Google Classroom on online learning during the Covid-19 pandemic.

1.3 The Objective of the Research

The objective of the research is to explain the benefit and deficiency of student perspective using Google Classroom On online learning during the Covid-19 pandemic at Pondok pesantren Hidayatullah Bukit Baling, Sekernan, Muaro Jambi.:

1. Investigate the Student's Perspective on Benefit of using Google Classroom on online learning during Covid-19 Pandemic.

2. Investigate the Student's Perspective on Deficiency of using Google Classroom on online learning during Covid-19 Pandemic.

3. Find out the Teacher Perspective on Benefit of using Google Classroom on online learning during Covid-19 Pandemic.

4. Find out the Teacher Perspective on Deficiency of using Google Classroom on online learning during Covid-19 Pandemic.

1.4 Limitation of the Research

In this research the writer focus on to find out the benefit and deficiency of using google classroom on online learning during the Covid-19 pandemic. The participants eight students and one English teachers at one Pondok pesantren Hidayatullah Bukit Baling, Sekernan, Muaro Jambi.

1.5 Significance of the Research

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

For student; This research is expected that students can use the Google Classroom application as part of their learning activities and students gain new knowledge and experiences regarding how to learn and its application

.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.

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 Key terms

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.

1. Benefit

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

2. Deficiency

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

3. Perspective

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

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 turnedin 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 Benefit 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.

2.1.2.1 Steps Of Using Google Classroom

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 attach. 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.

2.1.3 Definition Of The Perspective

According In his book on photography Freeman (1988) provides the following broad definition of the word perspective (p156): 'Perspective is the appearance of objects in space, and their relationships to each other and the viewer. And according to The New Websters Dictionary and Thesaurus (Ottenheimer, 1991) provides the following two definitions of the word perspective p282: the art of drawing objects on a plane surface to give the impression of the relative distance of objects, indicated by the convergence of their receding lines; relation of parts of the problem, etc. and last according to in the mind The Longman Dictionary of

Contemporary English (Longman, 1990) has three definitions of the word perspective p767: the art of drawing solid objects on a flat surface so that they give a natural effect of depth, distance, and solidity the way in which a situation or problem is judged, so that (proper) consideration and importance is given to each part a view, esp. one stretching far into the distance

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 On Online Learning

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 Benefit And Deficiency Of Google Classroom

1. Benefit of Google Classroom

According to Pappas (2015), there are two benefit and deficiency of Google Classroom. First is easy to use. It means that both teachers and students canaccess 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 benefit 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 benefit, 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 thirth benefit of Google Classroom is paperless .It means that no need to collect paperwork. And the last benefitof Google Classroom use 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. If takhar (2016) also stated that there are threeadvantages of Google Classroom. First is easy to use, the second is free andthe last is centralized data storage.

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

2. Deficiency of Google Classroom

According to Pappas (2015), there are two deficiency 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 astheir homework or assignments.

2. Students can't see their friends' assignments: Students cannot see their work withtheir peers, unless they are an "owner" of the document 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 deficiency 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 makesstudents 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 deiciency 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 Benefit of Google Classroom On Online Learning

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 Deficiency of Google Classroom On Online Learning

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, benefit 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 onlearners 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, depend 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-basedlearning.

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 Online Learning

In this current situation, teachers are looking for ways to keep teachingand 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 (LSM) 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 Benefit 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 studentcan 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, buybooks, 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 Deficiency of English Subject

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. Mclnnerney 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 procrasti-nation.

4. Lack of funds

Galusha (1991) pointed out that the deficiency 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 Corona Disease 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. Corona virus 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 (2010) 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, moststudents agree that Google Classroom is easy to use and has a good performance for using Google Classroom in language learning because Google Classroomfacilitates students to store and assignments or assignments, information or announcements, send assignments or assignments via Google Classroom, andstudents 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 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 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 program. To achieve this, about 99 students in the same cohort completed the self-administered questionnaires. The study revealed, amongst many, that whats App can impact negatively on the performance of tertiary students, especially those who do not own smartphones. The Similary of the two studies have in common is that using whats App as a tool for learning and to help students raise their interest in learning.

The third research was conducted by Lailatul Kodriyah (2009) 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
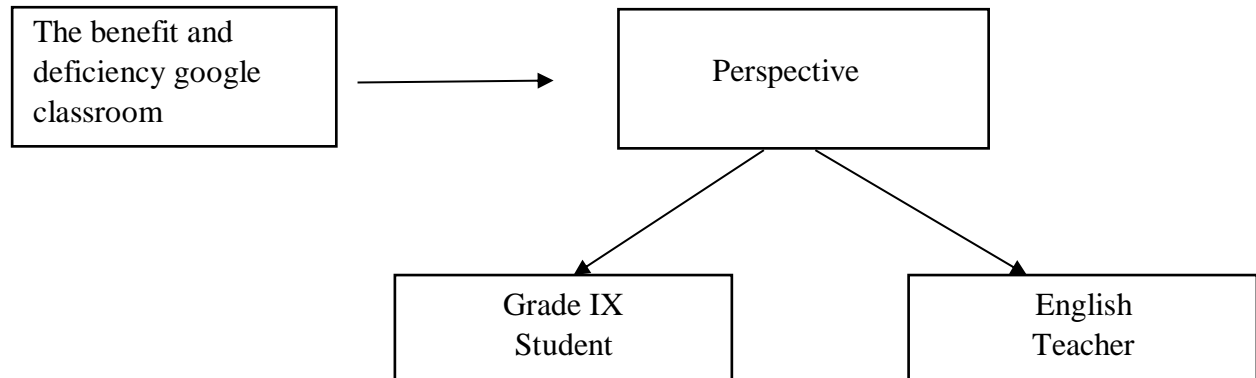
This conceptual framework is a description carried out by researchers. The researcher focuses on the benefit and deficiency of using Google Classroom in online learning in class IX   using the Google Classroom application as a learning platform during the pandemic.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Method

This research uses descriptive qualitative design because its 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 ofthe 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 ofnumbers 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 conducted in At Pesantren Hiddayatullah Sengeti, Muaro Jambi. The class consists of class 9 A, class 9 B, class 9 C, class 9 D, class 9 E and class 9 F. And 1 English teacher to add information .Researchers interviewed teachers for get the data needed by the researcher.

3.3 Subject of the Research

The participants of this study were students of Pesantren Hiddayatullah Sengeti Muaro Jambi, in nine grader and English Teacher. There are total 6 classes of grades in this pesantren are class 9 A, class 9 B, class 9 C, class 9 D, class 9 E and class 9 F And 1 English. this research use purposive sampling with the following sample selection categories.

Categories to select students as a participants can be viewed by the following points as below:

1. Students At Pesantren Hiddayatullah Sengeti at nine graders (IX)

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 benefit and deficiency of Google Classroom based on their perspective.

There are eight (8) Students willing to be the participant consist of 4 active and 4 inactive the active students gotten from two persons from

class 9 A, one person from 9 B, and another one person from class 9 C. while for the inactive students gotten from class one person from 9 D, one person from 9 E, and two persons from 9 F.

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 is:

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 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.

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 this research the participant were interviewed in Bahasa Indonesia, Before the researcher conduct to interview prepared questions that had been prepared for interview with the participants with Indonesian questions, then the researcher transcribed them into English to find out the results of the interviewed .In this research the researcher record all the answers that have been given, then the researcher will continue by describing all the answers that have been recorded by transcribing all the answers. The duration of the research The duration 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. The place for interview is in pondok pesantren hiddayatulah because the participant not allowed to leave school so the researcher must be interview the participant at that school.

In this research the participant were interviewed in Bahasa Indonesia, The researcher Before that, the researcher prepared questions that had been prepared for interview with the participants with Indonesian questions, then the researcher transcribed them into English to find out the results of the interviewed .In this research the researcher record all the answers that have been given, then the researcher will continue by describing all the answers that have been recorded by transcribing all the

answers. The duration of the research The duration 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. The place for interview is restaurant to complete all interview questions so that they are easy to answer

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 .

3.5 Technique of Data Analysis

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

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.

The first step that researcher did in collecting data was the researcher record the interview. After that the data was transcribe 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 benefit and deficiency of Google Classroom based on students' perspective.

2.Precoding and coding.

The second step was The researcher coded or highlighted each data that has been obtained according to the benefit and deficiency of Google Classroom based on interviews that were conducted through audio records

3. Theme and sub-theme.

The third step was In order to answer the question of this research, some themes are developed based on the benefit and deficiency of Google Classroom related to the answers of the students through interview.

4.Drawing conclusion

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

5. Adding description and details

The fifth step was 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.

b. Data display

The second step is data display. Data display was the process of

presenting data after data reduction. In this step, the process of showing data simply in form of words, sentences, narrative, table and graphic in order to the researcher mastered in the data collected as the basic of taking appropriate conclusion. In this step, the researcher 34 displayed the data gotten from interview and questionnaire in the form of table, figure, description. In this research, the displayed data consisted of the information about the students" perception and motivation toward English electronic learning (e-learning) during covid-19 pandemic.

c. Conclusion

The third step in this research is decision making and verification. The conclusion was drawn based on the data collected during the research that is the students" perception and motivation toward English electronic learning (e-learning) during covid-19 pandemic from interview and questionnaire.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consist of student's Demographic. information, profile of pesantren, student's, and teacher perspective on benefit and deficiency of Google Classroom.

4.1 Findings

4.1.1 Student Demographic Information

The researcher has got eight students as respondents There are eight (8) students who willing to be the participant consist of 4 active and 4 inactive The active students from class 9 A two persons. The first one is J.H .She is 16 years old, the gender is female, Second one is I.S female and also 16 years old the one person from 9 B, with the name : A.N.A 16 years old the gender is female. and another one person from class 9 C. with the name : T.N.F 16 years old the gender is female. While for the inactive students, one student from 9 D , with the name: N.T.Z 16 years old the gender is female. Another one person from 9 E, with the name : N.H 16 years old the gender is female.and two persons from 9 F with the name : A.U 16 years old the gender is female. and R.A 16 years old the gender is female.

4.1.2 Teacher Demographic Information

The Teacher's demographic profile is brief personal information from where the respondents came from for respondent the teacher, the researcher taken from the teacher of Pondok Pesantren Hidayatullah Muaro Jambi, almost 2 years working, the Name is I.V.L She live at

simpang chandra and the gender is female, and the educational background of from college Batanghari University. So taken from the teacher of Pondok Pesantren Hidayatullah Muaro Jambi.

4.1.3 Profile Of The Pesantren

This part tells a brief profile of the pesantren that the researcher got, this pesantren is named Hiddayatullah, the statistical number of the pesantren is 5100315020053, founded in 1997, full address at jl. Lintas timur k.m 26 bukit baling village, sekernan district, Muaro Jambi regency, Jambi Province, then for land ownership is a waqf deed institution, the building area is 2.5 hectares, the status of the building is owned by the Hidayatullah Foundation, the building area is about 25,000 M^2

Table 1

DATA OF STUDENTS IN THE LAST YEAR		
NO	Subject	Total
1.	Boarding Students	105 Students
2.	Non Boarding Students	214 Students
Total		319 Students

Table 2

PARENT DATA / TEACHER BOARDING BOARDING SCHOOL		
NO	Subject	Total
1.	Teacher	21 Persons
2.	Female Supervisor	4 Persons
3.	Male Supervisor	4 Persons

4.	General Kitchen Manager	2 Persons
Total		31 Persons

4.1.4 Student Perspective On Benefit Of Using Google Classroom

Based on an interview with student 1, She statement how easy it is using

the google classroom application as follows:

> *"In my opinion, it is very easy to use Google Classroom*
> *because theapplication is quite simple."(J.H.)*

In addition student 1 stated that :

"The use of Google classroom is not complicated so that user not confuse

while using it" (J.H.)

. Likewise student 2 statement 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."(I.S.)*

Based on this statement, 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

statement that

> *"I think this application is very easy to use, I used this*
>
> *application for the first time easy and difficult to reach. Based on this*
>
> *explanation, according to students, the Google Classroom application is*
>
> *an application that is easy to use compared to other applications.(A.N.A)*

In line with that,student 4 statement that:

> *"I think it's easy, very suitable for online learning at all levels of school.(T.N.F.)*

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 statement that:

> *"Because I'm used to it now it feels easy, actually the google classroom application simple to use."(N.T.Z.)*

Based on the student's explanation, they are used to it now it feels easy, actually thegoogle classroom application is quite simple to use.

Likewise, student 6 statement that:

> *"Very easy and saves quota."(N.H.)*

Based on this explanation, according to students, using the Google Classroom application is very easy and saves quota.

Likewise, student 7 statement that:

> *"So far I find it easy to use Google Classroom and to submit assignments, I don't need to use paper."(A.U.)*

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

> *"It's easy to use and easy to collect assignments."(R.A.)*

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 Pondok pesantren Hidayatullah Bukit Baling, Sekernan, Muaro Jambi., google classroom is very easy to 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, Statement 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."(J.H.)*

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

> *"I find it easy to read and understand the material shared in Google Classroom."(I.S.)*

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

> *"Do not understand the material in google classroom."(A.N.A)*

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

> *"I always read the material given by the teacher, if I don't*

understand I will ask another friend."(A.U.)

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."(R.A.)

Based on the explanation, students who do not understand the material or

assignments given by the teacher choose to search or complete through

Google.

4.1.5 Teacher Perspective On Benefit Of Using Google Classroom

Based on an interview with teacher, She statement how easy it is using

the google classroom application as follows

"Google Classroom really help me as a teacher in this situation. You know covid-19 force us to use this. it's really help to keep learning process on" (I.V.L.)

This argue has beneficial intentions that are positive arguments about google classroom.

"*It is really easy to use for young teacher and teenager but not all old teacher can use such a application like classroom application. We all know its hard for them to use this. even more for children. They are really smart at using smartphone but their parents should watch out them out in using that while all parents should working.*" (I.V.L.)*

Based on teacher argue from her answer google classroom is very easy to use and it can be used from smartphone.

"Yes of course, it can make them understand that to be polite is really important in their live. It just a little thing right but we need to keep that little thing in teaching process" (I.V.L.)

Based on teacher argue it is important to student understand what the

Politeness to them.

> *"Maybe yes, but i rather face to face. Google classroom can be as a media for sending their homework." (I.V.L.)*

Based on teacher argue it is google classroom has all ready if covid pandemic end.

4.1.6 Student Perspective On Deficiency Of Using Google Classroom

Based on the interview with Student 1, She statement 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."(J.H.)*

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

> *"Asked to do assignments and collect them, time to work on discussions withfriends."(I.S.)*

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

> *"Usually the teacher explains a little in Google Classroom, if we want to discuss or have questions via WhatsApp the discussion."(A.N.A.)*

Based on the statement, the teacher only explained a little in google classroom, ifyou want to discuss learning material or want to ask questions only via whatsapp. Likewise, student 4 statemnent 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."(T.N.F.)

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

"For Google Classroom, we don't have any discussion, if anyone wants to discuss it, go to WhatsApp."(N.T.Z.)

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

"Sometimes we discuss, sometimes not, depending on the material given."(A.U.)

Based on the statement, students and teachers do not have discussions in Google Classroom, sometimes they discuss depending on the material provided. Likewise,student 8 statement 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"(R.A.)

classroom, only read the material and followed what the teacher said.

Based on this explanation, it can be said that according to students at Pondok pesantren Hidayatullah Bukit Baling, Sekernan, Muaro Jambi. in the Google class there is no discussion and interaction between theteacher 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 statement the interaction between teacher and student while learning English in class as follows:

"Yes, teachers always return grades to students."(J.H.)

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

> *"Yes. the teacher always gives grades in google classroom, in the comments column also sometimes the teacher tells what is wrong."(I.S.)*

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

> *"Yes, the teacher always gives or returns grades."(A.N.A.)*

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

> *"Yes, usually the grades come out directly on the Google Classroom, after afew hours."(N.T.Z.)*

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

> *"Yes, it is always graded, after we collect assignments, the grades are immediately returned."(N.H.)*

Based on the statement, teachers always return grades after they collect assignments. Likewise, student 7 statement 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."(A.U.)*

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

> *"Sometimes it is not returned, sometimes its value is returned."(R.A.)*

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 Pondok pesantren Hidayatullah Bukit Baling, Sekernan, Muaro Jambi.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 , she statement about students not being able to give assessments in google classroom as follows:

"Not allowed to give a rating".(I.S.)

Based on the statement, students are not allowed to give an assessment in googleclassroom. Likewise for students 3 and 4 who have the same answer, it is statementthat:

"No, the teacher does not allow comments and grades to students."(A.N.A) & (T.N.F.)

Based on that statement, students cannot give assessments to their friends, because the teacher does not allow giving comments and grades to students. Based on this statement, it can be said that according to students at Pondok pesantren Hidayatullah Bukit Baling, Sekernan, Muaro Jambi., 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 goesdirectly to their respective cellphones.
>
> Student 3 : Yes, I know, because when the teacher gives an assignment oris absent, the notification is visible and there is also an email notification.
>
> Student 4 : Yes, I immediately knew because there was a notificationcoming 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 youdon'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 statement, 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 statement:

> *"Sometimes the notification comes on my cellphone but sometimes it doesn'tappear either."(I.S.)*

Based on that statement, 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 statement, it can be said that according to students at Pondok pesantren Hidayatullah Bukit Baling, Sekernan, Muaro Jambi., 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, she statement the difficulties of using google classroom as follow :

If Google Drive is full, you can't submit assignments to Google Classroom. Based on the statement students have difficulty sending assignment files if google drive is full, if google drive is full they can't send assignments. Likewise, student 2 statement 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."(I.S.)*

Based on the statement, 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 statement 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."(A.N.A.)*

Based on the statement, 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 statement that :

"In my opinion there are difficulties, when collecting assignments are a littlemore complicated."(T.N.F.)

Based on the statement, students felt that there were difficulties, when collecting assignments were a little more complicated. Likewise, student 5 statement 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."(N.T.Z.)

Based on the statement, 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 statement 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.(N.H.) & (A.U.)

Based on the statement, 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 statement that :

"Sometimes Google Classroom gives notifications that someone is coming in and something isn't."(R.A.)

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 e statement, it can be said that according to students at Pondok pesantren Hidayatullah Bukit Baling, Sekernan, Muaro Jambi., 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 googleclassroom, as statement 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."(J.H.)*

Based on the statement, the teacher does not give motivation in using google classroom, because learning in google classroom is a must that is followed. Likewise, student 2 statement 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.(I.S.)*

Based on the statement, 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 statement that :

> *"There's no push, there's no motivation."(A.N.A.)*

Based on the statement 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 statement 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."(T.N.F.)*

Based on the statement, 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 statement that :

> *"No motivation."(N.T.Z.)*

Based on the statement, 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 statement that:

> *"There is no motivation given by the teacher."(A.U.)*

Likewise, student 8 statement that:

> *"There is no motivation, the teacher just says that if you don't submitassignments you won't be able to pass."(R.A.)*

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

Based on this statement, it can be said that according to students at Pondok pesantren Hidayatullah Bukit Baling, Sekernan, Muaro Jambi.,

teachers do not provide motivation in using google classroom, they are aware that face-to-face learning is better and more effective. Based on this explanation, it can be concluded that the teacher at Pondok pesantren Hidayatullah Bukit Baling, Sekernan, Muaro Jambi.is difficult to explain or deliver learning materials through Google Classroom, it is not as easy as providing material during face-to-face learning. Notonly understanding the learning material, discussions between teachers and other students in Google Classroom also affect students' perceptions.

4.1.6 Teacher Perspective On Deficiency Of Using Google Classroom

"If i should rate it, i will say six star from ten star."(I.V.L.)

This argue has deficiency intentions is a rate if the teacher rates how good the Google Classroom.

"Not really, it take more time and more money then we should. first problem is the internet. Internet now is not really support us as a teacher even more the students. the speed of our internet is slow. Okay if you say it can fast sometimes but if we should teach 30 students in one application. There is must be so much variation on their internet then we just spend our time for waiting even more not all students can hear us really clear. Second, we spend alot of money for the internet. third, situation when we learn. If we learn in school, we can really know that the condition there is used to condusef but when we are home, nothing like that. We can hear all the sound that can make students not focus in learning process."(I.V.L).

Based on teacher answer, the teacher judged that google classroom was an application that was difficult to help because there were a lot of google classroom that had to be improved, such as having to connect to an internet connection and it was also not conducive because there was too

much sound if we started the lesson it could interfere with the focus in learning.

> *" I will give them homework in every meeting. So i can make sure that they really learning at home. at least their write down something even they not really understand what its mean. Because writing is one of important point in learning." (I.V.L).*

Based on teacher argue in this argue we can conclude if teacher give homework it can be have a risk because the students must know what their write and not to be same answer with the pair.

In this section, the researchers found some Students' perspective about on the benefit and deficiency 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 and Sub Themes. There are three themes and six sub-themes built on this Analysis, they are:

Table 3. Themes and Sub Themes

Themes	Sub Themes
Student Perspective Of Benefit On GoogleClassroom	Sub Theme 1: Paperless submission. Sub Theme 2: Easy to see assessment. Sub Theme 3: Real time notification.
Teacher Perspective Of Benefit On Google Classroom	Sub Theme 1 : Easy To Use Sub Theme 2 :Benefit In One Condition Sub Theme 3 : Politeness To Use

Student Perspective Of Deficiency On GoogleClassroom	Sub Theme 1: Google Drive Full Of DifficultTo Send Assignments
	Sub Theme 2: Lack Of Interaction
	1. No Discussion
	2. No Peer Reviews
	Sub Themes 3 : Lack Motivation
Teacher Perspective Of Deficiency On Google Classroom	Sub Theme 1 : Not Helpful
	Sub Theme 2 : Kuota Internet

4.2.1 Students' Perspectives of the Benefit in using Google Classroom

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

a) Easy to used

b) Paperless submission

c) Easy to see assessment

d) Real time notification.

Those themes are explained bellow:

Sub 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 Benefit And Deficiency of Google Classroom. First is easy to use. It means that both teachers and students canaccess Google Classroom accessible from all computers, mobile phones and tablets.

Sub 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 benefit of Google Classroom is paperless.

Sub Theme 3 : Easy 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 givesgrades, even though he or she is not told the grade.

Sub 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' cellphone.

4.2.2 Teacher perspectives of benefit in using Google Classroom
In this section, the researcher found that three themes for the Benefit of

Google Classroom based on teacher' perspectives. They are:

A). Easy To Use

B). Benefit In One Condition

C). Politeness To Use

Those themes are explained bellow:

Sub Theme 1 : Easy To Use

Based on teacher said 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.

Sub Theme 2: Benefit In One Condition

In this theme researcher can conclude google classroom can use if the something happened especially covid pandemic and era globalisasi.

Sub Theme 3 : Politeness To Use

Based on teacher said it can be conclude the politeness must be adjusted to what is done first honesty is the most important.

4.2.3 Students' perspectives of deficiency in using Google Classroom

In this section, the researcher finds some deficiency 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:

Sub Theme 1 : Google drive full of difficult to send assignments

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

Sub Theme 2 : 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 discussion

Although Yunus and Syafi'i (2020) said that Google Classroom is used asa discussion forum between teacher and students. However, based on the results of the interview, most of students said that there is no discussion between teacherand 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 arenot given the opportunity to give an assessment or comment to their friend'sassignment.

Sub Theme 3 : 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).

4.2.4 Teacher perspectives of deficiency in using Google Classroom

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

a) Not Helpful

b) Kuota Internet

These themes are described below:

Sub theme 1 : Not helpful

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

Sub Theme 2 : Kuota Internet

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

4.3 Disscusion

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 nine graders of Social Sciences at Pondok pesantren Hidayatullah Bukit Baling, Sekernan, Muaro Jambi.. 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 explainingEnglish 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 withoutexplanations.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the findings and discussions some conclusions are drawn :

Google classroom is perceived by students as have some benefit. They are; Paperless submission the students don't have to submit paper instead they only to submit digitalcontent. Easy to see assessment the students have eagerness to show their grades. Real time notification. Easy to use ,benefit in one condition, politeness to use. The students get information as soon as it is released by the teacher. Google classroom is also perceived by students as having some deficiency. They are : google drive full of difficult to send assignments, lack of interaction, lack of motivation. Not helpful kuota internet google drive full of difficult to send assignments if google drive is full then assignments cannot be submitted in google classroom, lack of interaction; the students do not have discussions with teachers and their classmates. 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 lookat 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 takesteps 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 short coming. In this research still needs more in-depth study Other researchers whohave the same idea.