



Students' Perception of Learning English Using Google Classroom Media During the Covid-19 Pandemic

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Abstract

This study aimed at finding out how students' perceptions of learning English use google classroom media during the Covid-19 pandemic and finding out what are the inhibiting factors experienced by students during the learning process of English using Google Classroom media. This type of research used a qualitative approach, in data collection techniques the researcher uses the methods of observation, interviews, and documentation. Informants in this study were students of class XI. 1 TKJ and English teacher at SMK YPPP Wonomulyo based on the results of observations the conditions of the implementation of English language learning in the Pandemic Covid-19 are very different when the learning process carried out face-to-face where the teacher's English learning process no longer explains the material directly but the teacher uses the Google Classroom media as a forum to carry out the learning process for students then the interview process was carried out by researchers through Google Form. The results of the study stated that the majority of class XI students. 1 TKJ SMK YPPP WONOMULYO has a negative perception of online learning English. This is in accordance with the answers of students who said they preferred face-to-face learning because it was easier to understand and learning through Google Classroom experienced many obstacles, for example network connections were often bad or constrained by internet quotas. Then the students said the learning outcomes were unsatisfactory and less understood and unattractive. Then the inhibiting factors experienced by students are unstable networks, sometimes Google Classroom errors,

inadequate quotas and lack of understanding of the material presented and lack of socializing with teachers and students.

Keywords: Student Perception, English Online Learning, Google Classroom

Introduction

The development of technology in the current era is developing rapidly and its development is something that cannot be avoided in life because technological progress will develop in accordance with the development of science. Humans cannot escape technology, especially during the Covid-19 pandemic. Covid-19 is a dangerous virus because it is easily spread and deadly. The existence of this virus causes many negative impacts in various fields, including in the field of education. According to Pane (2021) Corona virus is a virus that attacks the respiratory system. The Corona virus can cause minor disorders of the respiratory system, severe lung infections, and death. This corona virus was first discovered in the city of Wuhan, China at the end of December 2019, this virus is spreading very quickly and has spread to almost all countries, including Indonesia in just a few months. According to Sari (2020) Large- scale Social Restriction (PSBB) is an implementation of limiting activities

In public places and quarantining oneself at home. With the enactment of a large-scale social restriction policy, the entire community is restless from various things including the world of education which also has a profound impact on this. With the enactment of this large- scale social restriction, the Minister of Education and Culture, Nadiem Anwar Makarim, issued Circular Number 4 of 2020 concerning Implementation of Education in a Coronavirus Disease (Covid-19) Emergency. One of the policies implemented was the learning process which was initially carried out face-to-face but due to the pandemic, the teaching and learning process was carried out online, related to learning from the home. burdened with demands to complete all curriculum achievements for class promotion and graduation and also the Decree of the Minister of Education and Culture to organize this online learning process to protect students and teachers from the spread of Covid-19.

With this, it becomes a challenge for teachers and students, where students are required to learn from home and teachers who also have to struggle with all the limitations they have never thought of before. The school and parents also have to face conditions they never thought about before. This condition is not easy for them

to live with, where the parents of students play a role as teachers when learning from home.

Various sudden changes when the online learning process was established because it greatly affects the learning process and student achievement including in English lessons, why is that because English lessons are one of the subjects that some students think are very challenging and difficult subjects. What's more, the implementation of this online learning process makes students feel difficult because at first students can directly ask things they do not understand, but because of the pandemic they are required to use the online learning model.

Online learning time is also very limited and sometimes students are also constrained by the unstable network and this limitation makes students no longer able to ask the teacher too often when learning is taking place. Also, the parents of students are also very influential on this online learning because the backgrounds and conditions of each student's parents are quite diverse. Some do not have time to monitor their children whether the child is attending school or not. With these limitations, many parents feel dizzy with online learning. The more so, they find it difficult to control their children who continue to use cellphones. Not only students and parents who experience difficulties in this bold learning process, but also many teachers complain about student participation when learning is taking place. Teachers also have difficulty determining whether students take learning seriously or not. According to Puspaningtyas and Dewi (2020) Said that the majority of students experienced problems related to signals during online learning. Many students also have not been able to master the learning application well so that that will affect the learning process.

However, this is still carried out so that the learning process continues as it should because the application of online learning is one of the solutions to prevent the spread of Covid-19. According to Fuadi, Musriandi and Suryani (2020) Online Learning is a type of teaching and learning in which teaching materials are delivered to students using the internet. Online learning is learning that is carried out online using learning applications or social networks. Learning applications are used so that learning can take place as it should. One of the learning applications students use is the Google Classroom application. Google classroom is one of the online learning media that is currently being developed and is starting to be used especially during the Covid-19 pandemic.

In general, Google Classroom can influence the learning process both in terms of cognitive, affective, and psychomotor. Google Classroom is a useful application for online learning and can be followed by many people using cellular data. Educators can create classrooms for students who will take courses in Google Classroom. Then

the educators can invite students to join the class that the educators created by sharing the class code or inviting students using email.

According to Salamah (2020), Google Classroom is a learning medium that is very flexible in place and time. The use of the Google Classroom application is also effective in delivering material and collecting assignments because it does not use writing tools. Every teacher can easily upload power points, videos and questions using Google Classroom. Google classroom is one of the applications used by YPPP Wonomulyo Vocational School students during the Covid-19 pandemic. Based on the results of observations in the field, the researcher got some information from the students of SMK YPPP Wonomulyo, that due to the Covid-19 pandemic, the learning process was initially carried out face-to-face but due to the pandemic, the student learning process was carried out online which required students to use the media. learning so that students continue to carry out the learning process as they should and one of the learning media used by students is the Google Classroom application. According to several students of SMK YPPP Wonomulyo, they only used this application during the Covid-19 pandemic. In this regard, the researcher wants to conduct a

Method

Researcher use this type of descriptive resarch using a qualitative approach because the researcher was analyzing or describe the condition of the phenomenon. This type of research is used by researcher to describe Students' perceptions of learning English using Google Classroom media during the Covid-19 pandemic. According to Gulo. W (2002) descriptive research is a type of research based on the second basic question, namely how. We are not content to only know what the problem is exploratively, but want to know how it happened. According to Prabowo and Heriyanto (2013) Qualitative descriptive approach method is a data processing method by analyzing the factors related to the object of research by research entitled "Students' Perceptions of Learning English Using Google Classroom Media During the Covid-19 Pandemic" presenting data in more depth to the object of research.

This research was conduct at SMK YPPP Wonomulyo, more precisely at the

Computer and Network Engineering Department. The reason the researcher conducted research at SMK YPPP Wonomulyo was because located not far from where the researcher lived, making it easier for researcher in terms of time management in the process of carrying out research. Researcher was carried out this research in July 2021. In this study, researcher used several research instruments, namely observation, interviews, and documents.

According to Sidiq and Choiri (2019: 90), the test of data credibility or trust in qualitative research data is carried out, among others, by extending observations, increasing persistence in research, triangulation, discussions with peers, negative case analysis, and member checks.

According to Sidiq and Choiri (2019: 94-95)

Triangulation in this creativity test is interpreted as checking data from various sources in various ways, and at various times with the following explanation:

1. Triangulation of sources, to test the credibility of the data is done by checking the data obtained through several sources.
2. Technique triangulation, to test the credibility of the data is done by checking the data to the same source with different techniques.
3. Triangulation of time, time also often affects the credibility of the data. The data collected using interview techniques in the morning when the interviewees are still fresh, there are not many problems, will provide more valid data so that it is more credible.

In this study, researcher use triangulation by using resources. In this way, the researcher re- examined the information from the observation and interview and the data to the relevant documents. That is to gain trust from the data being checked.

The data reduction in this study is to identify the process of learning English using Google Classroom media during the Covid-19 pandemic, as well as students' perceptions of learning English using Google Classroom media during the Covid-19 pandemic and what are the inhibiting factors experienced by students during the learning process. English using Google Classroom media. In this study, the researcher described the data that had been reduced into sentences. Presentation of data in this study using narrative text. According to Miles and Huberman in Siddiq and Qhoiri (2019: 82) stated "the most frequent display of data for qualitative research data in the past was narrative text".

Findings and Discussion

Research Findings

1. Observation of the English learning process using Google Classroom media during the Covid-19 pandemic

The implementation of English learning during the pandemic is carried out once a week, namely every three hours meeting students for class XI. 1 TKJ SMK YPPP Wonomulyo. Based on the results of observations of the conditions of the implementation of English learning during the Covid-19 pandemic, it was very different when the learning process was carried out face-to-face where the teacher's English learning process no longer explained the material directly, but the teacher used Google Classroom media as a forum to carry out the learning process for students.

2. Student Perceptions of Learning English using Google Classroom

conclude the data. In qualitative research, the conclusions on the data are temporary. The data will change if the researcher does not find accurate evidence.

media during the Covid-19 pandemic

The results of the research findings through several student answers through interview questions contained in the google form can be seen as follows:

a. The impact felt in learning using Google Classroom during the Covid- 19 pandemic

The answers to the results of student interviews via Google Form from 37 students only 15 students gave responses, 2 students said the effect was good, 2 people said it was okay and 11 students said it was very unstable and had many obstacles. Based on the results of student interviews, it can be concluded that it is more dominant to answer that the perceived influence in learning using Google Classroom during the Covid- 19 pandemic is very unstable and has many obstacles.

b. Learning outcomes in learning English using Google Classroom

media during the Covid-19 pandemic era

Answers from student interviews via Google Form from 37 students only 14 students responded, 4 students said it was good, 1 student said it was okay and 9 students said it was not satisfactory and not optimal. Based on the results of student interviews, it can be concluded that it is more dominant to answer that learning

outcomes in learning English using Google Classroom media during the Covid-19 pandemic era say that they are unsatisfactory and unstable. In accordance with the results of the interview, the English teacher said that student learning outcomes using Google Classroom in the Covid-19 pandemic era were very unsatisfactory unlike when face-to-face because students had very little interest, only a few were actively working on assignments, out of 37 students, only a few were collecting assignments.

c. Regarding the delivery of English material

Answers from student interviews via Google Form from 37 students only 15 students responded, 4 students said it was interesting, 3 students said it was okay and 8 people said it was not interesting. Based on the results of student interviews, it can be concluded that it is more dominant to answer English learning in the midst of the covid-19 pandemic using Google Classroom media saying it is not interesting.

d. Maximizing Google Classroom learning in the Covid-19 pandemic era so that learning objectives can be achieved

The answers from student interviews through Google Forms from 37 students only 11 people who answered from interviews who said that in maximizing Google Classroom learning in the Covid-19 pandemic era so that learning objectives could be achieved, namely by making learning more interesting, following learning and understanding the material provided, also send assignments and take notes on the material given.

e. Disadvantages of learning Google Classroom in the Covid-19 pandemic era

The answers to student interviews via Google Forms from

37 students only 13 responded, 3 students answered that the shortcomings of Google Classroom learning in the Covid-19 pandemic era were problems with the network and quotas, 3 students said the shortcomings of Google Classroom learning in the Covid-19 pandemic era were: less than the maximum and 4 students said the shortcomings of Google Classroom learning in the Covid-19 pandemic era were lack of understanding of the material provided, 2 students said students were lazy to study and do assignments and 1 student said there was no shortage of learning in the Covid-19 pandemic era.

f. The process of learning English online using Google Classroom

The answers to student interviews via Google Form from 37 students, only 13 students who responded, it is known that the online learning process of English at SMK YPPP Wonomulyo Class XI.I

Computer and Network Engineering that 3 students said it was going well, 1 student said it was quite interesting and 9 students said they did not understand and were

ineffective. Looking at the data, it can be concluded that the online learning process of English using Google Classroom is not going well.

g. Online Learning Apps

Answers from student interviews via Google Form from 37 students, only 14 students who gave responses about applications in online learning, it is known that the application used by English teachers is the Google Classroom application. From the interview answers, students are more dominant in answering the application used by the teacher in the learning process is Google Classroom.

h. Media other than Google Classroom used by teachers in online learning English
Answers from student interviews via Google Form from 37 students only 12 responded, 11 students said they only used Google Classroom and 1 student said maybe using WhatsApp. From the answers, the dominant students answered only using Google Classroom.

i. Creativity in teaching English teachers during the pandemic using the Google Classroom app

Answers from student interviews via Google Form from 37 students only 11 students responded, 7 students said that the creativity of teaching English teachers during the pandemic using the Google Classroom application was that the material provided was simple, easy to understand and quite good and 4 students said they did not understand the material. given and is still less creative because it only takes notes. Based on the results of the interviews, students were more dominant in answering that the creativity of teaching English teachers was quite good in providing material and simple.

j. The way that the English teacher does in understanding the material

Answers from student interviews via Google Form from 37 students only 10 students responded, students said the way the English teacher understood the material was by providing easy-to-understand material and also usually the teacher gave learning videos, only that some

material was still abstract. and not understood by students. From the results of student interviews, it can be concluded that the teacher conveys material that is easy for students to understand and also sometimes the teacher gives learning videos, it's

just that there are some materials that are still abstract and not understood by students.

k. The way that English teachers do regarding collecting assignments in online learning

The answers from student interviews via Google Form from 37 students only 14 students responded, 14 students said the way the English teacher did related to collecting assignments was that the teacher waited for students to send assignments through Google Classroom and could also submit assignments to the teacher directly. From the results of student interviews that the majority of students answered that related to collecting assignments, students sent via the Google Classroom application.

Efforts made by English teachers to foster enthusiasm for learning in the midst of the Covid-19 pandemic

Answers from interviews via Google Form from 37 students only 12 students responded, 12 students said the efforts made by English teachers were to make easy learning methods to attract students to be more diligent in understanding the material, shorten the material, always guide and advise students not to lazy and motivating.

What are the inhibiting factors experienced by students during the English learning process using Google Classroom media

m. Constraints experienced during online learning of English using Google Classroom

Answers from interviews via Google Form from 37 students only 15 students responded, 11 students said there was no network and quota, 3 students did not understand the material provided, 1 student said there were no obstacles. From the results of student interviews, it can be concluded that the obstacles experienced by students during online learning of English using Google Classroom are that students are constrained by networks, quotas, and do not understand the material provided.

Discussion

The process of learning English using Google Classroom media during the Covid-19 pandemic.

The implementation of English learning during the pandemic is carried out 1 x in 1 week, namely every three hours meeting students for class XI.1 TKJ SMK YPPP WONOMULYO. In the

English learning process, the teacher provides material through Google Classroom and then provides direction regarding the material provided. Then the teacher also gave assignments to students but out of 37 students only a few people collected their assignments and the teacher gave an assessment through Google Classroom on the assignments that had been given. The teacher gives a time limit for collection but beyond the limit given the task can still be collected but the value given will not be the same as the one who did it on time according to the results of the English teacher interview who said about student discipline in doing assignments, you could say a lot of leeway given in the midst of this pandemic I do not give a time limit when collecting assignments, whenever you can collect them because who knows students don't have a quota at the time of assignment, for example, I told them to collect on Monday, but someone who collects on Tuesday can still do it but the score is still different from what collect on Monday.

According to the results of researchers' observations of teachers in the English learning process, students using Google Classroom media during the Covid-19 pandemic seemed boring because the teacher only gave material to students and gave directions to students to record the material given and also gave assignments to be done in every meeting that was held. teachers should provide more interesting things so that students are more enthusiastic in the learning process, especially with English material, students find it very difficult to understand the material in the midst of the Covid-19 pandemic.

2. Student perceptions of learning English using Google Classroom media during the Covid-19 pandemic at YPPP WONOMULYO Vocational School

From the results of the study, it is known that students' perceptions of learning English using Google Classroom during the Covid-19 pandemic at SMK YPPP WONOMULYO through questions made by researchers in numbers 1,2,3, and 6, namely student perceptions are known from the level of perceived influence. in learning to use Google Classroom during the Covid-19 pandemic, learning outcomes in learning English using Google Classroom media during the Covid-19 pandemic era, Regarding the delivery of English material, and the online learning process of English using Google Classroom. This is evidenced by the results of student interviews, so student answers are grouped into 3 categories, namely positive, neutral, and negative perceptions. This is in accordance with Azwar's opinion (2020) that the

perception measurement criteria are divided into

3, namely positive, neutral and negative perceptions.

The results of student interviews regarding the influence felt in learning using Google Classroom during the Covid-19 pandemic, it was found that 2 students said the effect was good, 2 people said it was okay and 11 students said it was very unstable and had many obstacles and preferred face-to-face. Based on the results of student interviews, it can be concluded that it is more dominant to have a negative perception of the perceived influence in learning using Google Classroom during the Covid-19 pandemic.

This is in line with Syahri's research (2021) with the title "Persepsi siswa terhadap pembelajaran daring mata pelajaran seni budaya materi seni rupa kelas VII di SMP Negeri 12 padang" which shows the results that students state that the online learning process has not been more effective, such as face-to-face at school. The results of student interviews regarding learning outcomes in learning English using Google Classroom media in the era of the Covid-19 pandemic, it is known that 4 students said it was good, 1 student said it was okay and 9 students said it was less satisfactory and less understood. Based on the results of student interviews, it can be concluded that it is more dominant to answer that learning outcomes in learning English using Google Classroom media during the Covid-19 pandemic era have negative perceptions.

According to Karim in Ullamatullah (2017), explaining skills are very important for teachers, because most of the teacher's conversations that affect student understanding are in the form of explanations. However, online learning conditions make teachers less flexible in explaining the material to students. This causes students to be less able to understand the material given.

The results of interviews regarding the delivery of English material that 4 people said it was interesting, 3 students said it was okay and 8 people said it was not interesting. Based on the results of student interviews, it can be concluded that it is more dominant to answer English learning in the midst of the covid-19 pandemic using Google Classroom media and have negative perceptions.

According to Roestiyah in Nasution (2017), a strategy is absolutely necessary as an effort to carry out effective and efficient learning. As educators, teachers must have learning methods so that learning can be maximized and also create a fun learning process for students. That way students will enjoy the learning process more if it is supported by the creativity of the teacher in teaching.

The results of student interviews regarding the online learning process of

English using Google Classroom showed that 3 students said it had gone well, 1 student said it was quite interesting and 9 students said they did not understand and were ineffective. Looking at the data, it can be concluded that the online learning process of English using Google Classroom is not going well.

From these findings, regarding students' perceptions regarding learning English using Google Classroom during the Covid-19 pandemic, namely learning that is not effective due to lack of interaction between students and teachers, so that students do not understand the material provided by the teacher.

From the four interview questions regarding the perceived influence in learning using Google Classroom during the Covid-19 pandemic, learning outcomes in learning English using Google Classroom media during the Covid-19 pandemic era, Regarding the delivery of English material, and the online learning process of English using Google Classroom can be concluded that the majority of students have a negative perception of online learning English using Google Classroom media during the Covid-19 pandemic. However, some students said that the influence felt in the process of learning English using Google Classroom media during the Covid-19 pandemic had a good and interesting effect.

In accordance with the results of the study of the three journals attached to Chapter II, the effect of using Google Classroom during the Covid-19 pandemic has a positive impact on the learning process and also students feel happy in the application of Google class and also students feel that using Google Class is very interesting. Media for doing online learning is very inversely proportional to the results of the

3. What are the inhibiting factors experienced by students during the English learning process using Google Classroom media

Constraints experienced during online learning of English using Google Classroom 11 students said there was no network and quota, 3 students did not understand the material given, 1 student said there were no obstacles. From the results of student interviews, it can be concluded that the obstacles experienced by students during online learning of English using Google Classroom are that students are constrained by networks, quotas, and do not understand the material provided.

The obstacles experienced by students during online learning of English using Google Classroom are an unstable network, sometimes Google Classroom errors, inadequate quotas and lack of understanding of

researchers because the results of interviews for student perceptions said that they had a more dominant negative impact on learning English using Google Classroom media in the COVID-19 pandemic.

the material presented and lack of socializing with teachers and students.

Applying online learning is not as easy as we think. Teachers and students are both experiencing obstacles. Students experience many obstacles in the learning process, students are also very minimal in English lessons so students will find it difficult in this online learning process and also Google Classroom is a new media among students and sometimes Google classroom errors, network connections are sometimes unstable and the quota is inadequate.

The obstacles faced by YPPP WONOMULYO Vocational High School students in this study are in accordance with Hutaauruk and Sidabutar's (2020) research which states that the obstacles faced by students in the online learning process are fundamental obstacles that must be faced, including obstacles in the field of internet networks, physical limitations. online learning applications, as well as

Conclusions

The implementation of English learning during the pandemic is carried out 1 x in 1 week, namely every three hours meeting students for class XI.1 TKJ SMK YPPP WONOMULYO. In the English learning process, the teacher provides material through Google Classroom and then provides direction regarding the material provided. Then the teacher also gave assignments to students but out of 37 students only a few people collected their assignments and the teacher gave an assessment through Google Classroom on the assignments that had been given. The majority students of class XI .1 TKJ SMK YPPP WONOMULYO has a negative perception of online learning English. This is in accordance with students' answers about the perceived influence in learning using Google Classroom during the Covid-19 pandemic who said they preferred face-to-face learning because it was obstacles in terms of learning services. easier to understand and learning through Google Classroom experienced many obstacles, for example network connections were often bad or constrained by quotas. Internet. Then for learning outcomes in learning English using Google Classroom media during the Covid- 19 pandemic era, students said they were unsatisfactory and poorly understood. Regarding the delivery of English material, students said learning English in the midst of the covid-19 pandemic using Google Classroom media was not interesting. Regarding the online

learning process of English using Google Classroom, students said they did not understand and were ineffective. On the other hand, some students also said that the process of learning English using Google Classroom was quite good and interesting. The majority students of class XI.1 TKJ SMK YPPP Wonomulyo said that the inhibiting factors experienced by students during the English learning process using Google Classroom media were an unstable network, sometimes Google Classroom errors, inadequate quotas and lack of understanding of the material presented and lack of socializing with teachers and students.

For school, Schools should pay attention to the constraints experienced by students in the online learning process and of course provide solutions so that students can carry out the learning process properly. Teachers should provide more interesting learning methods so that students do not feel bored in the online learning process and also provide simple material that is easy for students to understand. Students should pay more attention to the learning given and do not be lazy in doing the assignments given by the teacher. This research is limited to students' perceptions of learning English using Google Classroom media during the Covid-19 pandemic. Further researchers are expected to be able to add theories related to online learning and also to be able to add good solutions so as to increase knowledge about online learning.

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