

**AN ANALYSIS OF IMPLEMENTING GOOGLE CLASSROOM TO  
TEACH ENGLISH AT THE SEVENTH GRADE OF SMPN 2 WEDI  
DURING COVID-19 PANDEMIC**

**THESIS**

Submitted as a Partial Requirements  
for Writing the Thesis



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*Wassalmu'alaikum Wr. Wb.*

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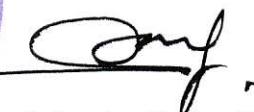
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If later proven that my thesis has discrepancies, I am willing to take the academic canction in the form of repealing my thesis and academic degree.

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## **DEDICATION**

**This thesis is dedicated to:**

1. My beloved parents (Mr. Mardiyanto and Mrs. Primaristuti) who always give me support, spirit, and motivation.
2. My beloved friends ( Ricky, Graha, Danita, Nendy, and Fari) who always give me support and spirit.
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## **MOTTO**

*“Jadilah orang baik dan membawa manfaat untuk semua orang”*

(My Father)

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

Surakarta, 7 December 2022

The Researcher

Beninge Air Bening

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## **ABSTRACT**

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In this era, technology is developing rapidly. Technological developments have an impact on all aspects, including aspects of education. It must be balanced with adequate teacher knowledge of technology. In achieving learning goals, a teacher must not only have knowledge about technology, but also knowledge about online learning in the midst of this covid-19 pandemic, namely the application of learning English using Google Classroom. The objectives of this study was to describe the application of Google Classroom and students' perceptions of learning English online using Google Classroom in the Covid-19 pandemic era.

The design of this study is a qualitative descriptive study, because based on the objectives of this study, it was to reveal the application of Google Classroom in learning English to 7th grade students of SMPN 2 Wedi in the Covid-19 pandemic era. The subjects of this study were seventh grade students and teachers at SMPN 2 Wedi. There are 28 students and 2 English teachers. The subject of this research was selected using purposive sampling. Data collection techniques by means of observation, interviews, questionnaires, and documentation. The researcher used triangulation techniques to prove the validity of the data.

The results of this study based on observations, student questionnaires, and teacher and student interviews are the implementation of Google Classroom in Class VII English Learning at SMPN 2 WEDI during the Covid-19 Pandemic is the most effective and most appropriate way because it is easy to understand and does not burden students to using a lot of data packages or quotas. Starting from the beginning of learning, providing material until the end of learning the application of Google Classroom in English learning during the covid-19 pandemic, it really helps the continuity of the teaching and learning process during the covid-19 pandemic. Students' perceptions of learning English using Google Classroom are also good, because with the Google Classroom the learning process can continue during the Covid-19 pandemic.

Keywords : Google classroom, online learning, teach english

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

Education for human life on earth is an absolute necessity and must be fulfilled throughout life. Education has an important role in the intellectual life of the nation, education also has many benefits not only limited to gaining knowledge. The benefits of education for individuals are improving the quality and well-being of a person, such as skill development, job opportunities, to career advancement.

The importance of education for every individual involved in education participates optimally in order to improve the quality of education. This is in accordance with the objectives of national education as stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Chapter II Article 3, namely:

“National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become good human beings. have faith and fear of God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens”

Efforts to educate the nation's life are the responsibility of educators, especially in preparing students to become subjects who fear God Almighty, have noble character, are tough, creative, and independent. Quality and well-structured education can create quality human resources. But to improve the quality of education in things that are easy to deal with. The national education system must be able to ensure equal distribution of educational opportunities, quality improvement, as well as the relevance and efficiency of education management in accordance with global developments.

Technology has an important role in the world of education. Online Learning Methods or e-learning have started conventional learning. In the industrial era 4.0, the internet plays an important role in all aspects. There are benefits that can be downloaded from online internet-based learning such as learning that does not depend on space and time, but can be done anytime and anywhere (Indriyana & Sadikin, 2020). The term era 4.0 refers to an era that offers a better quality of life resulting from the application of high technology in computers and communications that can eliminate some of the roles that humans usually play or carry (Ghozali, 2018).

As Schwab said that the era of education defined by the industrial revolution is called Education 4.0. Education 4.0 is education that responds to the needs of Industry 4.0 where smart machines work alongside professional humans, harnessing the potential of digital technology,

personalized data, open source content, and globally connected, technology that supports the world of the people, and builds lifelong learning to grow and develop. (Angeliawati, 2018)

Survive to play a better role in society, the implementation of e-learning requires the support of mobile devices such as mobile phones, laptops, computers, etc. to access the internet anywhere and anytime (Indriyana & Sadikin, 2020). In this era, all activities use technology can be said to be digital technology is changing education by changing the way information is created, acquired and shared. Technology also has an impact on the educational process. The new way of the learning process includes online learning. Online learning is learning through technology or based on internet access.

Effective teaching is one that has learned from experience not only using styles and approaches that are appropriate to various situations but the teacher also recognizes it is the right time to use certain combinations (Hughes, 2007) .The teacher knows and can manage the time during the learning process, so that the teacher can find out what design or learning method is right at the specified time. Teaching includes the design and implementation of activities that promote learning, classroom teaching, course design, developing materials, and developing assessments (Klopper, 2015). Teaching is the process of transferring information to students and developing skills. Teachers must also provide meaningful learning to their students so that knowledge can become lifelong learning.

In the midst of the covid-19 pandemic, all schools carry out distance learning activities using digital learning media or online learning media, one of which is using Google Classroom. Distance learning began in the second week of March 2020 to break the chain of the spread of the corona virus. The corona virus first appeared and spread to humans from the city of Wuhan, China at the end of December 2019, which then spread to various countries, including Indonesia. The government's efforts to prevent the spread of the virus have led to several policies, including travel restrictions, quarantines, curfews, event delays and cancellations, and facility closures. The government's policy certainly poses various risks, including in the field of the country's economy, as well as education.

Teaching and learning activities must continue in any situation and condition. The teaching and learning process using Google Classroom is now one way to overcome educational problems in the midst of the COVID-19 pandemic, both in developed countries and in developing countries. The use of Google Classroom can be done anywhere and anytime which will make it easier for teachers and students to do distance learning in the midst of the covid-19 pandemic. This is in line with what Herman stated in (Nirfayanti & Nurbaeti, 2019) that the Google Classroom concept is a class available to anyone who has Google Apps for Education, a series of free productivity tools including gmail, documents, and drives.

In addition, by using Google Classroom, teachers can effectively and efficiently manage classrooms (Abid Azhar & Iqbal, 2018) so that teachers

can provide materials or assignments to students without having to meet face-to-face. Distance learning is expected to be able to be a substitute for teaching and learning activities in the classroom by conducting learning according to the curriculum and syllabus. Thus the creativity and ability of teachers must be fully mobilized in order to be able to provide fun distance learning through learning media.

In this case the researchers decided to conduct research at SMPN 2 Wedi because online learning during the Covid-19 pandemic at SMPN 2 Wedi used Google Classroom media. Teachers connect learning with technological developments. As this research, researchers want to explore the application of online learning that is used by an English teacher using. SMPN 2 Wedi is one of the junior high schools that uses Google Classroom in the teaching and learning process of English during online learning during the Covid-19 pandemic. This research will analyze how Google Classroom is implemented for teaching English in Class VII of SMPN 2 Wedi during the Covid-19 Pandemic.

Some previous researcher who had employed researcher this study as follow the research conducted by (Maulida Cahyani et al., 2021), entitled "The Implementation of Google Classroom in Writing Spoof Text During the Covid-19 Pandemic". This study investigated about implementation of Google Classroom in writing spoof text during the Covid-19 pandemic. The researcher did the research in Faculty of Language and Arts Education, IKIP PGRI Bojonegoro. Next research was conducted

by (Safitri & Kurniawan, 2021) entitled “the implementation of Google Classroom to teach english at SMPN 2 Ngronggot in Pandemic era Covid-19”. This study focused on four aspects, namely : teacher preparation, implementation of teaching, evaluation and the las student responses. Other research entitedle “The Implementation of Google Classroom Application in Teaching and Learning Process at Ninth Grade Students”. This research was done by (Astuti et al., 2021). This study explored Google Classroom in the process of language learning and teaching English.

The previous studies above only explored students perceptions and teacher preparation in learning English using Google Classroom, but in this study apart from discussing students perceptions and teacher perceptions in learning English, this study also explores the teachers poin of view, difficulties and strategies to overcome difficulties in learning English, implementation of English learning using Google Classroom during the Covid-19 pandemic. Almost all previous studies conducted in junior high schools with a focus on student perceptions. That will make this research different from other studies. Based on the explanation above, the researcher will conduct a study entitled “AN ANALYSIS OF IMPLEMENTING GOOGLE CLASSROOM TO TEACH ENGLISH AT THE SEVENTH GRADE OF SMPN 2 WEDI DURING COVID-19 PANDEMIC”.

## B. Problem Identification

Based on the research background, the researcher found several important problems that can be identified as follows:

1. The learning system that changed from face-to-face to online learning.
2. The change in the learning system from face-to-face to online learning makes teachers and students have to implement appropriate teaching strategies.
3. Teacher need to know more about various types of technology media.
4. Students' views on the application of online learning with media used by schools during the Covid-19 pandemic.

## C. Problem Limitation

There are many ways to implement English learning during the Covid-19 pandemic, but researchers focus on implementing Google Classroom in learning English. Researchers also focus on limiting the scope of class VII of SMPN 2 Wedi because this school is one of the schools that has implemented Google Classroom in the learning process during the Covid-19 pandemic. The researcher also limits the scope, namely the process of implementing English learning using Google Classroom and students' perceptions of the implementation of Google Classroom. Problem boundaries to make problems clear, accessible and more specific.

#### **D. Formulation of the Problem**

Based on the limitation of the problem above, the researcher intends to discuss the following questions:

1. How is the implementation of Google Classroom in teaching English at the seventh grade of SMPN 2 Wedi during the Covid-19 pandemic?
2. What perception do the students have concerning the use of Google Classroom in the process of English teaching learning at the seventh grade of SMPN 2 Wedi during the Covid-19 pandemic?

#### **E. The Objectives of the Study**

The researchers focuses on analyze the implementation of Google Classroom for teaching English in Seventh Grade of SMPN 2 Wedi during the Covid-19 pandemic.

The are the objectives of the research:

1. To describe the implementation of Google Classroom in English teaching and learning at seventh grade of SMPN 2 Wedi during the Covid-19 pandemic.
2. To describe the students' perception about the use of Google Classroom during the Covid-19 pandemic.

#### **F. The Benefit of the Study**

Based on the research objectives described above, it is hoped that this research will have benefits and uses in the world of education, either directly or indirectly. The results of the research to be carried out have a significant

contribution to teachers, students, schools, parents and research. The contribution of each component can be explained as follows:

### 1. Theoretical Benefits

This research is expected to be able to contribute to learning English, especially in the application of Google Classroom for Teaching English in class VII SMPN 2 Wedi during the Covid-19 Pandemic.

### 2. Practical Benefits

#### a. For the School

As input in updating the learning process, namely the Implementation of Google Classroom for Teaching English in class VII SMPN 2 Wedi During the Covid-19 Pandemic.

#### b. For the Teachers

- 1) Can find out the condition of individual students in the midst of the covid-19 pandemic.
- 2) Can provide an overview to teachers about Being able to socialize the benefits of online media as a means to gain knowledge and use the internet wisely.
- 3) Can improve the quality of learning through online media that is more perfect in terms of materials, strategies, and methods.
- 4) Can socialize the benefits of online media as a means to gain knowledge and use the internet wisely.

c. For the Students

- 1) Students can still learn English with the application of Google Classroom for teaching English in class VII SMPN 2 Wedi during the Covid-19 Pandemic.
- 2) Students are expected to appreciate more time together with friends and the environment, after feeling that life must have distance due to the covid-19 pandemic.

d. For the Researchers

This research could be used as an experience in writing scientific papers and carrying out research in English education so as to increase knowledge, especially to find out how to apply Google Classroom for English Language Teaching in class VII SMPN 2 Wedi during the Covid-19 pandemic.

## G. The Definition of Key Terms

### 1. Google Classroom

Herman in (Nirfayanti & Nurbaeti, 2019), argues that the concept of Google Classroom is a class available to anyone who has Google Apps for Education, a series of free productivity tools including gmail, documents, and drives.

## 2. Online Learning

Online learning is a form of distance learning/training that utilizes telecommunications and information technology, such as the internet, CD-ROOM (directly and indirectly) (Heinich et al., 2001). Oline learning is a learning system that is carried out not face to face directly but using a platform that can help the teaching and learning process that is carried out even thought is a distance (Sofyana & Rozaq, 2019).

## 3. Teaching and Learning

English Teaching is a process to transform knowledge and make students learn on their own. Teaching is a complex activity, strategies, mechanisms, stimuli, and responses that have been designed to help students learn and become better learners (Marshall Gregory, 2006).

Learning is a process of turning accumulated knowledge into a process of establishing and preserving connections with a particular domain (Koc et al., 2015).

## 4. Covid-19 Pandemic

Covid-19 pandemuc is caused by Coronavirus Disease (COVID-19) is a new type of virus that has never been identified in humans. Coronavirus is a zoonosis (can be transmitted between animals or humans). In December 2019, outbreak of coronavirus 2 (SARS-CoV-2) infrection was a severe acute respiratory infection

that occurred in Wuhan, Hubei Province, China and spread throughout China and beyond.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

##### **1. Concepts of English Teaching Learning**

In foreign language situation almost all the learners tend to have a motivation for learning English. The teaching of modern in school has an educational function, and the older learner consciously learn an English to visit England, to able to communicate with foreigner, or to able to read an English books or a newspaper (Broughton et al., 2003) . The challenges of the teacher are; to help students develop declarative knowledge from procedural knowledge that they acquired, and to push the students to develop new target like representative that compete with inter-languages forms.

Teaching is a complex activity. It engages not only a teacher but also learner. It involves some kind as follows; the teacher presents through words or actions, perhaps presents through books, pictures, experiments, and even more. Teaching is unique, it aims to expand human potential, to enhance the others capacity; capacity to learn, think, make a decision, and evaluate. Any teaching must not just take a note but make use of it through computers, internet, video, games, but must relate it with the students world (Hughes, 2007). Teacher as the decision making such as creating curriculum, selecting

the best teaching method, judging and communicating of students achievement (assessment and reporting) (Hughes, 2007).

Teachers should have an ability to make decision in teaching and learning that requires knowledge as follows; develop the skill, ability to assessing, and meeting the students learning needs, reflection, and build personal capacity. Based on (Brown, 2000), teaching is showing or helping someone to learn how to do something, giving instructions, guiding in study, providing a knowledge, or make the students understand. Teaching is guiding and facilitating the learning, enabling the students to learn, and setting the condition of classroom learning.

Learning is when the individuals whether do so alone or in company with person or online. Some of the learning was person to person; some was in a group and some in personal. The students encourages in qualities as curiosity, creative thinking, and the capacity of the reflection (Hughes, 2007). English language learning would have a positive impact on learner creativity. Learning is acquiring the knowledge of a subject of the skills by study, experience, or instruction.

A relatively permanent change in behavior tendency and the result of reinforced practice also called as learning (Brown, 2000). Learning can be meaningful if; learner have a meaningful learning, which relate to new thing with knowledge that they already know, the learning task is meaningful to learner (Brown, 2000). To learn English effectively,

the teacher should highlight the importance of affect, linguistic knowledge, language skills, and learning (Coniam, 2014).

In the syllabus there are several materials that must be mastered by seventh grade students, here are some materials that are taught in seventh grade, namely greeting, saying goodbye, saying thank you and apologizing. After learning, students are expected to be able to observe and identify the expressions or words used in greeting, saying goodbye, thanking and apologizing.

Based on the explanation above, theachers are required to make decisions that will be carried out in the teaching and learning process from making curriculum, choosing the best teaching method, assessing and communicating student achievement.

## **2. Concepts of Online Learning**

The temporary cessation of teaching and learning activities in the classroom is one of the impacts of the Covid-19 pandemic which has had a major impact on education which has caused the learning system to change. Students are currently in an unprecedeted situation. At the time of the Covid-19 pandemic, it was not possible to carry out the teaching and learning process face-to-face, one way to keep the teaching and learning process going is by teaching and learning online.

Online teaching and learning has the potential to change the education system by expanding educational opportunities during the Covid-19 pandemic, According to (Heinich et al., 2001) online learning

is a form of distance learning or training that utilizes telecommunications and information technology, such as the internet, CD-ROOM (direct and indirect). Online learning facilitates the teaching and learning process during the Covid-19 pandemic, where teaching and learning cannot be carried out face-to-face. According to (Sofyana & Rozaq, 2019) online learning is a learning system that is carried out not face to face directly but uses a platform that can help the teaching and learning process that is carried out even though the distance is far.

Another definition of online learning is a learning method that uses interactive internet-based learning management models and systems. Like using Zoom, Google Meet, and Google Classroom. Online activities include webinars, online classes, all activities are carried out using the internet and computer networks (Simanihuruk et al., 2019). From the above understanding, it can be concluded that online learning is a method or learning system using the internet network, or a teaching and learning process that is carried out without having face-to-face meetings.

### **3. The Implementation of Online Learning**

In implementation of online learning needs a structured and paced programme of e-tivities for online learninng to be successful. According by (Salmon, 2002) divided point of implementation into five stage which an example of how the participants can confort in using

online learning and what e-moderators needs to do stage to help them achieve this success. The researcher uses this model to analized the implementation of Google Classroom in English Learning because this model show a structured learning scaffold which offer essential support and development to participants at each stages as buil dup in online learning.

According Gilly Salmon five stage of e-tivities in classroom (Salmon, 2002) are follow:

### **1. Access and Motivation**

Access and motivation are the first stage which help the students become familiar with the online setting by learning how use course software. There are three aspect of this stage these are access, motivation and arriving.

- a) Access us the activity to help the students require individual access in using the communication tools. In this stage, the teacher should give interesting introducing to use an e-learning platform and acknowledgement to the students feeling during learning process use techonology because there are students maybe unfamiliar with the use of technoligal in learning process. Therefore, access helps the students to start and encourage them in learning process.

b) Motivation is the activity did by the teacher to handle the negative feelings and emotions when the students become frustrated because their technological problems.

In online learning process, the students may be embarrassed when they got some problems in using e-learning platform, the teachers role is work with the technical staff to resolve the issues about e-learning. The teacher can alleviate the students anxiety by sharing whatsapp messages in group to support and motivate the students.

c) Arriving is an activity did by the teacher to keep the students online. It is worth while trying to get all participant online before interacting with other in e-learning platform. Therefore the teacher provides stimulation before beginning of the main lesson.

## **2. Online Sozialitation**

Online socialization is activity which builds foundation for online community by using short estimates that cultivate trust between students. In this stage, the students create an identity online and finding others to interact.

## **3. Information Exchange**

Information exchange is the activity is provided by the teacher to train the students to interact each other in the learning

process. In this stage, the teacher should utilize e-tivities to design the assignment that make the students active in e-learning process. The students need assignments that give them opportunities to explore and share knowledge in group discussion. The students give information each other relate to the course.

#### **4. Knowledge Construction**

Knowledge construction is the activity which make the students construct their critical thinking skill.

#### **5. Development**

At this stage student should be a confident online learner that can stage work independently and provide meaningful discussion within the group.

### **4. An Overview of Implementing Google Classroom**

#### **a. Definition of Google Classroom**

In this era, there are various kinds of educational applications that can be used as learning media, one of which is Google Classroom. Google Classroom is one of the e-learning platforms whose usage has increased significantly during the Covid-19 pandemic. According to (Hakim, 2016), Google Classroom is a service using the internet provided by Google that is useful as an e-learning system. To help teachers design this service as effectively as possible, so that teachers can create and distribute assignments to

students without using paper. Users must have a Google account to use this service. In addition, Google Classroom can only be used by schools that already have Google Apps for Education.

According to (Donald, 2017), Google Classroom can simplify the creation of assignments and get grades to students' schools in a paperless manner by using a mixed learning platform in schools.

From the explanation above, Google Classroom is an application that has been designed as effectively as possible for learning in cyberspace and can be used for learning without having face to face provided by Google for Education. This Google Classroom application is very helpful for teachers and students in carrying out the online learning process during the Covid-19 pandemic. Learning by using Google Classroom, students collect assignments without using paper so it can be said that Learning by using Google Classroom is environmentally friendly.

### **b. Feature of Google Classroom**

There are three pages available in Google Classroom: Stream, classwork, and people (Harjanto & Sumarni, 2019).

#### **1) Stream**

Stream is the section of the teacher page that focuses on announcements or posts.

## 2) Classwork

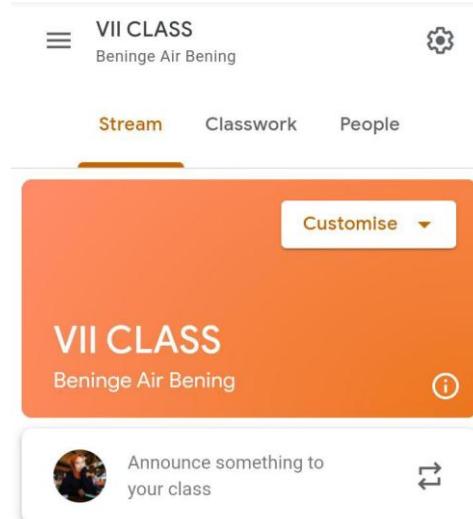
Classwork is the main page section where teachers can organize assignments in modules or units. This is where teachers can create assignments, quizzes, questions, and teachers can also post materials for students. Teachers can group sections based on subjects, so students are easy to find assignments.

## 3) People

People in this menu, the teacher can see anything, namely the list of teachers and the list of students who have joined the class. Teachers can also invite other students to join a designated class.



**Figure 2.1 Feature of Google Classroom**



**Figure 2.2 Feature of Google Classroom English**

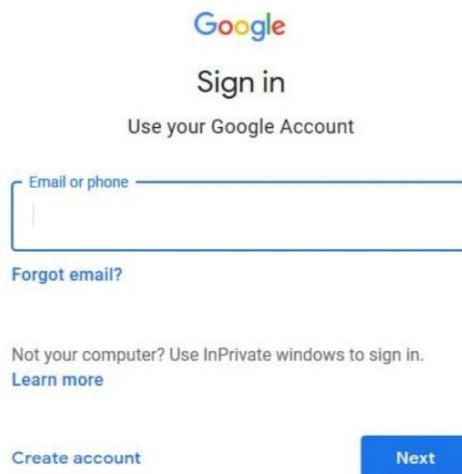
### **Version**

Based on the theory above, according to (Harjanto, 2019) the Google Classroom feature that can be highlighted are divided into three, namely stream, classwork and people. The existence of these features can help users of the Google Classroom easily in the online learning process or distance learning.

#### **c. Steps to Use Google Classroom**

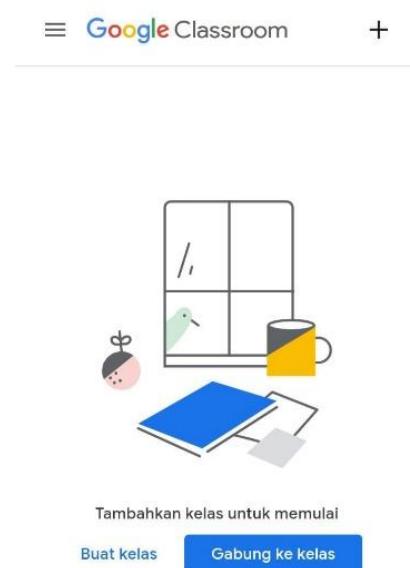
##### **1) Steps as Teacher**

- a) Go to the website address [www.classroom.google.com](http://www.classroom.google.com) and click Login to open a classroom in Google Classroom. The user must have a Google account.

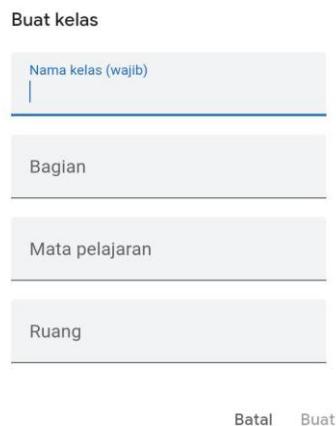


**Figure 2.3 Google Classroom Sign in**

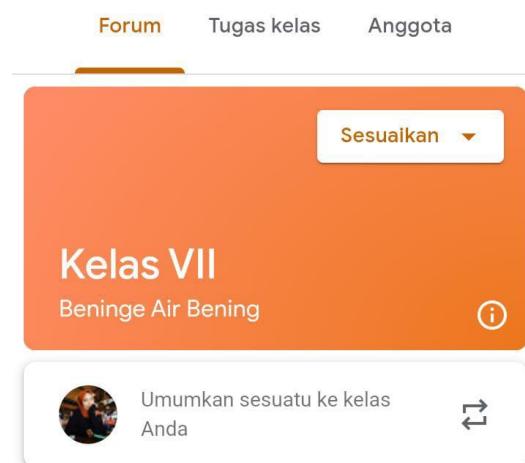
- b) Next, to start creating a digital class by clicking (+) on the tab, then write the class name, then click (create) to creat a new class.



**Figure 2.4 Google Classroom Creat a New Class**



**Figure 2.5 Google Classroom Creat a New Class**

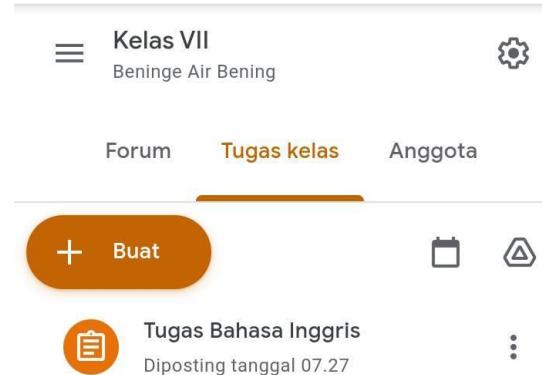


**Figure 2.6 Google Classroom Seventh Grade**



**Figure 2.7 Google Classroom Member**

- c) Display the class code to invite students to join the class.
- d) Click “Tugas Kelas” in the top menu then click (+) “Buat” then select “Material” to add material to the class that has been created.



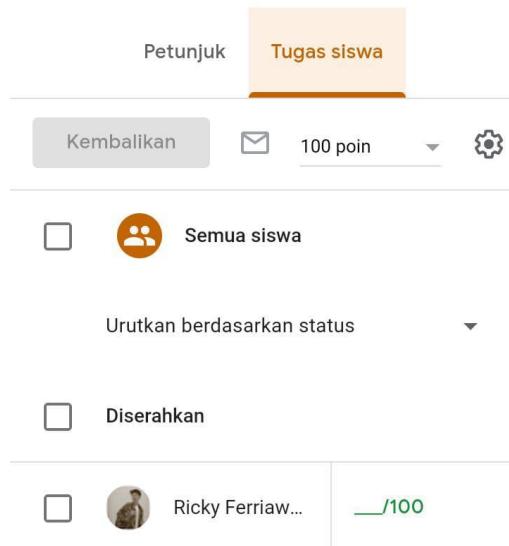
**Figure 2.8 Google Classroom Assignment**

- e) Click “Tugas Kelas” in the top menu then click (+) “Buat” then select “Assignment” or “Quiz Assignment” to add practice in class.

## 2) Giving Score and Feedback

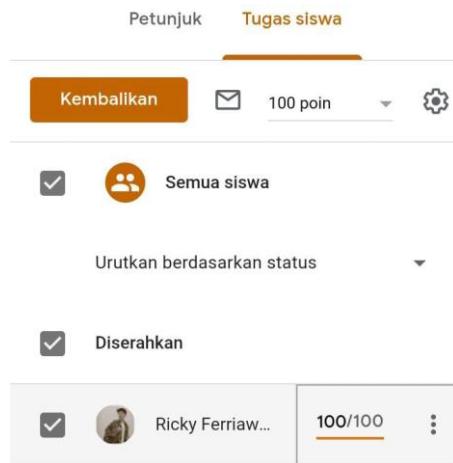
Google Classroom features to provide feedback and score students. The following are the steps for providing feedback and scores to students:

- a) First go to “Tugas Kelas” then click on the most recent assignment post.



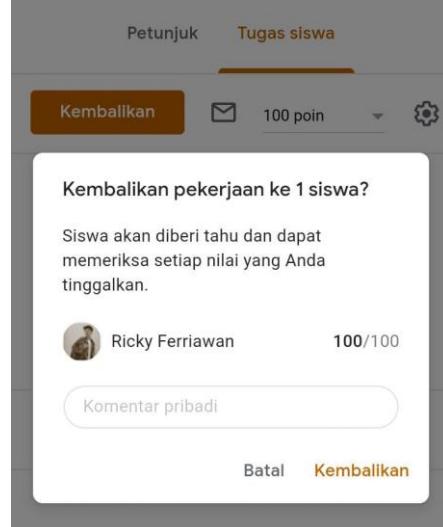
**Figure 2.9 Google Classroom Student Assignment**

- b) Second, click on the assignments that have been collected by the students in the left sidebar, after that write the score and then click “Kembalikan”.



**Figure 2.10 Google Classroom Feedback**

- c) To provide feedback on student assignments, first click on the assignment student assignment.



**Figure 2.11 Google Classroom Feedback**

### 3) Google Classroom as Student

There are two steps as a student to join Google Classroom, namely using the code and accept invitation by sender.

#### a) Using Class Code

Go to the website [www.googleclassroom.com](http://www.googleclassroom.com) then click (+) in the top right menu after clicking "Join Class" then enter the code.



Figure 2.12 Google Classroom Join

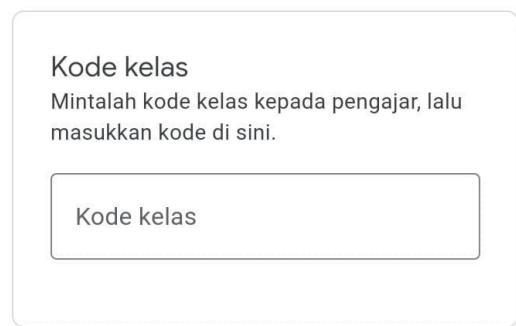


Figure 2.13 Google Classroom Join

### b) Using an Invitation

Open each student's email. Then the teacher will send invitations to students via email, and students get an invitation in mailbox after that click "Join" to join the class.

Halo.  
Beninge Air Bening ([beningearbening@gmail.com](mailto:beningearbening@gmail.com))  
mengundang Anda ke kelas Kelas VII Beninge Air  
Bening.



**Figure 2.14 Google Classroom Invitation**

### c) Giving Comments on Course

Click on the material the teacher has posted. Write a comments column then click "Post" in the side comment box to post an idea.

### d) Submitting Assignment

Open the assignment page that was shared in class and click on it.

Based on the explanation above, the steps for using Google Classroom are divided into three, namely : steps as teacher, giving score and feedback and Google Classroom as student. In Google Classroom, the teacher

can create a class inviting students to join the class and can give score and feedback. Students can join a class that has been created by the teacher by entering a code or being invited directly by the teacher via each student's email.

#### **d. The Advantages and Disadvantages of Google Classroom**

##### **1) Advantages of Google Classroom**

According to (Iftakhar, 2016) the advantages of Google Classroom:

###### **a) Easy to use**

Google Classroom provides a simple menu for students and teachers. Teachers will find it easier to track or check assignments that have been sent. Students will be notified by email for the entire course, as this course is linked to the student's or user's email.

###### **b) Save time**

Google integrates and automates the use of other Google applications, including documents, slides, and spreadsheets, the process of providing document distribution, streamlined assessments, formative assessments, and feedback and is simplified because Google has been designed to save time.

**c) Cloud-based**

Google Classroom delivers and represents most of the cloud-based enterprise communication tools used across the professional workforce. This technology is more professional and authentic to use in a learning environment.

**d) Flexible**

Google Classroom application is very easy to use and can be accessed by students and teachers during the face-to-face teaching and learning process in a fully online environment.

**e) Free**

Google Classroom users can access all the features provided by Google Classroom for free and only need a Google account to access them, because Google Classroom provides free access for everyone.

**f) Mobile friendly**

Google Classroom can be used for any mobile device, because Google Classroom is designed to be responsive. This will make it easier to access, because teachers and students can access it not only using their computers but they can also use their mobile phones which are more compact for them.

So based on the theory, according to (Iftakhar, 2016), the advantages of Google Classroom are divided into 6, namely easy to use, save time, cloud-base, flexible, free and mobile friendly. With some of the advantages of Google Classroom, it can help and make it easier for Google Classroom users.

## **2) Disadvantages of Google Classroom**

Behind the advantages, Google Classroom also has disadvantages. According (Ahmad, 2021), there are several disadvantages of the Google Classroom application:

- a) Google Classroom is a virtual web class. In order for the learning process to run smoothly, teachers and students must have an internet connection.
- b) The decline in social learning among students, because the learning process using Google Classroom is individualistic
- c) If an error occurs in the delivery of the material or students fail to understand the material provided by the teacher in the learning process using Google Classroom, it will have an impact on the content of the material being studied by students.

- d) Using hardware, software, and internet networks, so it requires appropriate specifications to carry out the learning process.

Google Classroom also has several disadvantages, according to Ahmad's theory, the disadvantages of Google Classroom are divided into 4, namely Google Classroom is a virtual web class, the learning process using Google Classroom is individualistic, can experience interference, and uses hardware, so ftware and internet networks.

## **5. An Overview of Perception**

### **a. Definition of Perception**

The formation of behavior in various ways in its formation will still be related to the perceptions that have been built by a person. Perception can be regarded as one of the psychological factors that play an important role in shaping one's behavior. There is a perception of an event, object or object, so that actions will be taken to be taken by someone who perceives the action.

According (Robbins, 2003) states that perception is a process carried out by individuals to organize and understand what their senses capture in order to give meaning to their environment. In line with the opinion of (Gibson et al., 1996) which states that perception is a process of a person in understanding his environment which involves organizing and interpreting as a

stimulus in a psychological experience. Meanwhile, (Mangkunegara, 2005) gives a line that is in line, that perception is a process of giving meaning or meaning to an object that exists in the environment.

Based on the theory above, it can be concluded that perception is a process for each individual to interpret or interpret something from his environment by using the senses of each individual, because by using the senses each individual can capture impressions and give meaning or meaning to every impression they see on the ground. surroundings.

### **b. Indicator of Perception**

According to Bimo Walgito (Walgito, 2004) there are 3 indicator of perception:

#### **1) Absorption of stimuli/ object from outside**

At the first, the five sense absorb an object from the outside simultaneously or individually, then the brain provides a description or review of the result of the absorption of the object/stimulus. The image produced by the brain depends on the object being observed and the stimulus received.

#### **2) Understanding**

The image or view produced by the brain on the object is then categorized so that understanding is formed. This process is fast and unique.

### 3) Assessment/Evaluation

This assessment is subjective or depends on each individual. Perception is individual because everyone has a different understanding or assessment of the same object.

From the explanation above, it can be conclude that there are 3 indicators of perception, namely absorption of stimuli, understanding, and assessment or evaluation. Absorption of stimuli is the reception of stimuli or external object and the described by the brain. Understanding is the categorized of the image of the object. Assessment or evaluation is the response of the object in the form of perception.

## B. Previous Studies

The first previous research is about "the implementation of google classroom in writing spoof text during the covid-19 pandemic". The research was conducted by Evi Maulida Cahyani, Yuniarta Ita Purnama and Meiga Ratih Tirtanawati in 2021. The methodology of the research is descriptive qualitative and the instrument used for data collection was observation, interviews, and documentation. Based on the result of research on the implementation of Google Classroom in writing spoof text during the Covid-19 pandemic, it was concluded that implementation of Google Classroom in writing spoof text has the greatest positive impact in learning. Meanwhile, in terms of student perceptions, students gave a positive appreciation of the material being taught, the facilities used the supporting,

and inhibiting factors, then advantages, and disadvantages when using Google Classroom (Maulida Cahyani et al., 2021).

The second previous research entitled "The implementation of Google Classroom to teach english at SMPN 2 Ngronggot in pandemic era Covid-19". The research was conducted by Handayani Eky Safitri, Erwin Hari Kurniawan in 2021. The methodology of the research is descriptive qualitative and The researcher use four instruments are interview, observation, documentation and students response. This study focused on four aspects. Teacher preparation, implementation of teaching, evaluation and the last student response. The result of this research is implementation by using Goggle Classroom can be the first method to teach online learning at SMPN 2 Ngronggot and this research also reccomended for, the students as the students should have motivation although there are many obstacless using Google Classroom (Safitri & Kurniawan, 2021).

The next research by Ketut Widya Astuti, Putu Adi Krisna Juniarta, and Kadek Sintya Dewi in 2021 entitled "The Implementation of Google Classroom Application in Teaching and Learning Process at Ninth Grade Students". The methodology of the research is mixed method. The results of observations, Google Classroom in the process of language learning and teaching English in grade 9 showed a positive response. This is indicated by the mean score of 3.20 (Astuti et al., 2021)

Others research was conducted by Mutiara Ayu, Zakiyah Farhanah Pratiw in 2021 entitled " the implementation of online learning in English

language teaching during pandemic : the teachers' voice" This study used used qualitative research and got data from the teacher teaching students in second grade. the result, The researchers can conclude this website is quite good to help the teacher to do the learning process during pandemic because this website has covered the teachers need, but the school has not explained some features, so it hinders the teacher from doing their best (Ayu & Pratiwi, 2021).

The last previous research is Tinungki G, Hassanuddin U and others in 2020 with the title "The Implementation of Google Classroom as the E-Learning Platform for Teaching Non-Parametric Statistics during the Covid-19 Pandemic in Indonesia". This study uses qualitative research and takes data from students majoring in Statistics who take non-parametric statistics courses. The results of this study can be concluded that the implementation of Google Classroom as an e-learning platform, seen from the learning results is categorized as good and the student response to its implementation is also good (Tinungki et al., 2020).

There are similarities and differences between previous studies and this study. The similarity between previous and current research is that both discuss the topic of student perceptions in the implementation of learning using Google Classroom during the Covid-19 pandemic. The difference between this study and the first previous study is that the object of research is limited to the topic of spoof text, while the current study does not limit the object of research to material about English lessons. The second

previous study, the previous study used four instruments, namely interviews, observation, documentation and student responses, while the current study used only three instruments, namely interviews, questionnaires and documentation. The third previous study, namely previous research using the methodology of this study was a mixed method, while the current study used a qualitative descriptive method. The last previous study focused on examining whether the application of Google Classroom as an E-Learning platform for students majoring in statistics during the Pandemic, while the current study focused on the application of Google Classroom in learning English during the Covid-19 pandemic.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

The design of this study is a descriptive qualitative research, because based on the purpose of this study it was to reveal the application of Google Classroom in seventh grade English learning at SMPN 2 Wedi during the Covid-19 pandemic. Qualitative research theory is used to describe a certain behavior or attitude. Qualitative emphasizes data such as text, images, unique phases to analyze data. The researcher is the key instrument for collecting data from the participants. Qualitative sources include interviews, observations, and documentation.

Creswell (2003) emphasizes that qualitative research is a research methodology when the researcher takes the place as the main instrument in analyzing the data, this means that the data is collected using several instruments, such as observations, interviews, and documents will be analyzed by the researcher. In addition, Nassaji (2015) adds that descriptive studies can be defined as a tool to examine phenomena in a nutshell. With this explanation in mind, can conclude that Descriptive qualitative approach is a research methodology that deals with examining phenomena in brief explanations, it rather focuses on what phenomena are analyzed rather than finding the reasons why such phenomena occur.

## B. Research Settings

### 1. Place of Research

The setting of this research is class VII SMPN2 Wedi Academic Year 2021/2022. SMPN 2 Wedi which is located on Jl. Wedi Wonosari, Pasung, Wedi, Klaten, Central Java. SMPN 2 Wedi has a large garden in the middle of the courtyard, has 24 classes, 4 laboratories (science, social studies, language and computers). SMPN 2 Wedi is a school that has implemented an English teaching and learning process using Google Classroom.

### 2. Time of Research

The researcher conducted this study on 2021 until A 2022. Start from pre research finds some of data until drawing the conclusion. To make time of the study briefly, so the researcher writes into the table as follows :

No .	Schedule	May 2021				July 2021				August 2022				September 2022				October 2022			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Asking Permission Via Online				■																
2.	Pre Research							■													
3.	Conduc ting Deep Interview and Questionnaire Survei											■									
4.	Analysis the Data														■						
5.	Draw the Finding and Conclusuion																	■			

**Table 3.1 Research Schedule**

### **C. Research Subject**

The subject of this study were seventh grade students at SMPN 2 Wedi and in selecting the subject of this study using purposive sampling, which is a sampling technique based on the researcher's considerations regarding which samples are most appropriate, useful and considered to represent a population. The researcher chose one class of seventh grade 28 students and chose 2 English teachers

### **D. Data and Data Sources**

#### **1. Data**

The data of this research are the advantages of using Google Classroom, perceptions of teacher and students, difficulties and strategies to overcome difficulties in learning English when implementing Google Classroom implementation during the Covid-19 pandemic made by the English teachers of Seventh Grade at SMPN 2 Wedi.

#### **2. Data Sources**

Data source of this study are deep interview with 2 English teachers of SMPN 2 Wedi and student's perception. The researcher doing deep interview with English teachers to ask about the process of teaching and English learning and the challenges of using Google Classroom. Besides, the researcher uses questionnaire to survey the perception of students of Seventh Grade of implementation Google Classroom during the Covid-19 pandemic. There are 28 students, 10 male and 18 female students of Seventh Grade at SMPN 2 Wedi.

## **E. Technique of Collecting the Data**

The researcher collects the data by using interview, observation, questionnaire, and documentation.

### **1. Interview**

Interview involves unstructured and generally open ended question that are few in number and intended to elicit view and opinion from the participants (Creswell, 2014). Interview the way to get information clearly from the participants. The order of interview may be controlled while still giving spontaneity, and the interview can press not only for complete the answer but also response the issue deeply. Interview enable participant to discuss their interpretation the world and express how they regard situation based on their point of view (Cohen et al., 2007). The researcher used open ended interview to gain view and perspective from the students and the teacher in order to collect deep information (Creswell, 2014).

The researcher carries out face to face interview with the English teacher who has implemented Google Classroom. Besides, the researcher also desires to gain deep information through 8 students of Seventh Grade of SMPN 2 Wedi.

### **2. Observation**

Observation is a method that can be used by researchers to observe something as an object seriously and continuously. This technique depends on direct observation and also observing objects

carried out by the researchers themselves continuously and recording behavior and real events that occur (Moleong, 2002) .

In this method, the researcher observes the process of implementing Google Classroom in learning English in class VII SMPN 2 Wedi by attending classes that have been made in Google Classroom. According to xxxxxx there are five stages of e-activities in online classes, namely access and motivation, online socializing, information exchange, knowledge constructions, and development. Researcher made observations in two classes, namely 7H and 7G and three observations in each class. researchers took part in the Google Classroom class from July 22 to August 27, 2021. Made observations from the beginning of learning, provided material, explained material, gave assignments and the teacher ended learning.

No.	Stage in the implementation of e-learning	Yes	No	Activities
1.	Access and motivation			
	Access			The teacher remind students to open google classroom for online learning

	Motivation			teacher allow students to search for a stable internet signal wherever they are.
	Arriving			The teacher always give a explanation before students doing on assignment.
2.	Online Socialization			The teacher always discuss with students about problems experienced by students when learning online.
3.	Informasing Exchange			-Teacher ask students to learn material in book or file which has been provided. -The teacher occasionally discusses material

				using virtual video meetings
4.	Knowledge Construction			The teacher explanation the material and give example questions to students.
5.	Development			The teacher give task and assignment to students with limited time.

**Table 3.2 Observations**

### 3. Questionnaire

Questionnaire is organized so that question about the participants characteristics and question about the behavior or attitude of interest. The researcher gathers the data by using closed ended questionnaire. Closed response is a question that is provided by the researcher like Likert Scale Questionnaire. It contains 15 questions have to answer by the students (Bordens & Abbott, 2016). The researcher uses the questionnaire instrument about student's perception of using Google Classroom. The questionnaire distributed to 28 students of Seventh Grade of SMPN 2 Wedi.

#### **4. Documentation**

Document is one of qualitative data by viewing and analyzing the documents created from subject of the research. Documentation refers to public document (newspaper, minutes of meeting, official reports) or private documents (personal journal, diaries, letter, email etc.). This allows the researcher to get the language and words of the participants (Creswell, 2014). Researchers obtain information by collecting platform or web documents such as what the subject uses in the learning process using Google Classroom by joining the Google Classroom which the subject uses for the learning process during the Covid-19 pandemic.

#### **F. Trustworthiness of The Data**

Triangulation definitions the use of two or more method of data collection in the study of some aspects of human behavior. Triangulation is a technique of physical measurement; it's a powerful way of demonstrating concurrent validity. Validity is one of strength of qualitative research and depends on determining whether the finding is accurate from the standpoint of the researcher, participant, or the readers. The researcher use triangulation technique to prove the trustworthiness of the data. Triangulation technique is a technique for examining the trustworthiness of the data by using the thing outside of the data which aimed to compare the data.

Triangulation different data source of information by examining evidence from the source and using it to build a coherence justifications (Creswell, 2014). In this study, the researcher use Methodological triangulation. This type use either same method in difference occasion or different method in the same object of the study. Methodological triangulation involves the use of multiple qualitative methods. Thus, this research was done by comparing the data obtained from interview, questionnaire, and the documents.

## **G. Technique of Analyzing Data**

The researcher use Miles and Huberman Data Analysis. There are 3 step of (Miles et al., 2014) as follows :

### **1. Data Condensation or Data Reducation**

Data condensation is a process for selecting, focusing, simplifying, abstracting, or transforming the data of written up interview, field notes, transcripts, document, and other empirical information. The researcher was simplify all the data that has been collected to select the appropriate data, which aims to make the data focus and coherent.

### **2. Data Display**

Data display is a process of an organized, compressed assembly of information which allows drawing a conclusion and or does an action. From the data display, it was help us to understand what happening to do. The researchers was colected data that has been

compiled systematically and easily understood, thus providing the possibility of generating conclusions.

### **3. Drawing and Verifying Conclusion**

Drawing and verifying conclusion are brief explanation with a short excursion back to field notes, or it may be thorough and elaborate with lengthy argument and review. The researcher was created an open questionnaire that allows the subject to write down unlimited answers. The subject's answers are not limited, the researcher was verified the conclusions about each answer given by the subject. The researcher was also interview several subjects in order to dig deeper into the information and collect some documents to assist the researcher in drawing and verifying conclusions.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

#### **A. Research Findings**

The researcher collect data through observation, interviews, questionnaires and documentation. The researcher conducted interviews with English teachers on June 8, 2022 at SMPN 2 Wedi. Researchers also collect data from students' perceptions through questionnaires and interviews with students on June 8, 2022 with Voice Notes and Google Forms.

##### **1. The implementation of Google Classroom in teaching English at the seventh grade of SMPN 2 Wedi during the Covid-19 pandemic.**

The researchers used observations and interviews to find the number one research question. The researcher conducted class observations and interviews with 2 English teachers who teach at SMPN 2 Wedi. In this case the researcher made observations in two classes and interviewed the English teacher because the researcher intended to get in-depth information about the application of learning English using Google Classroom during a pandemic. According (Salmon, 2002) there are 5 stages of implementing online learninghe following are the results of observations of researchers in two classes, namely class 7H and 7G:

a. Observations class 7H

The researcher made three observations in each class, the following are the results of the researcher's observations in class 7H:

The first observation was carried out on July 22, 2021. The teacher opens the class by sending learning instructions, after which students write their name, attendance number and class in the comments column. At that time, students quickly filled in the comments field by sending their name, attendance number and class. In the first observation, the learning material in class is greetings, the teacher provides learning instructions and sends material in the form of a video link from Youtube that is in accordance with the learning theme. After students watch the video material that has been given by the teacher, students work on the practice questions that have been given by the teacher according to predetermined instructions. After that, the teacher closed the lesson by reminding students to collect assignments in Google Classroom.

The second observation was carried out on July 29, 2021. The teacher opens the class by sending learning instructions, after which students write their name, attendance number and class in the comments column.

However, unlike the first observation, in this second observation the teacher ordered and gave examples to students to be absent in the comments column in English. At that time, students quickly filled in the comments field by sending their name, attendance number and class in English as the teacher had shown. In this second observation, the teacher sends the material to be recorded by the students. The material is still about "Greeting, Leave Taking, Thanking and Apology". The teacher gives a word file to be rewritten in the student's notebook and for an explanation of the note, the teacher sends a voice message containing an explanation of the material that has been recorded by the student. After that, the teacher closes the lesson by reminding students to work on the module when they get the module.

The third observation was carried out on August 5, 2021. The teacher opens the class by sending learning instructions. After that, like the second observation, students were reminded to write their names, absent and class numbers in the comments column in English according to what the previous teacher had exemplified. As usual, the students quickly filled in the comments by sending their name, attendance number and class in English. In the third observation, it is almost the same as the second observation,

namely the teacher sends material to be recorded by students.

The material to be noted is about "Introduction". The teacher gave the word file to be rewritten in the student notebook, but unlike the second observation, this time the teacher did not send a voice message and only sent the word file to be re-recorded for the students. After that, the teacher closes the lesson by reminding students to stay enthusiastic in the learning process.

b. Obsevations Class 7G

The researcher made three observations in class 7G, the following are the results of the observations of researchers in 7G:

The first observation was carried out on August 12, 2021. The teacher opens the class by sending learning instructions, after which students write their name, attendance number and class in the comments column. At that time, students quickly filled in the comments by sending their name, attendance number and class. In this first observation the learning material in class is family, the teacher provides learning instructions and sends material in the form of words and audio recordings to explain the material. After students have read and listened to the audio recordings that have been given by the teacher, the audio

recordings are used to learn how to pronounce your answers, so students practice on their own at home. After that the teacher closes the lesson by reminding students to practice how to pronounce the material that the teacher has given in the audio recording.

The second observation was carried out on August 20, 2021. The teacher opens the class by sending learning instructions, after which students write their name, attendance number and class in the comments column. However, it is different from the first observation, in this second observation the teacher held daily tests to work on evaluation 1 pages 19-22, after finishing the students copied their answers on the Google form link that had been given by the teacher.

The third observation was carried out on August 5, 2021. The teacher opens the class by sending learning instructions. After that, like the second observation, the teacher gives assignments to students to do activity 7 on page 35 and activity 8 on page 36. After that the teacher closes the lesson by reminding students to work on the questions according to the instructions that have been given.

The researcher conducted interviews on 08 June 2022 at SMPN 2 Wedi. There are 15 questions in the interview that represent statements on the application of learning English using Google Classroom during the pandemic. Researcher do interview in Indonesian so that the teacher understands the meaning. In this case the researcher conducted interviews with the English teacher because the researcher intended to obtain in-depth information about the application of learning English using Google Classroom during a pandemic. The following is the result of the researcher's interview with two English teachers at SMPN 2 Wedi:

a. Teacher 1

According to Mrs. P opinion, that during the pandemic, SMPN 2 Wedi was the most effective and most appropriate way to use Google Classroom, because it did not burden students and was easiest to understand.

*"Sebenarnya kalau masa pandemi di SMPN 2 Wedi paling efektif yang paling sesuai ya pakainya Google Classroom, yang paling tidak memberatkan siswa dan paling mudah di pahami".* (Interview with Miss P, on 8 June 2022).

For feedback, in Mrs. P opinion Google Classroom is very helpful in learning during the current Covid-19 pandemic, not only easy to understand, but using Google

Classroom does not take up many data packages, so learning using Google Classroom does not burden students.

The implementation of Google Classroom in teaching English in the seventh grade of SMPN 2 Wedi during the Covid-19 pandemic, researchers found that from two English teachers stated that the implementation of Google Classroom was very helpful in learning in this era of the covid-19 pandemic. In expressing this, two English teachers said:

According to Mrs. P opinion, the teacher explained the existing regulations in the implementation of learning English using Google Classroom. "*Yang awal harus absen, absennya menyebutkan,nama, nomor absen dan kelasnya*" (Interview with Mrs. P, on June 8, 2022). Then, for the provision of learning materials via Google Classroom, I used 2 books, namely worksheets and package books from the library. (Interview with Mrs. P on June 8, 2022). Learning Google Classroom for grade 7 at SMPN 2 Wedi is carried out according to the RPP (Learning Implementation Plan) previously made by the teacher (See Interview with Mrs. P on June 8, 2022),

For the learning method, Mrs. P uses the learning method by sending learning materials through a word

document, after that sending a voice message to clarify the word material that has been sent previously (See Interview with Mrs. P on June 08, 2022). If learning with the initial method is deemed less effective, the teacher has prepared another method. ".....*Ada mbak, biasanya saya memakai Google meet*" (Interview with Mrs. P, on 08 June 2022).

To attract students' interest so they don't get bored with learning English using Google Classroom, the teacher provides a video link from YouTube. "*Oh ya biasanya saya cari link video di youtube, biar enggak bosen sama saya*" (Interview with Mrs. P on June 8, 2022), so the teacher does not only provide material through word, voice messages, but the teacher also provides a link to a learning video that is in accordance with the theme learned in class from YouTube so that students do not feel bored with learning English online. In learning English using Google Classroom, Mrs. P does not use a special approach to students, "*Kalau pendekatan secara khusus sih enggak ada ya mbak*" (Interview with Mrs. P, on June 08, 2022).

Teachers can find out whether the material that has been delivered is accepted by students or not, namely by looking at the answers to the practice questions that the teacher gives to students after the teacher gives the material

using word and voice messages as an explanation of the previously given word material. "*Bisa dilihat setelah mengupload yang dokument / word sama voice recorder itu nanti dibawahnya ada soal latihan. Nanti setelah pembelajaran mengumpulkan latihan yang ada di bawahnya*" (Interview with Ms. P, on 08 June 2022).

There are obstacles and ways to overcome the obstacles that exist when learning English using Google Classroom. According to Mrs. P, there are 3 obstacles, the first is the motivation of students to take English learning using Google Classroom, the second is the student quota, and the third is the discipline of the students. The teacher himself has minimized so that students do not spend a lot of data packages, namely by sending material in the form of words and being given an explanation of the material using voice messages uploaded in Google Classroom. Use Google Meet only for a certain time because Google Meet consumes a lot of data plans. If you want to use videos on YouTube for learning, the teacher also tries to find videos that are short in duration so that students don't spend a lot of data packages.

After using Google Classroom for learning English, according to Mrs. P, Google Classroom is effective for students who have a concentration on learning, which is

effective for students who really aim to learn. Motivation to learn is very much needed because these seventh graders are adjusting from elementary school to junior high school level and these seventh graders from the beginning until now using online learning have never met face to face. (See attachment) (Interview with Mrs. P, on 08 June 2022)

No	Question	Answer
1.	<i>Bagaimana penerapan pembelajaran bahasa Inggris menggunakan Google Classroom di masa Pandemi?</i>	<i>Pada masa pandemi, pembelajaran menggunakan Google adalah cara paling efektif yang paling sesuai khususnya di SMPN 2 Wedi. memberatkan dan mudah di pahami</i>
2.	<i>Peraturan apa yang di terapkan kepada siswa dalam melaksanakan pembelajaran bahasa Inggris</i>	<i>Pada awal pembelajaran siswa harus absen dengan menyebutkan nama dan nomor absennya.</i>

	<i>menggunakan Google Classroom?</i>	
3.	<i>Adakah sanksi yang diberikan kepada siswa ketika siswa tidak mengikuti pembelajaran bahasa Inggris saat pembelajaran menggunakan Google Classroom?</i>	<i>Tidak ada sanksi untuk siswa.</i>
4.	<i>Dalam pemberian materi pembelajaran via Google Classrom biasanya berpedoman pada satu buku atau bagaimana?</i>	<i>Menggunkan 2 buku, yang satu LKS yang satunya buku paket dari perpustakaan.</i>
5.	<i>Adakah buku khusus yang wajib dimiliki siswa?</i>	<i>Siswa harus meminjam buku paket bahasa inggris dari perpustakaan.</i>

6.	<p><i>Apakah dalam melakukan pembelajaran bahasa Inggris via Google Classroom Anda selalu sesuai dengan RPS yang sebelumnya dibuat?</i></p>	<p><i>Guru mengajar menggunakan RPS yang sebelumnya sudah dibuat dan disiapkan.</i></p>
7.	<p><i>Metode mengajar seperti apa yang digunakan untuk menyampaikan materi saat pembelajaran menggunakan Google Classroom?</i></p>	<p><i>Pertama membuat materi berupa word lalu nanti dijelaskan menggunakan pesan suara menjelaskan materi yang ada diword.</i></p>
8.	<p><i>Adakah metode mengajar lain yang dapat digunakan jika metode pertama dirasa kurang efektif untuk pembelajaran bahasa Inggris</i></p>	<p><i>Ada, sebulan sekali menggunakan Google meet untuk pembelajaran.</i></p>

	<i>menggunakan Google Classroom?</i>	
9.	<i>Media belajar apa yang digunakan saat mengajar menggunakan Google Classroom?</i>	<i>Word dan pesan suara atau voice note.</i>
10.	<i>Cara untuk menarik siswa agar selalu semangat dan minat dalam mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom?</i>	<i>Memilih link video yang berdurasi pendek di YouTube sesuai materi yang sedang dipelajari agar siswa tidak bosan.</i>
11.	<i>Pendekatan khusus untuk membuat siswa menjadi tertarik dalam mengikuti pembelajaran bahasa Inggris</i>	<i>Tidak ada pendekatan khusus.</i>

	<i>menggunakan Google Classroom?</i>	
12.	<i>Cara mengetahui bahwa materi pembelajaran yang di berikan dapat di terima baik oleh siswa?</i>	<i>Setelah memberikan materi akan ada soal latihan tentang materi yang telah dipelajari, jawaban dari soal tersebut adalah cara mengetahui materi diterima baik oleh siswa.</i>
13.	<i>Adakah kendala saat pembelajaran bahasa Inggris menggunakan Google Classroom?</i>	<i>Ada 3 kendala, yang pertama adalah motivasi dari siswanya. Kedua adalah jaringan atau kuota siswa, dan yang ketiga yaitu kedisiplinan dari siswa.</i>
14.	<i>Cara mengatasi kendala yang ada?</i>	<i>Mengatasinya dengan mengadakan pembelajaran dengan Google Meet, jadi tidak hanya mengirim materi dan pesan suara.</i>

15.	<p><i>Pembelajaran bahasa Inggris menggunakan Google Classroom ini bisa dikatakan efektif?</i></p>	<p><i>Efektif bagi siswa konsentrasi dan fokus pada pembelajaran. Bisa dikatakan efektif 50% - 50%.</i></p>
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**Table 3.3 Result Interview with teacher 1**

b. Teacher 2

According to Mrs. T, "*Kalau menurut saya, kalau menggunakan Google Classroom disekolah kami itu sangat besar manfaatnya. Punya manfaat yang luar biasa untuk pembelajaran di masa pandemi seperti ini*" (Interview with Mrs. T, on 08 June 2022), so according to Mrs. P, this Google Classroom is very suitable for online learning media during the covid-19 pandemic because Google Classroom has enormous benefits, namely the teaching and learning process at SMPN 2 Wedi, especially English lessons, even though the Covid-19 pandemic is ongoing.

For feedback, in Ms. P's opinion, Google Classroom is very useful for learning during the pandemic, especially at SMPN 2 Wedi. As with Teacher 1, Ibu T also stated that apart from being easy to understand, Google Classroom

greatly saves data packages compared to other learning applications such as zoom.

According to interviews from the two teachers at SMPN 2 Wedi, the implementation of Google Classroom in teaching English in the seventh grade at SMPN 2 Wedi during the Covid-19 pandemic is very useful and helpful in learning English because Google Classroom is easy to understand and saves more on data packages than on other online learning applications.

In expressing this, two English teachers said:

According to Mrs. T, the rules for learning Google Classroom are more about time discipline, namely the collection of assignments that have been determined by the teacher. "*Untuk peraturannya, biasanya terkait dengan waktu pengumpulan. Jadi biasanya dari tugas itu diberi waktu berapa lama atau batas waktu maksimalnya*" (Interview with Ms. T, on June 8, 2022). Unlike the first teacher who did not give rules about time due to data packet constraints and sometimes unstable signals".

For giving materials to students, Mrs. P and Mrs. T use 2 books, namely worksheets and textbooks from the library. Not only textbooks and LKS but Ibu T also uses handbooks from other publishers "*Ada buku pegangan,*

*biasanya dari penerbit yang lain selain modul dan buku paket "* (Interview with Ibu T on June 8, 2022).

Class 7 Google Classroom learning at SMPN 2 Wedi which is guided by Mrs. T is also carried out according to the RPP (Learning Implementation Plan) which was previously made by the teacher, because by using the prepared RPS it becomes the teacher's signs to carry out student learning (See Interview with Mrs. T on 08 June 2022).

Different from Mrs. P using the learning method by sending learning materials first, Mrs. T's learning method is by sending videos related to the explanation of the material. (See Interview with Mrs. T on June 8, 2022). Then if sending a video related to the explanation of the material is deemed less effective for learning, Mrs. T usually asks the children to practice according to the material that has been conveyed by Mrs. T.

So that students don't get bored while taking lessons, the teacher attracts students' interest by looking for short learning videos and of course the teacher sorts out interesting videos on youtube, (Interview with Mrs. T on June 8, 2022).

For a special approach when learning English using Google Classroom, Mrs. T usually gives rewards to students "*Biasannya saya beri semacam reward, rewardnya*

*sederhana saja contohnya yang mengerjakan pertama atau nilainya bagus saya notice digrup dengan memberikan selamat dan terimakasih menyebut namanya" (Interview with Mrs. T on June 8, 2022).*

To find out the material that has been submitted is accepted by students or not through assignments. "*Melalui tugas yang saya berikan, nilai dan hasilnya*" (Interview with Mrs. T, on 08 June 2022).

Obstacles and ways to overcome obstacles that exist when learning English using Google Classroom. According to Mrs. T, the problem when learning to use Google Classroom is the student's response. "*Kalau disini itu mayoritas respon anak-anak, jadi respon anak-anak hanya 50%. Kalau di Google Classroom itu anak-anak hanya komen sebagai tanda kalau dia itu hadir, itupun nanti setelah beberapa menit hilang. Kadang tugasnya juga enggak ada, ya jadi itu tadi 50%*" (Interview with Mrs. T, on 08 June 2022). Then to overcome the obstacles in the student's response, the teacher usually coordinates with parents and homeroom teachers.

After using Google Classroom for learning English, the same as from the interview with the previous teacher. According to Mrs. T, Google Classroom is effective for

students who respond well to learning and follow learning with learning objectives. This Google Classroom can also be said to be effective because the data package used is not as much as if you use other online applications. (See attachment) (Interview with Mrs. T, on 08 June 2022).

No	Question	Answer
1.	<i>Bagaimana penerapan pembelajaran bahasa Inggris menggunakan Google Classroom di masa Pandemi?</i>	<i>Menggunakan Google Classroom di SMPN 2 Wedi ini sangat besar manfaatnya.untuk pembelajaran di masa pandemi Covid-19</i>
2.	<i>Peraturan apa yang di terapkan kepada siswa dalam melaksanakan pembelajaran bahasa Inggris menggunakan Google Classroom?</i>	<i>Peraturan mengenai waktu pengumpulan tugas yang di berikan guru.</i>

3.	<i>Adakah sanksi yang diberikan kepada siswa ketika siswa tidak mengikuti pembelajaran bahasa Inggris saat pembelajaran menggunakan Google Classroom?</i>	<i>Tidak ada sanksi.</i>
4.	<i>Dalam pemberian materi pembelajaran via Google Classrom biasanya berpedoman pada satu buku atau bagaimana?</i>	<i>Sumber pembelajaran tidak hanya dari satu buku, bisa dari berbagai sumber yang lain selain dari buku</i>
5.	<i>Adakah buku khusus yang wajib dimiliki siswa?</i>	<i>Ada buku pegangan, dari penerbit yang lain selain modul dan buku paket</i>
6.	<i>Apakah dalam melakukan pembelajaran bahasa Inggris via</i>	<i>Buku paket dari perpustakaan dan modul</i>

	<p><i>Google Classroom</i></p> <p><i>Anda selalu sesuai</i></p> <p><i>dengan RPS yang</i></p> <p><i>sebelumnya dibuat?</i></p>	
7.	<p><i>Metode mengajar</i></p> <p><i>seperti apa yang</i></p> <p><i>digunakan untuk</i></p> <p><i>menyampaikan</i></p> <p><i>materi saat</i></p> <p><i>pembelajaran</i></p> <p><i>menggunakan Google</i></p> <p><i>Classroom?</i></p>	<p><i>Sesuai dengan RPS yang</i></p> <p><i>sudah dibuat</i></p>
8.	<p><i>Adakah metode</i></p> <p><i>mengajar lain yang</i></p> <p><i>dapat digunakan jika</i></p> <p><i>metode pertama</i></p> <p><i>dirasa kurang efektif</i></p> <p><i>untuk pembelajaran</i></p> <p><i>bahasa Inggris</i></p> <p><i>menggunakan</i></p> <p><i>Google Classroom?</i></p>	<p><i>Mengirimkan video</i></p> <p><i>terkait dengan</i></p> <p><i>penjelasan materi</i></p>

9.	<i>Media belajar apa yang digunakan saat mengajar menggunakan Google Classroom?</i>	<i>Menyuruh siswa praktek sesuai materi yang telah disampaikan.</i>
10.	<i>Cara untuk menarik siswa agar selalu semangat dan minat dalam mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom?</i>	<i>Menggunakan Youtube berdurasi singkat, untuk penjelasan materi yang telah diberikan.</i>
11.	<i>Adakah pendekatan khusus untuk membuat siswa menjadi tertarik dalam mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom?</i>	<i>Memberi reward, sederhana. Contoh: yang mengerjakan pertama atau nilainya bagus akan dinotice dengan memberikan selamat, terimakasih menyebut dan menyebutkan namanya.</i>

12.	<i>Cara mengetahui bahwa materi pembelajaran yang di berikan dapat di terima baik oleh siswa?</i>	<i>Melalui tugas yang telah berikan. Dilihat dari nilai dan hasilnya.</i>
13.	<i>Adakah kendala saat pembelajaran bahasa Inggris menggunakan Google Classroom?</i>	<i>Respon siswa yang kurang aktif menjadi kendala.</i>
14.	<i>Cara mengatasi kendala yang ada?</i>	<i>Guru akan koordinasi dengan orangtua, sama wali kelas.</i>
15.	<i>Pembelajaran bahasa Inggris menggunakan Google Classroom ini bisa dikatakan efektif?</i>	<i>Efektif, karena Google Classrrom mudah dipahami dan tidak banyak kuota yang digunakan.</i>

**Table 3.4 Result Interview With Teacher 2**

## **2. Perception do the students have concerning the use of Google Classroom in the process of English teaching learning at the seventh grade of SMPN 2 Wedi during the Covid-19 pandemic.**

The researcher used questionnaires and interviews with students to find out the second research. The researcher gave a questionnaire in class 7H which contained 28 students and interviews with 8 students in class 7H. The researcher made questionnaires and interviews because the researcher intended to get in-depth information about students' perceptions about the application of learning English using Google Classroom during the pandemic. Researchers conducted interviews and distributed questionnaires on June 8, 2022 at SMPN 2 Wedi. There are 5 questions in the questionnaire and interviews that represent statements of students' perceptions about the implementation of learning English using Google Classroom during the pandemic. Researchers conducted interviews and questionnaires in Indonesian so that students understood the meaning. The following are the results of the seventh grades students' questionnaires:

According to S1 learning English using Google Classroom is going well and he is one of the students who is active in learning English with Google Classroom, so this S1 can receive and understand the material that has been given by the teacher when learning English using Google Classroom. The difficulties

experienced by students when learning are sometimes difficult to understand the material given by the teacher, so students must study the material that has been given by the teacher. If you feel bored when carrying out learning using Google Classroom S1, this will get rid of your boredom by sleeping after learning is complete.

According to S2, learning English using Google Classroom is quite difficult because it is constrained by signals or data packages, apart from that these Masters are students who are active in learning English using Google Classroom and easily accept the material given by the teacher. When learning to use Google Classroom S4 there are no difficulties in learning and overcoming boredom by playing games.

According to S3, learning English using Google Classroom went well but sometimes it was difficult to understand, so this doctoral doctor did not understand the material given by the teacher when learning English using Google Classroom. Materials that are difficult to understand and signals are obstacles experienced by students in learning English using Google Classroom and carrying out other activities to ward off boredom.

According to S4 learning English using Google Classroom is not going well, because S4 sometimes does not understand the material and practice questions given by the teacher through Google Classroom. Although sometimes they don't understand how to learn

using Google Classroom, these students are actively participating in every learning process and always listen to music to ward off boredom during learning.

According to S5 learning English using Google Classroom is fun, but when delivering material students sometimes don't understand and prefer face-to-face learning to make it easier to understand the material given by the teacher. Actively participate in learning using Google Classroom and understand the material given by the teacher, but students are sometimes still confused about how to send assignments. When learning takes place there is also a sense of boredom but all of this is resolved by remembering that you must continue to learn in order to achieve success.

According to S6 learning English using Google Classroom is a little fun but sometimes it's also boring, these students are less active in learning because they are not used to using Google Classroom. Although less active in learning, students are able to understand the material presented by the teacher. An unstable network is one of the difficulties experienced when learning English using Google Classroom.

According to S7 learning English using Google Classroom is good and fun, but students find it difficult to use Google Classroom because students have difficulty adapting to learning using Google Classroom media. This student is active in learning,

but this student has difficulty in understanding the material that has been given by the teacher. There is a feeling of boredom when participating in English learning using Google Classroom, by singing and dancing BTS is a way to get rid of boredom when learning English using Google Classroom.

According to S8 learning English using Google Classroom is not going well because students feel bored when learning takes place, even though it is boring, these students are quite active in learning using Google Classroom and understand the learning material that has been given by the teacher. Learning that is carried out using Google Classroom is an obstacle for students because it is easier for students to understand the material when learning is done offline. Reading books is one way for students to get rid of boredom when learning English using Google Classroom

According to S9 learning English using Google Classroom is less effective because it does not meet face-to-face. Students are less active in learning English using google classroom so that sometimes students do not understand the material that has been given by the teacher. Networking is one of the obstacles experienced by students in participating in learning and boredom sometimes makes students not focus on learning, looking for a calm atmosphere is one way for students to get rid of boredom.

According to S10, learning English using Google Classroom is an efficient learning process, saving time and energy during the Covid-19 pandemic. Actively following learning, these students always understand and understand the material that has been given by the teacher. The obstacles experienced by students are signals when learning takes place. Students listen to music to relieve boredom when learning takes place, after listening to music students immediately return to their enthusiasm in participating in learning.

According to S11 learning English using Google Classroom is fun so students are very active in participating in learning using Google Classroom. Although students are active, students feel less able to understand the material that has been given by the teacher. Signals are one of the obstacles for students to take part in learning English using google classroom media and listening to songs is a way for students to get rid of boredom.

According to S12 learning English using google classroom went well because students could use the google translate application to help students understand learning. Students are active in learning English using google classroom, but sometimes students have difficulty understanding the material given because of the lack of explanation and material presented by the teacher. After learning English using Google Classroom, students sleep to relieve boredom and fatigue.

According to S13 learning English using Google Classroom is very helpful because by using Google Classroom students can learn even from a distance during the Covid-19 pandemic. Students are active in learning because students feel happy to take part in learning English using Google Classroom and always understand the material given by the teacher. Students have no difficulty in participating in learning English using Google Classroom. Students never experience boredom and always do the easy tasks first.

According to S14, learning English using Google Classroom can help the learning process during this Covid-19 pandemic, so students can still carry out the teaching and learning process even though they are online. Active during learning and always understanding the material presented by the teacher, but signal problems sometimes become obstacles for students during the process of learning English using Google Classroom. Discussing with friends via Whatsapp is one way when students feel bored and don't understand or understand the material given by the teacher.

According to S15, learning English using Google Classroom is a little difficult because students feel a lot of material cannot be understood due to lack of explanation. Being students who are quite active in learning, students sometimes do not understand the material given by the teacher because of the lack of explanation during the learning process which is one of the obstacles in learning

English using Google Classroom. Playing games or watching TV after learning is a way for students to get rid of boredom.

According to S16, learning English using Google Classroom helps the learning process during this Covid-19 pandemic, being active students in learning English using Google Classroom and understanding the material that has been delivered by the teacher through Google Classroom. The network that is often an obstacle to learning when learning English uses Google Classroom. If students feel bored during learning, the way to overcome boredom is to buy students' favorite foods after learning is complete.

According to S17, learning English using Google Classroom is not going well because students find it difficult to apply Google Classroom, because they do not understand how to use the features in Google Classroom, these students are less active in learning English using Google Classroom. Lack of understanding of the features that exist in Google Classroom, being students who are less active in learning so that students do not understand the material presented by the teacher when learning English using Google Classroom and the limited time is also one of the obstacles for students to understand the material provided by the teacher. teacher. Playing games after the English lesson is over is one way to relieve students' boredom.

According to S18 learning English using Google Classroom is fun, students are very enthusiastic and become active students in the process of learning English using Google Classroom because the collection of assignments can be in the form of files or in the form of different media and the results can be immediately known when the teacher has corrected them. Following the lesson enthusiastically, students always understand the material presented by the teacher, but there are several obstacles during the learning process, namely difficulties in understanding grammar, vocabulary and limited time to study. Creating study groups is one way for students to overcome boredom when learning English using Google Classroom.

According to S19, learning English using Google Classroom went well because students felt learning English using Google Classroom was easy to understand.

According to S20, learning English using Google Classroom is normal, students take lessons according to the instructions given by the English teacher.

According to S21, learning English using Google Classroom is difficult and easy, this is the first time students use Google Classroom, so sometimes students are confused about how to use the features in Google Classroom.

According to S22 learning English using Google Classroom is very complicated because students are less adaptable to online learning and students do not understand how to use the features in Google Classroom.

According to S23 learning English using Google Classroom went well, students took English lessons according to the teacher's direction.

According to S24, learning English using Google Classroom during the Covid-19 pandemic makes it easier to learn English online and students are active when learning English takes place, following every direction given by the teacher.

According to S25, learning English using Google Classroom makes the learning process run well during the Covid-19 pandemic, although students are sometimes late in the learning process, these students are active in participating in learning English using Google Classroom.

According to S26, learning English using Google Classroom is complicated because it's the first time students carry out online learning and this is also the first time using Google Classroom for the learning process, so students are still confused about how to use it so students think learning English using Google Classroom is difficult and complicated. Adjustment to learning with Google Classroom, even though they lack knowledge of how to apply the

features in Google Classroom, these students are still active in the process of learning English using Google Classroom.

According to S27, learning English using Google Classroom is fun because during the learning process, students can translate if there is new vocabulary that they don't know the meaning of. Become an active student in learning English using Google Classroom, so that students always understand the material given by the teacher. The network that is sometimes unstable is one of the difficulties experienced by students when learning English using Google Classroom.

According to S28 learning English using Google Classroom is going well and students are always actively participating in learning English using Google Classroom even though students feel they don't understand if the teacher gives material, because the learning time is short and the method of explaining material is lacking because there is no question and answer session. directly. Watching Youtube is one way to relieve students' boredom when taking English lessons using Google Classroom.

To deepen research on student perceptions about the application of Google Classroom in learning English during the covid-19 pandemic, after giving questionnaires to students, researchers conducted interviews with 8 students. The following are the results of interviews with 8 students:

According to S1, learning English using Google Classroom is going well, it's just that the signal is sometimes weak. These students are active in learning, if they do not understand the material or foreign vocabulary given by the S1 teacher, they study alone and discuss with friends. Doing and collecting assignments, which becomes an obstacle when learning is a signal. There is a sense of boredom and get rid of boredom by watching videos after learning is complete.

According to S2, learning English using Google Classroom is fun because learning English using Google Classroom students can translate if there is a foreign vocabulary that doesn't know the meaning. Students are always active and collect assignments given by the teacher in learning English using Google Classroom. Networks are sometimes an obstacle when learning and the way to get rid of boredom in learning is by chatting and discussing with friends.

According to S3, learning English using Google Classroom is fun and enjoyable, but students will understand the material better if they meet face-to-face. Students are active and always understand the material given by. Complete and submit assignments on time,

According to S4, learning English using Google Classroom is fun, although unstable signals sometimes become an obstacle. This student is active in learning, always working on and collecting

assignments given by the teacher. To get rid of boredom during learning, students usually sing and dance BTS after learning.

According to S5, learning English using Google Classroom is good, because you can continue to study even though you are far away. Students are active in learning and understand every material given by the teacher. Although the signal becomes a learning obstacle, students continue to work on and collect assignments given by the teacher after delivering the material.

According to S6, learning English using Google Classroom is very helpful in the learning process. Active in learning, students understand the material presented by the teacher, work on and collect assignments. To relieve boredom, students listen to songs after learning is complete.

According to S7, learning English using Google Classroom is easy to understand, so active students take part in learning English using Google Classroom, always working on and sending assignments given by the teacher. There are no obstacles in learning other than an unstable signal, if students feel bored during learning, students will work on assignments from easy questions first.

According to S8, learning English using Google Classroom is easy although there is a little difficulty if the signal is unstable. Students are active students, always understand the material, work

on and send assignments given by the teacher. Playing games after learning is a way to get rid of students' boredom.

## **B. Discussions**

### **1. The implementation of Google Classroom in teaching English at the seventh grade of SMPN 2 Wedi during the Covid-19 pandemic.**

Based on observations and interviews with teachers and students about the application of Google Classroom in learning English in seventh grade during the Covid-19 pandemic. How the process of teaching and learning English using Google Classroom, researchers found that:

The result is that the application of Google Classroom in seventh grade English learning in the era of the covid-19 pandemic is very helpful for teachers and students, so that the teaching and learning process continues even though it is not face-to-face because of this covid-19. Teachers have their own way of conveying material to students, namely by sending material in the form of words, by sending voice messages and by sending video links about the material to be studied from YouTube which are not so long in duration. Teachers also occasionally hold meetings through Google meet to interact with students, because signals and quotas are limited so teachers limit face-to-face learning with google meet.

The application of Google Classroom in seventh grade English learning during this covid-19 pandemic, the teacher stated that learning with google classroom is one of the right, efficient and practical ways for the learning process to continue even though it is in the covid-19 period, the teacher also provide feedback about the implementation of Google Classroom in seventh grade English learning going well. Teachers can send material in various ways (words, voice messages, youtube video links, etc.), give practice questions after the material is given and teachers can also provide feedback to students according to the features in the Google Classroom.

This is also related to Sofyana rozaq's statement (2019) that online learning is a learning system that is not done face-to-face but uses a platform that can help the teaching and learning process that is carried out even though the distance is far away, so the application of Google Classroom is one of the most effective online learning activities. facilitate the teaching and learning process during the Covid-19 pandemic, where teaching and learning cannot be done face-to-face. According to (Judge 2016) Google Classroom is a service using the internet provided by Google that is useful as an e-learning system, so teachers take advantage of the features available in Google Classroom for the application of learning English in this era of the covid-19 pandemic.

## **2. Perception the students have concerning the use of Google Classroom in the process of English teaching learning at the seventh grade of SMPN 2 Wedi during the Covid-19 pandemic.**

Based on questionnaires and interviews with students, the researcher found that:

Students' perceptions about the implementation of Google Classroom in learning English in seventh grade during the covid-19 pandemic helps students to continue to carry out the teaching and learning process during the pandemic even though they are not face to face. Google Classroom also has features that can be applied well for learning, especially at SMPN 2 Wedi, because according to the teacher at the time of the interview, Google Classroom did not use a lot of data packages.

As for the material delivered by the teacher, there are several ways of delivering teacher material to students through Google Classroom, namely using word, voice messages or YouTube video links related to the learning themes in the classroom. Students understand the material given by the teacher, but there are also students who do not understand the material given by the teacher because of the lack of time and explanation of the material.

The difficulty that is often experienced by students when learning English using Google Classroom is an unstable network. Students are sometimes late in learning, submitting assignments and

interacting with teachers while in Google Classroom. Online learning using Google Classroom is done individually and there is no direct interaction between students, so sometimes students also feel bored during the teaching and learning process using Google Classroom. There are several ways that students use to get rid of the boredom that arises when learning English using Google Classroom takes place, namely by playing, watching videos, group discussions and much more.

This is also related to perception indicators. According to Bimo Walgito, there are 3 indicators of perception, namely absorption of stimuli, understanding, and assessment or evaluation. Stimulus absorption is the reception of external stimuli or objects and is explained by the brain. Understanding is categorizing object images. Assessment or evaluation is a response to the object in the form of perception. Students take English lessons using Google Classroom then, understand the material given by the teacher, do assignments according to the direction of the teacher and collect the assignments. From there, students can provide an assessment of how to apply English language learning using Google Classroom, starting from being given material, understanding the material, doing assignments, dealing with existing difficulties and overcoming boredom when learning English using Google Classroom.

## **CHAPTER V**

### **CONCLUSION AND SUGESTION**

Based on the research findings and discussion have been written in the

Previous chapter. In this chapter contains the conclusion and suggestion.

#### **A. Conclusion**

Based on the results of research, the implementation of Google Classroom in seventh grade English Learning at SMPN 2 WEDI during the Covid-19 Pandemic has been very good. This is revealed from the results of observations and interviews with teachers and students. The result of observing the implementation of learning English using Google Classroom is that the teacher opens the class by sending learning instructions. After that, students are reminded to write their names, attendance numbers and class in the comments column in English according to what the previous teacher has exemplified. As usual, the students quickly filled in the comments by sending their name, attendance number and class in English. For learning materials, teachers can send material in the form of word files, YouTube video links or voice messages. The teacher sends the material to be recorded by the students. The material is still about "Greeting and Leave Taking". The teacher gives a word file to be rewritten in the student's notebook and for an explanation of the note, the teacher sends a voice message containing an explanation of the material that has been recorded

by the student. After that, the teacher closed the lesson by reminding students to submit assignments in Google Classroom.

From the results observations and interviews that have been made, the teacher stated that learning English using Google Classroom is the most effective and most suitable way because it is easy to understand and does not burden students to use many data packages or quotas.

Students' perceptions about the implementation of Google Classroom in learning English in seventh grade during the pandemic period went well, students appreciated the existence of learning English using Google Classroom because it helped students to continue the teaching and learning process during the pandemic even though they did not meet face to face. As for some of the obstacles experienced by students, namely the network which is sometimes unstable, but students and teachers both understand these conditions.

## B. Suggestion

### 1. For Teachers

For teachers, teachers have mastery in applying good Google Classroom, but teachers must also continue to develop how to deliver material to students, because along with the times, technology will develop rapidly, that's how teaching strategies and methods must be adapted to technological developments and material content.

## 2. For Students

For students, it is expected to further increase motivation in learning, so that the learning carried out can be more optimal and achieve a harmonious understanding between the material presented by the teacher and the material received by the students.

## 3. For the Other Researcher

For other researchers who want to conduct research on the Implementation of Google Classroom in Seventh Grade English Learning at SMPN 2 WEDI during the Covid-19 Pandemic, the results of this study can be an illustration and reference.

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## APPENDIX

### Appendix 1. Surat Permohonan Izin Penelitian


**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA  
 FAKULTAS ADAB DAN BAHASA**  
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Nomor	B 1782/Un 20/F V/PP 00 9/05/2022	18 Mei 2022
Lamp	-	
Perihal	<b>Permohonan Izin Penelitian</b>	

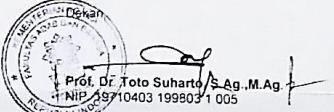
Kepada Yth  
 Kepala SMPN 2 Wedi  
 di  
 Tempat

**Assalamu'alaikum Wr. Wb.**  
 Yang bertandatangan di bawah ini Dekan Fakultas Adab dan Bahasa Universitas Islam Negeri Raden Mas Said Surakarta memohon ijin atas

Nama	<b>BENINGE AIR BENING</b>
NIM	183221109
Program Studi	Pendidikan Bahasa Inggris
Semester	8
Judul Skripsi	An Analysis of Implementing Google Classroom to Teach English at the Seventh Grade of SMPN 2 Wedi during Covid-19 Pandemic

Untuk mengadakan penelitian pada instansi yang Bapak/Ibu pimpin  
 Adapun waktu penelitian pada tanggal 20 Mei 2022 sampai tanggal 15 Juli 2022  
 Demikian permohonan ini disampaikan atas perkenan dan kerjasamanya kami ucapan terimakasih

**Wassalamu'alaikum Wr Wb**


  
PROF. DR. TOTO SUHARTO, S.AG., M.AG.  
 NIP. 69710403 199803 1 005

## Appendix 2. Questionnaire and Interview

(Interview dengan Guru)

No	Pertanyaan	Jawaban
1.	<i>Menurut anda bagaimana penerapan pembelajaran bahasa Inggris menggunakan Google Classroom di masa Pandemi?</i>	
2.	<i>Peraturan apa yang Anda terapkan kepada siswa dalam melaksanakan pemmbelajaran bahasa Inggris menggunakan Google Classroom?</i>	
3.	<i>Adakah sanksi yang diberikan kepada siswa ketika siswa tidak mengikuti pembelajaran bahasa Inggris saat pembelajaran menggunakan Google Classroom?</i>	
4.	<i>Dalam pemberian materi pembelajaran via Google Classrom biasanya Anda berpedoman pada satu buku atau bagaimana?</i>	
5.	<i>Adakah buku khusus yang wajib dimiliki siswa?</i>	
6.	<i>Apakah dalam melakukan pembelajaran bahasa Inggris via Google Classroom Anda</i>	

	<i>selalu sesuai dengan RPS yang sebelumnya Anda buat?</i>	
7.	<i>Metode mengajar seperti apa yang digunakan untuk menyampaikan materi saat pembelajaran menggunakan Google Classroom?</i>	
8.	<i>Adakah metode mengajar lain yang dapat digunakan jika metode pertama dirasa kurang efektif untuk pembelajaran bahasa Inggris menggunakan Google Classroom?</i>	
9.	<i>Media belajar apa yang digunakan saat mengajar menggunakan Google Classroom?</i>	
10.	<i>Bagaimana cara Anda untuk menarik siswa agar selalu semangat dan minat dalam mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom?</i>	
11.	<i>Adakah pendekatan khusus untuk membuat siswa menjadi tertarik dalam mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom?</i>	
12.	<i>Bagaimana cara ada mengetahui bahwa materi pembelajaran yang Anda berikan dapat di terima baik oleh siswa?</i>	

13.	<i>Adakah kendala saat pembelajaran bahasa Inggris menggunakan Google Classroom?</i>	
14.	<i>Bagaimana cara mengatasi kendala yang ada?</i>	
15.	<i>Menurut Anda pembelajaran bahasa Inggris menggunakan Google Classroom ini bisa dikatakan efektif?</i>	

(interview dengan Siswa)

No	Pertanyaan	Jawaban
1.	<i>Menurut anda bagaimana pembelajaran bahasa Inggris dengan menggunakan Google Classroom?</i>	
2.	<i>Apakah anda termasuk siswa yang aktif dalam mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom pada masa pandemi? Mengapa?</i>	
3.	<i>Apakah Anda memahami materi yang telah diberikan oleh guru pada saat pembelajaran menggunakan Google Classroom? Kenapa bisa tidak memahami materi yang telah diberikan oleh guru?</i>	

4.	<i>Apakah kamu mengerjakan lalu mengumpulkan tugas yang diberikan guru?</i>	
5.	<i>Menurut anda, kesulitan apa yang dialami ketika pembelajaran bahasa Inggris menggunakan Google Classroom? Bagaimana kamu mengatasi kesulitan tersebut?</i>	
6.	<i>Adakah rasa bosan ketika mengikuti pembelajaran menggunakan Google Classroom? Bagaimana Anda mengusir rasa bosan tersebut?</i>	

(Kuisisioner Terbuka Untuk Siswa)

No	Pertanyaan	Jawaban
1.	<i>Menurut anda bagaimana pembelajaran bahasa Inggris dengan menggunakan Google Classroom?</i>	
2.	<i>Apakah anda termasuk siswa yang aktif dalam mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom pada masa pandemi?</i>	

3.	<i>Apakah Anda memahami materi yang telah diberikan oleh guru pada saat pembelajaran menggunakan Google Classroom?</i>	
4.	<i>Menurut anda, kesulitan apa yang dialami ketika pembelajaran bahasa Inggris menggunakan Google Classroom?</i>	
5.	<i>Adakah rasa bosan ketika mengikuti pembelajaran menggunakan Google Classroom? Bagaimana Anda mengusir rasa bosan tersebut?</i>	

#### **Appendix 4. The result of Obsevations**

Day/Date : Monday, 09 July 2022

Time : 08.00 WIB-08.30 WIB

Class : 7H

No.	Stage in the implementation of e-learning	Yes	No	Activities
1.	Access and motivation			
	Access	✓		The teacher remind students to open google classroom for online learning
	Motivation	✓		teacher allow students to search for a stable internet signal wherever they are.
	Arriving	✓		The teacher always give a explanation before students doing on assignment.
2.	Online Socialization	✓		The teacher always discuss with students about problems experienced by students when learning online.
3.	Informasing Exchange	✓		-Teacher ask students to learn material in book or file which has been provided. -The teacher occasionally discusses material using virtual video meetings
4.	Knowledge Contruction	✓		The teacher explanation the material and give example questions to students.
5.	Development	✓		The teacher give task and assignment to students with limited time.

Day/Date : Monday, 09 July 2022

Time : 08.00 WIB-08.30 WIB

Class : 7G

No.	Stage in the implementation of e-learning	Yes	No	Activities
1.	Access and motivation			
	Access	✓		The teacher remind students to open google classroom for online learning
	Motivation	✓		teacher allow students to search for a stable internet signal wherever they are.
	Arriving	✓		The teacher always give a explanation before students doing on assignment.
2.	Online Socialization	✓		The teacher always discuss with students about problems experienced by students when learning online.
3.	Informasing Exchange	✓		<ul style="list-style-type: none"> <li>-Teacher ask students to learn material in book or file which has been provided.</li> <li>-The teacher occasionally discusses material using virtual video meetings</li> </ul>

4.	Knowledge Construction	✓		The teacher explanation the material and give example questions to students.
5.	Development	✓		The teacher give task and assignment to students with limited time.

### Appendix 3. The result of Quisionnaire

#### Student 1

No.	Pertanyaan	Responden	Jawaban
1.	<i>Menurut anda bagaimana pembelajaran bahasa Inggris dengan menggunakan Google Classroom?</i>	Anisa wulandari	<i>Baik</i>
2.	<i>Apakah anda termasuk siswa yang aktif dalam mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom pada masa pandemi?</i>		<i>Iya</i>
3.	<i>Apakah Anda memahami materi yang telah diberikan oleh guru pada saat pembelajaran menggunakan Google Classroom?</i>		<i>Tidak</i>

4.	<i>Menurut anda, kesulitan apa yang dialami ketika pembelajaran bahasa Inggris menggunakan Google Classroom?</i>		<i>Susah dipahami</i>
5.	<i>Adakah rasa bosan ketika mengikuti pembelajaran menggunakan Google Classroom? Bagaimana Anda mengusir rasa bosan tersebut?</i>		<i>Iya, Tidur</i>

**Student 2**

No.	Pertanyaan	Responden	Jawaban
1.	<i>Menurut anda bagaimana pembelajaran bahasa Inggris dengan menggunakan Google Classroom?</i>	Andhika Saifulloh Arif	<i>Lumayan sulit</i>
2.	<i>Apakah anda termasuk siswa yang aktif dalam</i>		<i>Iya</i>

	<i>mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom pada masa pandemi?</i>		
3.	<i>Apakah Anda memahami materi yang telah diberikan oleh guru pada saat pembelajaran menggunakan Google Classroom?</i>		<i>Iya</i>
4.	<i>Menurut anda, kesulitan apa yang dialami ketika pembelajaran bahasa Inggris menggunakan Google Classroom?</i>		<i>Tidak kesulitan</i>
5.	<i>Adakah rasa bosan ketika mengikuti pembelajaran menggunakan Google Classroom? Bagaimana Anda mengusir rasa bosan tersebut?</i>		<i>Main Game</i>

### Student 3

No.	Pertanyaan	Responden	Jawaban
1.	<i>Menurut anda bagaimana pembelajaran bahasa Inggris dengan menggunakan Google Classroom?</i>	Nanda Aulia Azzahra	<i>Bagus tetapi kadang sulit dipahami</i>
2.	<i>Apakah anda termasuk siswa yang aktif dalam mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom pada masa pandemi?</i>		<i>Iya</i>
3.	<i>Apakah Anda memahami materi yang telah diberikan oleh guru pada saat pembelajaran menggunakan Google Classroom?</i>		<i>Kadang paham, kadang-kadang tidak</i>
4.	<i>Menurut anda, kesulitan apa yang dialami ketika</i>		<i>Materi yang diberikan</i>

	<i>pembelajaran bahasa Inggris menggunakan Google Classroom?</i>		<i>kadang susah untuk dipahami dan kadang sinyal</i>
5.	<i>Adakah rasa bosan ketika mengikuti pembelajaran menggunakan Google Classroom? Bagaimana Anda mengusir rasa bosan tersebut?</i>		<i>Rasa bosan tentu saja ada tetapi saya mengusirnya dengan diselingi kegiatan lain</i>

#### Student 4

No.	Pertanyaan	Responden	Jawaban
1.	<i>Menurut anda bagaimana pembelajaran bahasa Inggris dengan menggunakan Google Classroom?</i>	Aditya Riadi W	<i>Kadang tidak mengerti</i>
2.	<i>Apakah anda termasuk siswa yang aktif dalam mengikuti pembelajaran</i>		<i>Iya</i>

	<i>bahasa Inggris menggunakan Google Classroom pada masa pandemi?</i>		
3.	<i>Apakah Anda memahami materi yang telah diberikan oleh guru pada saat pembelajaran menggunakan Google Classroom?</i>		<i>Iya</i>
4.	<i>Menurut anda, kesulitan apa yang dialami ketika pembelajaran bahasa Inggris menggunakan Google Classroom?</i>		<i>Dalam memahami soal</i>
5.	<i>Adakah rasa bosan ketika mengikuti pembelajaran menggunakan Google Classroom? Bagaimana Anda mengusir rasa bosan tersebut?</i>		<i>Dengan mendengarkan lagu atau musik</i>

### Student 5

No.	Pertanyaan	Responden	Jawaban
1.	<i>Menurut anda bagaimana pembelajaran bahasa Inggris dengan menggunakan Google Classroom?</i>	Chantyka Maharani	<i>Seru tapi kurang paham miss kalau daring, enak tatap muka langsung</i>
2.	<i>Apakah anda termasuk siswa yang aktif dalam mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom pada masa pandemi?</i>		<i>Iya dong miss</i>
3.	<i>Apakah Anda memahami materi yang telah diberikan oleh guru pada saat pembelajaran menggunakan Google Classroom?</i>		<i>Paham miss</i>

4.	<i>Menurut anda, kesulitan apa yang dialami ketika pembelajaran bahasa Inggris menggunakan Google Classroom?</i>		<i>Enggak sulit miss, Cuma kadang bingung kalau mau ngirim tugas</i>
5.	<i>Adakah rasa bosan ketika mengikuti pembelajaran menggunakan Google Classroom? Bagaimana Anda mengusir rasa bosan tersebut?</i>		<i>Ad rasa bosan sedikit, dengancara ingat kalau harus belajar agar bisa meraih kesuksesan</i>

### Student 6

No.	Pertanyaan	Responden	Jawaban
1.	<i>Menurut anda bagaimana pembelajaran bahasa Inggris dengan menggunakan Google Classroom?</i>	Marselina Salsabila	<i>Sedikit senang sedikit bosan</i>

2.	<i>Apakah anda termasuk siswa yang aktif dalam mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom pada masa pandemi?</i>		<i>Iya</i>
3.	<i>Apakah Anda memahami materi yang telah diberikan oleh guru pada saat pembelajaran menggunakan Google Classroom?</i>		<i>Iya</i>
4.	<i>Menurut anda, kesulitan apa yang dialami ketika pembelajaran bahasa Inggris menggunakan Google Classroom?</i>		<i>Jaringan</i>
5.	<i>Adakah rasa bosan ketika mengikuti pembelajaran menggunakan Google Classroom? Bagaimana</i>		<i>Iya, dengan cara disela-sela belum dimulai pembelajaran bisa menonton</i>

	<i>Anda mengusir rasa bosan tersebut?</i>		<i>vidip idola yang sudah sukses</i>
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**Student 7**

No.	Pertanyaan	Responden	Jawaban
1.	<i>Menurut anda bagaimana pembelajaran bahasa Inggris dengan menggunakan Google Classroom?</i>	Nayla Aprilia	<i>Seru sedikit ribet</i>
2.	<i>Apakah anda termasuk siswa yang aktif dalam mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom pada masa pandemi?</i>		<i>Kadang, karena Cuma sebentar belajar pakai Google Classroom</i>
3.	<i>Apakah Anda memahami materi yang telah diberikan oleh guru pada saat pembelajaran</i>		<i>Iya</i>

	<i>menggunakan Google Classroom?</i>		
4.	<i>Menurut anda, kesulitan apa yang dialami ketika pembelajaran bahasa Inggris menggunakan Google Classroom?</i>		<i>Materi sedikit kurang dipahami</i>
5.	<i>Adakah rasa bosan ketika mengikuti pembelajaran menggunakan Google Classroom? Bagaimana Anda mengusir rasa bosan tersebut?</i>		<i>Sedikit bosan, dengan bernyanyi dan dance BTS</i>

### Student 8

No.	Pertanyaan	Responden	Jawaban
1.	Menurut anda bagaimana pembelajaran bahasa Inggris dengan menggunakan Google Classroom?	Naqa Andrasta	Sedikit membosankan

2.	<i>Apakah anda termasuk siswa yang aktif dalam mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom pada masa pandemi?</i>		Iya
3.	<i>Apakah Anda memahami materi yang telah diberikan oleh guru pada saat pembelajaran menggunakan Google Classroom?</i>		Iya
4.	<i>Menurut anda, kesulitan apa yang dialami ketika pembelajaran bahasa Inggris menggunakan Google Classroom?</i>		Tidak bertatap muka langsung
5.	<i>Adakah rasa bosan ketika mengikuti pembelajaran menggunakan Google Classroom? Bagaimana</i>		Iya, dengan membaca buku

	<i>Anda mengusir rasa bosan tersebut?</i>		
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**Student 9**

No.	Pertanyaan	Responden	Jawaban
1.	<i>Menurut anda bagaimana pembelajaran bahasa Inggris dengan menggunakan Google Classroom?</i>	Elizabeth Natasya P	<i>Kadang tidak faham karena tidak dijelaskan langsung</i>
2.	<i>Apakah anda termasuk siswa yang aktif dalam mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom pada masa pandemi?</i>		<i>Tidak yakin</i>
3.	<i>Apakah Anda memahami materi yang telah diberikan oleh guru pada saat pembelajaran</i>		<i>Kadang-kadang faham, kadang-kadang tidak</i>

	<i>menggunakan Google Classroom?</i>		
4.	<i>Menurut anda, kesulitan apa yang dialami ketika pembelajaran bahasa Inggris menggunakan Google Classroom?</i>		<i>Sinyal dan kadang-kadang tidak faham</i>
5.	<i>Adakah rasa bosan ketika mengikuti pembelajaran menggunakan Google Classroom? Bagaimana Anda mengusir rasa bosan tersebut?</i>		<i>Iya, caranya adalah pergi ketempat yang tenang</i>

**Student 10**

No.	Pertanyaan	Responden	Jawaban
1.	<i>Menurut anda bagaimana pembelajaran bahasa Inggris dengan menggunakan Google Classroom?</i>	Asti Yuliana	<i>Google classroom membuat proses pembelajaran bahasa inggris jadi lebih efisien, menghemat waktu dan tenaga</i>
2.	<i>Apakah anda termasuk siswa yang aktif dalam mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom pada masa pandemi?</i>		<i>Iya</i>
3.	<i>Apakah Anda memahami materi yang telah diberikan oleh guru pada</i>		<i>Iya</i>

	<i>saat pembelajaran menggunakan Google Classroom?</i>		
4.	<i>Menurut anda, kesulitan apa yang dialami ketika pembelajaran bahasa Inggris menggunakan Google Classroom?</i>		<i>Kadang signal pada saat pembelajaran dimulai</i>
5.	<i>Adakah rasa bosan ketika mengikuti pembelajaran menggunakan Google Classroom? Bagaimana Anda mengusir rasa bosan tersebut?</i>		<i>Iya, mendengarkan musik, setelah itu saya langsung semangat belajar tanpa ada rasa bosan</i>

### Student 11

No.	Pertanyaan	Responden	Jawaban
1.	<i>Menurut anda bagaimana pembelajaran bahasa Inggris dengan</i>	Almasari Nur	<i>Seru</i>

	<i>menggunakan Google Classroom?</i>		
2.	<i>Apakah anda termasuk siswa yang aktif dalam mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom pada masa pandemi?</i>		<i>Iya</i>
3.	<i>Apakah Anda memahami materi yang telah diberikan oleh guru pada saat pembelajaran menggunakan Google Classroom?</i>		<i>Kadang-kadang</i>
4.	<i>Menurut anda, kesulitan apa yang dialami ketika pembelajaran bahasa Inggris menggunakan Google Classroom?</i>		<i>Sinyal</i>
5.	<i>Adakah rasa bosan ketika mengikuti pembelajaran</i>		<i>Kadang bosan, mendengarkan lagu</i>

	<p><i>menggunakan Google Classroom? Bagaimana Anda mengusir rasa bosan tersebut?</i></p>		
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### Student 12

No.	Pertanyaan	Responden	Jawaban
1.	<p><i>Menurut anda bagaimana pembelajaran bahasa Inggris dengan menggunakan Google Classroom?</i></p>	Arya Bimantara	<p><i>Enak, karena bisa translate</i></p>
2.	<p><i>Apakah anda termasuk siswa yang aktif dalam mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom pada masa pandemi?</i></p>		<p><i>Iya</i></p>
3.	<p><i>Apakah Anda memahami materi yang telah diberikan oleh guru pada</i></p>		<p><i>Tidak</i></p>

	<i>saat pembelajaran menggunakan Google Classroom?</i>		
4.	<i>Menurut anda, kesulitan apa yang dialami ketika pembelajaran bahasa Inggris menggunakan Google Classroom?</i>		<i>Kurangnya penjelasan dalam materi-materi</i>
5.	<i>Adakah rasa bosan ketika mengikuti pembelajaran menggunakan Google Classroom? Bagaimana Anda mengusir rasa bosan tersebut?</i>		<i>Tidur</i>

### Student 13

No.	Pertanyaan	Responden	Jawaban
1.	<i>Menurut anda bagaimana pembelajaran bahasa Inggris dengan</i>	Rehana Rizkia	<i>Terus belajar bahakan dari jauh</i>

	<i>menggunakan Google Classroom?</i>		
2.	<i>Apakah anda termasuk siswa yang aktif dalam mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom pada masa pandemi?</i>	<i>Iya, saya suka mengikuti pembelajaran bahasa inggris menggunakan Google Classroom</i>	
3.	<i>Apakah Anda memahami materi yang telah diberikan oleh guru pada saat pembelajaran menggunakan Google Classroom?</i>	<i>Iya</i>	
4.	<i>Menurut anda, kesulitan apa yang dialami ketika pembelajaran bahasa Inggris menggunakan Google Classroom?</i>	<i>Tidak ada</i>	
5.	<i>Adakah rasa bosan ketika mengikuti pembelajaran</i>	<i>Tidak ada, memilih tugas yang mudah</i>	

	<p><i>menggunakan Google Classroom? Bagaimana Anda mengusir rasa bosan tersebut?</i></p>		
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### Student 14

No.	Pertanyaan	Responden	Jawaban
1.	<p><i>Menurut anda bagaimana pembelajaran bahasa Inggris dengan menggunakan Google Classroom?</i></p>	Karissa Putri	<p><i>Sangat membantu dalam proses belajar dan tugas-tugas tetapi kadang kendala sinyal buat kirim tugas</i></p>
2.	<p><i>Apakah anda termasuk siswa yang aktif dalam mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom pada masa pandemi?</i></p>		<p><i>Iya, cukup aktif</i></p>

3.	<i>Apakah Anda memahami materi yang telah diberikan oleh guru pada saat pembelajaran menggunakan Google Classroom?</i>		<i>Cukup memahami</i>
4.	<i>Menurut anda, kesulitan apa yang dialami ketika pembelajaran bahasa Inggris menggunakan Google Classroom?</i>		<i>Kendala sinyal sehingga susah mengirim tugas-tugas</i>
5.	<i>Adakah rasa bosan ketika mengikuti pembelajaran menggunakan Google Classroom? Bagaimana Anda mengusir rasa bosan tersebut?</i>		<i>Iya, untuk mengusir rasa bosan dengan berdiskusi dengan teman di WhatsApp</i>

**Student 15**

No.	Pertanyaan	Responden	Jawaban

1.	<i>Menurut anda bagaimana pembelajaran bahasa Inggris dengan menggunakan Google Classroom?</i>	Kartika Mijil R	<i>Pembelajaran menggunakan Google Classroom tidak terlalu mudah, terkadang banyak materi yang tidak bisa dipahami karena kurangnya penjelasan</i>
2.	<i>Apakah anda termasuk siswa yang aktif dalam mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom pada masa pandemi?</i>		<i>Iya</i>
3.	<i>Apakah Anda memahami materi yang telah diberikan oleh guru pada saat pembelajaran</i>		<i>Kadang-kadang</i>

	<i>menggunakan Google Classroom?</i>		
4.	<i>Menurut anda, kesulitan apa yang dialami ketika pembelajaran bahasa Inggris menggunakan Google Classroom?</i>		<i>Memahami materi</i>
5.	<i>Adakah rasa bosan ketika mengikuti pembelajaran menggunakan Google Classroom? Bagaimana Anda mengusir rasa bosan tersebut?</i>		<i>Bermain game/menonton TV sebentar</i>

### Student 16

No.	Pertanyaan	Responden	Jawaban
1.	<i>Menurut anda bagaimana pembelajaran bahasa Inggris dengan menggunakan Google Classroom?</i>	Asta Dewi	<i>Cukup membantu dalam proses pembelajaran</i>

2.	<i>Apakah anda termasuk siswa yang aktif dalam mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom pada masa pandemi?</i>		<i>Iya</i>
3.	<i>Apakah Anda memahami materi yang telah diberikan oleh guru pada saat pembelajaran menggunakan Google Classroom?</i>		<i>Iya</i>
4.	<i>Menurut anda, kesulitan apa yang dialami ketika pembelajaran bahasa Inggris menggunakan Google Classroom?</i>		<i>Sinyal, yang membuat pembelajaran terlambat</i>
5.	<i>Adakah rasa bosan ketika mengikuti pembelajaran menggunakan Google Classroom? Bagaimana</i>		<i>Terkadang, ya kalo bosan tinggal jajan</i>

	<i>Anda mengusir rasa bosan tersebut?</i>		
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**Student 17**

No.	Pertanyaan	Responden	Jawaban
1.	<i>Menurut anda bagaimana pembelajaran bahasa Inggris dengan menggunakan Google Classroom?</i>	Al Bryan Z M	<i>Sulit</i>
	<i>Apakah anda termasuk siswa yang aktif dalam mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom pada masa pandemi?</i>		<i>Tidak</i>
2.	<i>Apakah Anda memahami materi yang telah diberikan oleh guru pada saat pembelajaran</i>		<i>Tidak</i>

	<i>menggunakan Google Classroom?</i>		
3.	<i>Menurut anda, kesulitan apa yang dialami ketika pembelajaran bahasa Inggris menggunakan Google Classroom?</i>		<i>Sulit memahami karena waktunya terbatas</i>
4.	<i>Adakah rasa bosan ketika mengikuti pembelajaran menggunakan Google Classroom? Bagaimana Anda mengusir rasa bosan tersebut?</i>		<i>Bosan, untuk menghilanginya aku main game</i>

### Student 18

No.	Pertanyaan	Responden	Jawaban
1.	<i>Menurut anda bagaimana pembelajaran bahasa Inggris dengan menggunakan Google Classroom?</i>	Syifa Nadiyah	<i>Menurut saya dengan menggunakan aplikasi google classroom,</i>

		<p><i>pembelajaran bahasa inggris sangat menarik saya, karena saya termotivasi untuk mengikuti pembelajaran dengan menyenangkan. Saya belajar mengerjakan soal-soal membuka materi chating, mengumpulkan tugas voice dialog bahas ainggris juga bisa dikirim dengan mudah, mengirim file baik berupa media yang</i></p>
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			<p><i>berbeda beda tapi bisa dikumpulkan dan hasilnya langsung bisa diketahui apabila guru telah mengoreksi.</i></p> <p><i>Dan yang paling menyenangkan, siswa dan guru langsung berkomunikasi di chating dalam bahasa inggris dan siswa juga bisa langsung mencari terjemahnya</i></p>
2.	<i>Apakah anda termasuk siswa yang aktif dalam</i>		<i>Iya</i>

	<i>mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom pada masa pandemi?</i>		
3.	<i>Apakah Anda memahami materi yang telah diberikan oleh guru pada saat pembelajaran menggunakan Google Classroom?</i>		<i>Iya</i>
4.	<i>Menurut anda, kesulitan apa yang dialami ketika pembelajaran bahasa Inggris menggunakan Google Classroom?</i>		<i>Kesulitan memahami tata bahasa, kesulitan memahami kosa kata, terbatasnya waktu untuk belajar</i>
5.	<i>Adakah rasa bosan ketika mengikuti pembelajaran</i>		<i>Kadang-kadang. Berusaha untuk fokus, membuat</i>

	<p><i>menggunakan Google Classroom? Bagaimana Anda mengusir rasa bosan tersebut?</i></p>		<p><i>belajar kelompok</i></p>
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### Student 19

No.	Pertanyaan	Responden	Jawaban
1.	<p><i>Menurut anda bagaimana pembelajaran bahasa Inggris dengan menggunakan Google Classroom?</i></p>	Fadila Aulia	<p><i>Mudah dipahami</i></p>
2.	<p><i>Apakah anda termasuk siswa yang aktif dalam mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom pada masa pandemi?</i></p>		<p><i>Iya</i></p>
3.	<p><i>Apakah Anda memahami materi yang telah diberikan oleh guru pada</i></p>		<p><i>Iya</i></p>

	<i>saat pembelajaran menggunakan Google Classroom?</i>		
4.	<i>Menurut anda, kesulitan apa yang dialami ketika pembelajaran bahasa Inggris menggunakan Google Classroom?</i>		<i>Tidak ada kesulitan</i>
5.	<i>Adakah rasa bosan ketika mengikuti pembelajaran menggunakan Google Classroom? Bagaimana Anda mengusir rasa bosan tersebut?</i>		<i>Tidak, dengan mengerjakan tugas yang diberikan</i>

### Student 20

No.	Pertanyaan	Responden	Jawaban
1.	<i>Menurut anda bagaimana pembelajaran bahasa Inggris dengan</i>	Roofi Abidar D	<i>Biasa</i>

	<i>menggunakan Google Classroom?</i>		
2.	<i>Apakah anda termasuk siswa yang aktif dalam mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom pada masa pandemi?</i>		<i>Aktif</i>
3.	<i>Apakah Anda memahami materi yang telah diberikan oleh guru pada saat pembelajaran menggunakan Google Classroom?</i>		<i>Memahami sedikit</i>
4.	<i>Menurut anda, kesulitan apa yang dialami ketika pembelajaran bahasa Inggris menggunakan Google Classroom?</i>		<i>Bingung jawabannya</i>
5.	<i>Adakah rasa bosan ketika mengikuti pembelajaran</i>		<i>Menyelesaikan pemebelajaran lalu main game</i>

	<i>menggunakan Google Classroom? Bagaimana Anda mengusir rasa bosan tersebut?</i>		
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**Student 21**

No.	Pertanyaan	Responden	Jawaban
1.	<i>Menurut anda bagaimana pembelajaran bahasa Inggris dengan menggunakan Google Classroom?</i>	Bagus Januar	<i>Susah-susah gampang</i>
2.	<i>Apakah anda termasuk siswa yang aktif dalam mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom pada masa pandemi?</i>		<i>Aktif</i>
3.	<i>Apakah Anda memahami materi yang telah diberikan oleh guru pada</i>		<i>Paham</i>

	<i>saat pembelajaran menggunakan Google Classroom?</i>		
4.	<i>Menurut anda, kesulitan apa yang dialami ketika pembelajaran bahasa Inggris menggunakan Google Classroom?</i>		<i>jaringan</i>
5.	<i>Adakah rasa bosan ketika mengikuti pembelajaran menggunakan Google Classroom? Bagaimana Anda mengusir rasa bosan tersebut?</i>		<i>Sambil main game</i>

### Student 22

No.	Pertanyaan	Responden	Jawaban
1.	<i>Menurut anda bagaimana pembelajaran bahasa Inggris dengan</i>	Bima Ramadhani	<i>Pembelajaran bahasa inggris sangat rumit</i>

	<i>menggunakan Google Classroom?</i>		
2.	<i>Apakah anda termasuk siswa yang aktif dalam mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom pada masa pandemi?</i>	<i>Aktif tapi kadang agak telat bukak classroom</i>	
3.	<i>Apakah Anda memahami materi yang telah diberikan oleh guru pada saat pembelajaran menggunakan Google Classroom?</i>	<i>Ya saya jarang memperhatikan</i>	
4.	<i>Menurut anda, kesulitan apa yang dialami ketika pembelajaran bahasa Inggris menggunakan Google Classroom?</i>	-	
5.	<i>Adakah rasa bosan ketika mengikuti pembelajaran</i>	-	

	<p><i>menggunakan Google Classroom? Bagaimana Anda mengusir rasa bosan tersebut?</i></p>		
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### Student 23

No.	Pertanyaan	Responden	Jawaban
1.	<p><i>Menurut anda bagaimana pembelajaran bahasa Inggris dengan menggunakan Google Classroom?</i></p>	Kurnia Adi W	<i>Biasa saja</i>
2.	<p><i>Apakah anda termasuk siswa yang aktif dalam mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom pada masa pandemi?</i></p>		<i>Iya</i>

3.	<i>Apakah Anda memahami materi yang telah diberikan oleh guru pada saat pembelajaran menggunakan Google Classroom?</i>		<i>Sedikit tidak</i>
4.	<i>Menurut anda, kesulitan apa yang dialami ketika pembelajaran bahasa Inggris menggunakan Google Classroom?</i>		<i>Kebanyakan pr</i>
5.	<i>Adakah rasa bosan ketika mengikuti pembelajaran menggunakan Google Classroom? Bagaimana Anda mengusir rasa bosan tersebut?</i>		<i>Agak bosan, bermain</i>

**Student 24**

No.	Pertanyaan	Responden	Jawaban

1.	<i>Menurut anda bagaimana pembelajaran bahasa Inggris dengan menggunakan Google Classroom?</i>	Sipta Dwi P	<i>Iya</i>
2.	<i>Apakah anda termasuk siswa yang aktif dalam mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom pada masa pandemi?</i>		<i>Aktif</i>
3.	<i>Apakah Anda memahami materi yang telah diberikan oleh guru pada saat pembelajaran menggunakan Google Classroom?</i>		<i>Iya</i>
4.	<i>Menurut anda, kesulitan apa yang dialami ketika pembelajaran bahasa Inggris menggunakan Google Classroom?</i>		<i>Iya</i>

5.	<i>Adakah rasa bosan ketika mengikuti pembelajaran menggunakan Google Classroom? Bagaimana Anda mengusir rasa bosan tersebut?</i>		<i>Tidak bosan</i>
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**Student 25**

No.	Pertanyaan	Responden	Jawaban
1.	<i>Menurut anda bagaimana pembelajaran bahasa Inggris dengan menggunakan Google Classroom?</i>	Muhammad Ridho S	<i>Sedang</i>
2.	<i>Apakah anda termasuk siswa yang aktif dalam mengikuti pembelajaran bahasa Inggris menggunakan Google</i>		<i>Tidak</i>

	<i>Classroom pada masa pandemi?</i>		
3.	<i>Apakah Anda memahami materi yang telah diberikan oleh guru pada saat pembelajaran menggunakan Google Classroom?</i>		<i>Tidak</i>
4.	<i>Menurut anda, kesulitan apa yang dialami ketika pembelajaran bahasa Inggris menggunakan Google Classroom?</i>		<i>Tidak bisa bahasa inggris</i>
5.	<i>Adakah rasa bosan ketika mengikuti pembelajaran menggunakan Google Classroom? Bagaimana Anda mengusir rasa bosan tersebut?</i>		<i>Tidur</i>

**Student 26**

No.	Pertanyaan	Responden	Jawaban
1.	<i>Menurut anda bagaimana pembelajaran bahasa Inggris dengan menggunakan Google Classroom?</i>	Okta Aji P	<i>Sulit</i>
2.	<i>Apakah anda termasuk siswa yang aktif dalam mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom pada masa pandemi?</i>		<i>Sedang</i>
3.	<i>Apakah Anda memahami materi yang telah diberikan oleh guru pada saat pembelajaran menggunakan Google Classroom?</i>		<i>Jarang memahami</i>
4.	<i>Menurut anda, kesulitan apa yang dialami ketika</i>		<i>Tidak tahu bahasa inggris</i>

	<i>pembelajaran bahasa Inggris menggunakan Google Classroom?</i>		
5.	<i>Adakah rasa bosan ketika mengikuti pembelajaran menggunakan Google Classroom? Bagaimana Anda mengusir rasa bosan tersebut?</i>		<i>Main</i>

### Student 27

No.	Pertanyaan	Responden	Jawaban
1.	<i>Menurut anda bagaimana pembelajaran bahasa Inggris dengan menggunakan Google Classroom?</i>	Rima Dwi N	<i>Senang karena bisa translate</i>
2.	<i>Apakah anda termasuk siswa yang aktif dalam mengikuti pembelajaran bahasa Inggris</i>		<i>Iya, aktif sekali</i>

	<i>menggunakan Google Classroom pada masa pandemi?</i>		
3.	<i>Apakah Anda memahami materi yang telah diberikan oleh guru pada saat pembelajaran menggunakan Google Classroom?</i>		<i>Kadang iya</i>
4.	<i>Menurut anda, kesulitan apa yang dialami ketika pembelajaran bahasa Inggris menggunakan Google Classroom?</i>		<i>Saat jaringannya lemah</i>
5.	<i>Adakah rasa bosan ketika mengikuti pembelajaran menggunakan Google Classroom? Bagaimana Anda mengusir rasa bosan tersebut?</i>		<i>Kadang iya, tidak bisa di usir</i>

No.	Pertanyaan	Responden	Jawaban
1.	<i>Menurut anda bagaimana pembelajaran bahasa Inggris dengan menggunakan Google Classroom?</i>	Massayu Sekar B	<i>Was quite fun</i>
2.	<i>Apakah anda termasuk siswa yang aktif dalam mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom pada masa pandemi?</i>		<i>Iya</i>
3.	<i>Apakah Anda memahami materi yang telah diberikan oleh guru pada saat pembelajaran menggunakan Google Classroom?</i>		<i>Enggak terlalu, lebih paham tatap muka langsung</i>
4.	<i>Menurut anda, kesulitan apa yang dialami ketika pembelajaran bahasa</i>		<i>Penjelasannya kurang</i>

	<i>Inggris menggunakan Google Classroom?</i>		
5.	<i>Adakah rasa bosan ketika mengikuti pembelajaran menggunakan Google Classroom? Bagaimana Anda mengusir rasa bosan tersebut?</i>		<i>Iya, dengan menonton YouTube</i>

#### **Appendix 4. Transcript of teacher and Students Interview**

(Interview Teacher)

Day/Date : Monday, 09 July 2022

Time : 08.00 WIB-08.30 WIB

Place : SMPN 2 Wedi

Teacher : Puput Lupitasari, S.Pd. (P)

Researcher : Beninge Air Bening (B)

B : *“Menurut anda bagaimana penerapan pembelajaran bahasa Inggris menggunakan Google Classroom di masa Pandemi?”*

P : *“Sebenarnya kalau masa pandemi di SMPN 2 Wedi paling efektif yang paling sesuai ya pakainya Google Classroom, yang paling tidak memberatkan siswa dan paling mudah di pahami.*

B : *“Peraturan apa yang Anda terapkan kepada siswa dalam melaksanakan pembelajaran bahasa Inggris menggunakan Google Classroom?”*

P : *“Yang awal harus absen, absennya menyebutkan,nama, nomor absen dan kelasnya”.*

B : *“Adakah sanksi yang diberikan kepada siswa ketika siswa tidak mengikuti pembelajaran bahasa Inggris saat pembelajaran menggunakan Google Classroom?”*

P : *“Tidak ada mbak”.*

- B : “Dalam pemberian materi pembelajaran via Google Classroom biasanya Anda berpedoman pada satu buku atau bagaimana?”
- P : “Saya menggunakan 2 buku, yang satu LKS yang satunya buku paket dari perpustakaan”.
- B : “Adakah buku khusus yang wajib dimiliki siswa?”
- P : “Kalau untuk siswa harus meminjam buku paket bahasa inggris dari perpustakaan”.
- B : “Apakah dalam melakukan pembelajaran bahasa Inggris via Google Classroom Anda selalu sesuai dengan RPS yang sebelumnya Anda buat?”
- P : “Iya mbak, saya mengajar selalui menyesuaikan RPS yang sebelumnya telah saya buat dan saya siapkan”.
- B : “Metode mengajar seperti apa yang digunakan untuk menyampaikan materi saat pembelajaran menggunakan Google Classroom?”
- P : “Jadi kalau saya yang pertama itu membuat materinya dengan catatan dulu, pakai word dulu setelah itu nanti saya upload yang suara saya menjelaskan si wordnya itu”.
- B : “Jadi tidak hanya mengirim materi saja ya bu?”
- P : “Enggak mbak, jadinya saya kirim dokument berupa word dulu nanti saya kirim lagi pesan suara voice note untuk memperjelas materi word yang saya kirimkan awal tadi.”

- B : “Adakah metode mengajar lain yang dapat digunakan jika metode pertama dirasa kurang efektif untuk pembelajaran bahasa Inggris menggunakan Google Classroom?”
- P : “Ada mbak, biasanya saya memakai Google meet”
- B : “Media belajar apa yang digunakan saat mengajar menggunakan Google Classroom?”
- P : “Media yang digunakan yang itu tadi mbak word sama pesan suara atau voice note ya mbak ya”
- B : “Bagaimana cara Anda untuk menarik siswa agar selalu semangat dan minat dalam mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom?”
- P : “Oh ya biasanya saya cari link video di youtube, biar enggak bosen sama saya”.
- B : “Adakah pendekatan khusus untuk membuat siswa menjadi tertarik dalam mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom? ”.
- P : “Kalo pendekatan khusus sih enggak ada ya mbak”.
- B : “Bagaimana cara ada mengetahui bahwa materi pembelajaran yang Anda berikan dapat di terima baik oleh siswa? ”

- P : “Bisa dilihat setelah mengupload yang dokument / word sama voice recorder itu nanti dibawahnya ada soal latihan. Nanti setelah pembelajaran mengumpulkan latihan yang ada di bawahnya”
- B : “Berarti langsung dikasih kuis begitu ya bu setelah pemberian materi?”
- P : “Iyaa mbak seperti kuis, kuisnyapun juga simple-simple mbak kayak 5 nomor saja untuk mengulang materi”
- B : “Adakah kendala saat pembelajaran bahasa Inggris menggunakan Google Classroom?”
- P : “Wuh banyak sekali mbak, yang pertama adalah itu tadi motivasi dari siswanya. Kedua adalah kuota siswa, habis kuota sinyalnya siswanya terus kedisiplinan dari siswanya. Sebenarnya kalau dari pihak guru sendiri, misalnya saya ya mbak, saya juga pengennya setiap minggu ada terus Google Meet gitukan. Tapikan kitakan juga berpikir lagi bagaimana keadaan siswanya kayak bagaimana, memberatkan atau tidak, itu kan sehari biasanya pelajarannya kalau enggak dua yaa tiga satu hari. Kalau Google Meet terus satu jam pelajaranku menghabiskan berapa gigakan, nah itu makannya kenpa kok milih Google Classroom karena memang yang paling mudah ya itu. Kadang kalau mau mencari link video di youtube juga harus mikir terlebih dulu, diusahakan yang singkat tidak lebih dari 10menit agar anak juga tidak bosan begitu”
- B : “Bagaimana cara mengatasi kendala yang ada?”

- P : “Mengatasinya ya dengan itu tadi mbak tidak hanya mengirim materi dan voice recorder tapi dengan selingan menggunakan Google Meet. Terus saya juga enggak terlalu, pokoknya harus hari ini di kumpulkan, misalnya kalau besok baru mengumpulkan boleh silahkan kayak begitu kalau ada kendala dengan kuota dan sinyal”
- B : “Menurut Anda pembelajaran bahasa Inggris menggunakan Google Classroom ini bisa dikatakan efektif?”
- P : “Efektif bagi yang konsen, maksudnya efektif bagi yang memang benar-benar tujuannya untuk belajar, tapi kalau yang lain anak-anak apalagi saya ngajarnya kelas tujuh, kelas tujuhkan awalnya harus ada itu tadi, pembangunan motivasi itu tadi, karena enggak ada dan enggak ketemu langsung jadinya sulit. Mungkin 50% - 50%. Ya efektif enggak efektiflah”
- B : “Mungkin kelas tujuh juga mengalami shock culture juga ya bu dari SD ke SMP langsung online?”
- P : “Iya mbak bener sekali, mau menyamakan persepsi nyakan beda ya mbak, kitakan sebagai guru juga bingung ini di Sd sudah mendapatkan pelajaran bahasa Inggris atau belum, ada yang belum ada yang sudah bisa. Sulitnya disitu sih mbak sebenarnya”
- B : “Berarti kelas 7 itu dari awal langsung mulai online ya bu? Belum pernah tatapmuka?”

P : “Iya mbak dari awal banget pembelajaran sudah online, jadi saya perkenalan menggunakan voice note itu supaya ya itu tadi mengurangi kuota dari anak”

Day/Date : Monday, 09 July 2022

Time : 08.30 WIB-09.00 WIB

Place : SMPN 2 Wedi

Teacher : Putri Turnyanti, S.Pd. (T)

Researcher : Beninge Air Bening (B)

B : *“Menurut anda bagaimana penerapan pembelajaran bahasa Inggris menggunakan Google Classroom di masa Pandemi?”*

T : *“Kalau menurut saya, kalau menggunakan Google Classroom disekolah kami itu sangat besar manfaatnya. Punya manfaat yang luar biasa untuk pembelajaran di masa pandemi seperti ini”*

B : *“Peraturan apa yang Anda terapkan kepada siswa dalam melaksanakan pemmbelajaran bahasa Inggris menggunakan Google Classroom?”*

T : *“Untuk peraturannya, biasanya terkait dengan waktu pengumpulan. Jadi biasanya dari tugas itu diberi waktu berapa lama atau batas waktu maksimalnya”*

B : *“Adakah sanksi yang diberikan kepada siswa ketika siswa tidak mengikuti pembelajaran bahasa Inggris saat pembelajaran menggunakan Google Classroom?”*

- T : “Untuk sanksi, sanksinya enggak ada. Karena kami letaknya di desa jadi, kami kurang begitu paham tentang kendalanya apa saja jadi untuk punishment tidak ada”
- B : “Dalam pemberian materi pembelajaran via Google Classroom biasanya Anda berpedoman pada satu buku atau bagaimana?”
- T : “Kalau untuk materi sumber belajarnya itu tidak hanya dari satu buku, bisa dari berbagai sumber yang lain selain dari buku”
- B : “Biasanya bu Putri memakai buku apa sebagai sumber pembelajaran?”
- T : “Ada buku pegangan, biasanya dari penerbit yang lain selain modul dan buku paket”
- B : “Adakah buku khusus yang wajib dimiliki siswa?”
- T : “Iya mbak, ada. Buku paket dari perpustakaan mbak sama modul”
- B : “Apakah dalam melakukan pembelajaran bahasa Inggris via Google Classroom Anda selalu sesuai dengan RPS yang sebelumnya Anda buat?”
- T : “Iya, sesuai dengan RPS yang saya buat karena itu sebagai rambu-rambu kita untuk melaksanaan pembelajaran dan memberikan materi kepada siswa”
- B : “Metode mengajar seperti apa yang digunakan untuk menyampaikan materi saat pembelajaran menggunakan Google Classroom?”
- T : “Biasanya saya mengirimkan video, terkait penjelasan materi”

- B : “Adakah metode mengajar lain yang dapat digunakan jika metode pertama dirasa kurang efektif untuk pembelajaran bahasa Inggris menggunakan Google Classroom?”
- T : “Biasanya anak-anak saya suruh praktek sesuai materi yang telah saya sampaikan”
- B : “Media belajar apa yang digunakan saat mengajar menggunakan Google Classroom?”
- T : “Media yang saya gunakan yaitu Youtube, untuk penjelasan materi yang telah saya berikan”
- B : “Bagaimana cara Anda untuk menarik siswa agar selalu semangat dan minat dalam mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom?”
- T : “Kalau untuk Google Classroom supaya anak-anak itu tertarik, saya memilih untuk videonya itu dicari yang menarik. Kedua, mungkin durasinya saya mencari yang pendek, jadi anak-anak tidak cepat bosen”
- B : “Adakah pendekatan khusus untuk membuat siswa menjadi tertarik dalam mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom?”
- T : “Biasanya saya beri semacam reward, rewardnya sederhana saja contohnya yang mengerjakan pertama atau nilainya bagus saya notice digrup dengan memberikan selamat dan terimakasih menyebut namanya”

- B : “*Bagaimana cara ada mengetahui bahwa materi pembelajaran yang Anda berikan dapat di terima baik oleh siswa?*”
- T : “*Melalui tugas yang saya berikan, nilai dan hasilnya*”
- B : “*Adakah kendala saat pembelajaran bahasa Inggris menggunakan Google Classroom?*”
- T : “*Ada mbak. Kalau sini itu mayoritas respon anak-anak, jadi respon anak-anak hanya 50%. Kalau di Google Classroom itu anak-anak hanya komen sebagai tanda kalau dia itu hadir, itupun nanti setelah beberapa menit itu hilang. Kadang tugasnya juga enggak ada , ya jadi itu 50% itu tadi*”
- B : “*Bagaimana cara mengatasi kendala yang ada?*”
- T : “*Biasanya koordinasi dengan orangtua, sama wali kelas mbak*”
- B : “*Menurut Anda pembelajaran bahasa Inggris menggunakan Google Classroom ini bisa dikatakan efektif?*”
- T : “*Efektif mbak dari pada pakai zoom, karena terkendala kuota jugakan mbak. Kalau Goole Classroomkan lebih hemat daripada Zoom dan lain sebagainya*”

(interview with students)

Day/Date : Monday, 09 July 2022

Time : 09.00 WIB-09.45 WIB

Place : SMPN 2 Wedi

Student : Anisa Wulandari (S1)

Researcher : Beninge Air Bening (B)

B : “Menurut kamu pembelajaran bahasa inggris menggunakan Google Classroom itu bagaimana?”

S1 : “Enak, tetapi kadang-kadang ada yang kurang paham mbak”

B : “Terus kalau kurang paham dengan materi biasanya kamu belajar sendiri atau bertanya kepada guru?”

S1 : “Belajar sendiri mbak, kalau enggak tanya teman”.

B : “Apakah kamu mengikuti pembelajaran bahasa inggris menggunakan Google Classroom dengan aktif?”

S1 : “Aktif, mengikuti pembelajaran dari awal hingga selesai”

B : “Apakah kamu paham dengan materi yang disampaikan oleh guru?”

S1 : “Paham, tapi kadang-kadang juga tidak paham”

B : “Tidak pahamnya karena apa?”

- S1 : “*Tidak tahu artinya mbak*”
- B : “*Setelah memberikan materi, guru selalu memberikan tugas berupa soal latihan seputar materi yang telah di pelajari. Apakah kamu mengerjakan lalu mengumpulkan tugas tersebut?*”
- S1 : “*Mengerjakan dan mengumpulkan mbak*”
- B : “*Apa yang menjadi kendala saat pembelajaran menggunakan Google Classrrom?*”
- S1 : “*Sinyal mbak, kadang-kadang juga tidak punya kuota kalo dirumah*”
- B : “*Apakah ada rasa bosan saat pembelajaran bahasa inggris menggunakan Google Classroom?*”
- S1 : “*Bosan*”
- B : “*Bagaimana kamu menghilangkan rasa bosan tersebut?*”
- S1 : “*Dengan bermain hp (menonton video di tik-tok dan YouTube) setelah pembelajaran selesai.*”

Day/Date : Monday, 09 July 2022

Time : 09.00 WIB-09.45 WIB

Place : SMPN 2 Wedi

Student : Rima Dwi N (S2)

Researcher : Beninge Air Bening (B)

B : “Menurut kamu pembelajaran bahasa inggris menggunakan Google Classroom itu bagaimana?”

S2 : “Senang”

B : “Apa yang membuat senang?”

S2 : “Karena kalau menggunakan Google Classroom bisa translate mbak”

B : “Apakah kamu mengikuti pembelajaran bahasa inggris menggunakan Google Classroom dengan aktif?”

S2 : “Iya, mengikuti pembelajaran dan meyimak apa yang ditugaskan guru”

B : “Apakah kamu paham dengan materi yang disampaikan oleh guru?”

S2 : “Paham, tapi kalau kata-katanya sulit enggak tahu artinya jadi kadang bingung”

B : “Setelah memberikan materi, guru selalu memberikan tugas berupa soal latihan seputar materi yang telah di pelajari. Apakah kamu mengerjakan lalu mengumpulkan tugas tersebut?”

- S2 : “Mengerjakan dan mengumpulkan mbak”
- B : “Apa yang menjadi kendala saat pembelajaran menggunakan Google Classrrom?”
- S2 : “Sinyalnya kadang susah, terus sama kalo pas pelajaran enggak tahu artinya”
- B : “Apakah ada rasa bosan saat pembelajaran bahasa inggris menggunakan Google Classroom?”
- S2 : “Iya, ada mbak. Biasanya kalo diberi materi tapi agak enggak paham terus bosan”
- B : “Bagaimana kamu menghilangkan rasa bosan tersebut?”
- S2 : “Biasanya chat teman lalu berdiskusi tentang materi yang diberikan oleh guru.”

Day/Date : Monday, 09 July 2022

Time : 09.00 WIB-09.45 WIB

Place : SMPN 2 Wedi

Student : Chantyka Maharani Putri P (S3)

Researcher : Beninge Air Bening (B)

B : “Menurut kamu pembelajaran bahasa inggris menggunakan Google Classroom itu bagaimana?”

- S3 : “*Seru miss, tapi lebih enak tatap muka langsung karena bisa bertanya kalo ada materi yang kurang paham.*”
- B : “*Apakah kamu mengikuti pembelajaran bahasa inggris menggunakan Google Classroom dengan aktif?*”
- S3 : “*Iya miss*”
- B : “*Apakah kamu paham dengan materi yang disampaikan oleh guru?*”
- S3 : “*Paham miss, kalau tidak paham nanti setelah miss puput selesai menjelaskan bisa bertanya mana yang tidak paham.*”
- B : “*Setelah memberikan materi, guru selalu memberikan tugas berupa soal latihan seputar materi yang telah di pelajari. Apakah kamu mengerjakan lalu mengumpulkan tugas tersebut?*”
- S3 : “*Selalu mengerjakan miss dan mengumpulkan tugasnya di Google Classrrom*”
- B : “*Apa yang menjadi kendala saat pembelajaran menggunakan Google Classrrom?*”
- S3 : “*Enggak miss, cuman kadang agak bingung kalau mengirim tugasnya soalnya sinyal kadang-kadang lemah jadi bingung itu tugasnya sudah ke kirim atau belum.*”
- B : “*Apakah ada rasa bosan saat pembelajaran bahasa inggris menggunakan Google Classroom?*”

- S3 : “Ada rasa bosan sedikit miss”
- B : “Bagaimana kamu menghilangkan rasa bosan tersebut?”
- S3 : “Caranya dengan ingat kalo nanti enggak memperhatikan terus bakalan enggak paham sama materi yang diberikan oleh miss Puput”

Day/Date : Monday, 09 July 2022

Time : 09.00 WIB-09.45 WIB

Place : SMPN 2 Wedi

Student : Nayla Aprilia (S4)

Researcher : Beninge Air Bening (B)

B : “Menurut kamu pembelajaran bahasa inggris menggunakan Google Classroom itu bagaimana?”

S4 : “Seru tapi sedikit ribet”

B : “Ribet bagaimana dek?”

S4 : “Karena kalo mau mulai ikut pembelajaran kadang sinyalnya mbak, susah enggak mau masuk-masuk”

B : “Apakah kamu mengikuti pembelajaran bahasa inggris menggunakan Google Classroom dengan aktif?”

S4 : “Iya, tapi kalau sinyalnya susah ya harus tunggu dulu mbak”

- B : “Apakah kamu paham dengan materi yang disampaikan oleh guru?”
- S4 : “Paham mbak, karena ada penjelasan miss Puput pakai pesan suara”
- B : “Setelah memberikan materi, guru selalu memberikan tugas berupa soal latihan seputar materi yang telah di pelajari. Apakah kamu mengerjakan lalu mengumpulkan tugas tersebut?”
- S4 : “Mengerjakan mbak”
- B : “Apa yang menjadi kendala saat pembelajaran menggunakan Google Classrrom?”
- S4 : “Sinyal sama kuota mbak”
- B : “Apakah ada rasa bosan saat pembelajaran bahasa inggris menggunakan Google Classroom?”
- S4 : “Sedikit bosan”
- B : “Bagaimana kamu menghilangkan rasa bosan tersebut?”
- S4 : “Menghilangkannya biasanya dengan bernyanyi dan dance BTS”

Day/Date : Monday, 09 July 2022

Time : 09.00 WIB-09.45 WIB

Place : SMPN 2 Wedi

Student : Rehana Rizkia Rasyid (S5)

Researcher : Beninge Air Bening (B)

B : *"Menurut kamu pembelajaran bahasa inggris menggunakan Google Classroom itu bagaimana?"*

S5 : *"Bagus, bisa terus belajar meskipun jarak jauh."*

B : *"Apakah kamu mengikuti pembelajaran bahasa inggris menggunakan Google Classroom dengan aktif?"*

S5 : *"Iya, aku suka mengikuti pembelajaran bahasa Inggris menggunakan Google Classroom."*

B : *"Apakah kamu paham dengan materi yang disampaikan oleh guru?"*

S5 : *"Iya paham mbak."*

B : *"Setelah memberikan materi, guru selalu memberikan tugas berupa soal latihan seputar materi yang telah di pelajari. Apakah kamu mengerjakan lalu mengumpulkan tugas tersebut?"*

S5 : *"Ya, mengerjakan terus mengumpulkan tugas."*

B : *"Apa yang menjadi kendala saat pembelajaran menggunakan Google Classrrrom?"*

S5 : “*Tidak ada.*”

B : “*Apakah ada rasa bosan saat pembelajaran bahasa inggris menggunakan Google Classroom?*”

S5 : “*Tidak bosan.*”

Day/Date : Monday, 09 July 2022

Time : 09.00 WIB-09.45 WIB

Place : SMPN 2 Wedi

Student : Karissa Putri Aurelia (S6)

Researcher : Beninge Air Bening (B)

B : “*Menurut kamu pembelajaran bahasa inggris menggunakan Google Classroom itu bagaimana?*”

S6 : “*Sangat membantu dalam proses belajar.*”

B : “*Apakah kamu mengikuti pembelajaran bahasa inggris menggunakan Google Classroom dengan aktif?*”

S6 : “*Iya, cukup aktif mbak.*”

B : “*Apakah kamu paham dengan materi yang disampaikan oleh guru?*”

S6 : “*Cukup memahami materi.*”

B : “Setelah memberikan materi, guru selalu memberikan tugas berupa soal latihan seputar materi yang telah di pelajari. Apakah kamu mengerjakan lalu mengumpulkan tugas tersebut?”

S6 : “Mengerjakan mbak.”

B : “Apa yang menjadi kendala saat pembelajaran menggunakan Google Classrrrom?”

S6 : “Kendalanya sinyal mbak, jadi kadang susah kalau mau ngirim tugas.”

B : “Apakah ada rasa bosan saat pembelajaran bahasa inggris menggunakan Google Classroom?”

S6 : “Iya, ada.”

B : “Bagaimana kamu menghilangkan rasa bosan tersebut?”

S6 : “Dengan mendengarkan lagu.setelah pembelajaran”

Day/Date : Monday, 09 July 2022

Time : 09.00 WIB-09.45 WIB

Place : SMPN 2 Wedi

Student : Fadila Aulia Ramadani (S7)

Researcher : Beninge Air Bening (B)

B : *"Menurut kamu pembelajaran bahasa inggris menggunakan Google Classroom itu bagaimana?"*

S7 : *"Mudah dipahami mbak"*

B : *"Apakah kamu mengikuti pembelajaran bahasa inggris menggunakan Google Classroom dengan aktif?"*

S7 : *"Aktif mengikuti pembelajaran."*

B : *"Apakah kamu paham dengan materi yang disampaikan oleh guru?"*

S7 : *"Paham."*

B : *"Setelah memberikan materi, guru selalu memberikan tugas berupa soal latihan seputar materi yang telah di pelajari. Apakah kamu mengerjakan lalu mengumpulkan tugas tersebut?"*

S7 : *"Aku mengerjakan mbak, terus mengirim tugasnya juga."*

B : *"Apa yang menjadi kendala saat pembelajaran menggunakan Google Classrrom?"*

S7 : “Enggak ada, tapi kadang-kadang sinyale jelek.”

B : “Apakah ada rasa bosan saat pembelajaran bahasa inggris menggunakan Google Classroom?”

S7 : “Sedikit.”

B : “Bagaimana kamu menghilangkan rasa bosan tersebut?”

S7 : “Dengan cara mengerjakan tugas yang paling mudah dulu.”

Day/Date : Monday, 09 July 2022

Time : 09.00 WIB-09.45 WIB

Place : SMPN 2 Wedi

Student : Bagus Januar (S8 )

Researcher : Beninge Air Bening (B)

B : “Menurut kamu pembelajaran bahasa inggris menggunakan Google Classroom itu bagaimana?”

S8 : “Susah-susah gampang mbak.”

B : “Susahnya kenapa dek?”

S8 : “Kadang sinyal, kadang enggak tahu artinya”

B : “Apakah kamu mengikuti pembelajaran bahasa inggris menggunakan Google Classroom dengan aktif?”

S8 : “*Aktif.*”

B : “*Apakah kamu paham dengan materi yang disampaikan oleh guru?*”

S8 : “*Paham mbak.*”

B : “*Setelah memberikan materi, guru selalu memberikan tugas berupa soal latihan seputar materi yang telah di pelajari. Apakah kamu mengerjakan lalu mengumpulkan tugas tersebut?*”

S8 : “*Iya mengerjakan dan mengumpulkan.*”

B : “*Apa yang menjadi kendala saat pembelajaran menggunakan Google Classrrom?*”

S8 : “*Sinyalnya kadang lemot mbak.*”

B : “*Apakah ada rasa bosan saat pembelajaran bahasa inggris menggunakan Google Classroom?*”

S8 : “*Ada.*”

B : “*Bagaimana kamu menghilangkan rasa bosan tersebut?*”

S8 : “*Biasanya main game setelah pembelajaran.*”

## Appendix 5. Lesson Plan

### (Lesson Plan First Observation 7H)

#### RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMPN 2 Wedi  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : VII / 1

#### A. Tujuan Pembelajaran

1. Melalui serangkaian pembelajaran, peserta didik diharapkan dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa serta menanggapi, sesuai dengan konteks penggunaannya.
2. Melalui serangkaian pembelajaran, peserta didik diharapkan dapat, menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### B. Media Pembelajaran, Alat dan Sumber Belajar

1. Media: Youtube, Lembar kerja, Google Classroom
2. Alat: Gadget (HP atau Laptop)
3. Sumber Belajar: <https://youtu.be/-foQ0Dv2bqU>

### C. Kegiatan Pembelajaran

#### 1. Kegiatan Pendahuluan

- a. Guru mengucapkan salam dan berdoa.
- b. Guru memberikan motivasi dan apresiasi.
- c. Guru menginformasikan tujuan pemberlajaran.

#### 2. Kegiatan Inti

- a. Guru menyampaikan materi pembelajaran melalui tayangan video tentang Greeting and Leave Taking melalui tautan youtube yang telah diberikan.
- b. Setelah perseta didik selesai menonton tayangan video, kemudian guru membagikan tugas melalui Google Classroom.
- c. Dengan bimbingan guru, peserta didik dapat memahami materi yang telah diberikan.

#### 3. Kegiatan Penutup

- a. Guru beserta siswa membuat kesimpulan singkat tentang materi Greeting & Leave Taking.
- b. Guru mengingatkan peserta didik untuk senantiasa menjaga kesehatan.
- c. Guru mengakhiri pembelajaran dengan ucapan doa dan salam.

### D. Penilaian

#### 1. Sikap: Observasi

- a. Spiritual: mengucapkan salam dan doa.

- b. Sosial: hadir online tepat waktu dan aktif dalam kegiatan pembelajaran.
2. Pengetahuan: Penugasan
  - Peserta didik mengidentifikasi beberapa ungkapan greeting and leave taking melalui Google Classroom.
3. Keterampilan: Test Praktik
  - Peserta didik mengucapkan ungkapan sapaan melalui aplikasi Google Classroom.

Klaten, 10 Juni 2021

Mengetahui

Kepala Sekolah

Edi Sarjono

NIP

Guru Mata

Pelajaran

Puput Lupitasari, S.Pd.

**(Lesson Plan Second Observation 7H)****RENCANA PELAKSANAAN PEMBELAJARAN**

Sekolah : SMPN 2 Wedi

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VII / 1

**A. Tujuan Pembelajaran**

1. Melalui serangkaian pembelajaran, peserta didik diharapkan dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa serta menanggapi, sesuai dengan konteks penggunaannya.
2. Melalui serangkaian pembelajaran, peserta didik diharapkan dapat, menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

**B. Media Pembelajaran, Alat dan Sumber Belajar**

- Media: Youtube, Lembar kerja, Google Classroom
- Alat: Gadget (HP atau Laptop-)
- Sumber Belajar: <https://youtu.be/-foQ0Dv 2bqU>
- BSE Bahasa Inggris: When English Rings a Bell.

### C. Kegiatan Pembelajaran

#### 4. Kegiatan Pendahuluan

- Guru mengucapkan salam dan berdoa.
- Guru memberikan motivasi dan apresiasi.
- Guru menginformasikan tujuan pemberlajaran.

#### 5. Kegiatan Inti

- Guru mengirimkan materi pembelajaran melalui file word tentang Greeting and Leave Taking.
- Setelah perseta didik membaca materi yang diberikan guru, kemudian guru membagikan tugas melalui Google Classroom.
- Dengan bimbingan guru, peserta didik dapat memahami materi yang telah diberikan.

#### 6. Kegiatan Penutup

- Guru beserta siswa membuat kesimpulan singkat tentang materi Greeting & Leave Taking.
- Guru mengingatkan peserta didik untuk senantiasa menjaga kesehatan.
- Guru mengakhiri pembelajaran dengan ucapan doa dan salam.

### D. Penilaian

#### 7. Sikap:

- ObservasiSpiritual: mengucapkan salam dan doa.
- Sosial: hadir online tepat waktu dan aktif dalam kegiatan pembelajaran.

#### 8. Pengetahuan: Penugasan

- Peserta didik mengidentifikasi beberapa ungkapan greeting and leave taking melalui Google Classroom.

9. Keterampilan: Test Praktik

- Peserta didik mengucapkan ungkapan sapaan melalui aplikasi Google Classroom.

Klaten, 10 Juni 2021

Mengetahui

Kepala Sekolah

Guru Mata

Pelajaran

Edi Sarjono

Puput Lupitasari, S.Pd.

NIP

**(Lesson Plan Third Observation 7H)****RENCANA PELAKSANAAN PEMBELAJARAN**

Sekolah : SMPN 2 Wedi

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VII / 1

**A. Tujuan Pembelajaran**

1. Melalui serangkaian pembelajaran, peserta didik diharapkan dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa serta menanggapi, sesuai dengan konteks penggunaannya.
2. Melalui serangkaian pembelajaran, peserta didik diharapkan dapat, menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

**B. Media Pembelajaran, Alat dan Sumber Belajar**

- Media: Google Classroom
- Alat: Gadget (HP atau Laptop)
- BSE Bahasa Inggris: When English Rings a Bell.

### C. Kegiatan Pembelajaran

#### 3. Kegiatan Pendahuluan

- Guru mengucapkan salam dan berdoa.
- Guru memberikan motivasi dan apresiasi.
- Guru menginformasikan tujuan pemberlajaran.

#### 4. Kegiatan Inti

- Guru mengirimkan materi tentang Introduction melalui file word.
- Siswa mencatat materi yang telah dikirimkan, kemudian guru membagikan tugas melalui Google Classroom.
- Dengan bimbingan guru, peserta didik dapat memahami materi yang telah diberikan.

#### 5. Kegiatan Penutup

- Guru beserta siswa membuat kesimpulan singkat tentang materi Introduction.
- Guru mengingatkan peserta didik untuk senantiasa menjaga kesehatan.
- Guru mengakhiri pembelajaran dengan ucapan doa dan salam.

### D. Penilaian

#### 1. Sikap:

- Observasi
- Spiritual: mengucapkan salam dan doa.
- Sosial: hadir online tepat waktu dan aktif dalam kegiatan pembelajaran.

#### 2. Pengetahuan: Penugasan

- Peserta didik mengidentifikasi beberapa ungkapan greeting and leave taking melalui Google Classroom.

3. Keterampilan: Test Praktik

- Peserta didik mengucapkan ungkapan sapaan melalui aplikasi Google Classroom.

Klaten, 10 Juni 2021

Mengetahui

Kepala Sekolah

Guru Mata

Pelajaran

Edi Sarjono

Puput Lupitasari, S.Pd.

NIP

**(Lesson Plan First Observation 7G)****RENCANA PELAKSANAAN PEMBELAJARAN**

Sekolah : SMPN 2 Wedi

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VII / 1

**A. Tujuan Pembelajaran**

1. Melalui serangkaian pembelajaran, peserta didik diharapkan dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa serta menanggapi, sesuai dengan konteks penggunaannya.
2. Melalui serangkaian pembelajaran, peserta didik diharapkan dapat, menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

**B. Media Pembelajaran, Alat dan Sumber Belajar**

1. Media: Google Classroom
2. Alat: Gadget (HP atau Laptop)

**C. Kegiatan Pembelajaran**

1. Kegiatan Pendahuluan
  - a. Guru mengucapkan salam dan berdoa.

b. Guru memberikan motivasi dan apresiasi.

c. Guru menginformasikan tujuan pemberlajaran.

## 2. Kegiatan Inti

a. Guru mengirimkan materi Family berupa word dan audio recording sebagai penjelasan materi.

b. Setelah peserta didik membaca dan mendengarkan materi yang diberikan guru, kemudian guru membagikan tugas melalui Google Classroom.

c. Dengan bimbingan guru, peserta didik dapat memahami materi yang telah diberikan.

## 3. Kegiatan Penutup

a. Guru beserta siswa membuat kesimpulan singkat tentang materi Family.

b. Guru mengingatkan peserta didik untuk senantiasa menjaga kesehatan.

c. Guru mengakhiri pembelajaran dengan ucapan doa dan salam.

## D. Penilaian

### 1. Sikap: Observasi

a. Spiritual: mengucapkan salam dan doa.

b. Sosial: hadir online tepat waktu dan aktif dalam kegiatan pembelajaran.

### 2. Pengetahuan: Penugasan

- Peserta didik mengidentifikasi tentang Family melalui Google Classroom.

3. Keterampilan: Test Praktik

- Peserta didik menghafal kosa kata Family melalui aplikasi Google Classroom.

Klaten, 10 Juni 2021

Mengetahui

Kepala Sekolah

Guru Mata

Pelajaran

Edi Sarjono

Puput Lupitasari, S.Pd.

NIP

**(Lesson Plan Second Observation 7G)****RENCANA PELAKSANAAN PEMBELAJARAN**

Sekolah : SMPN 2 Wedi

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VII / 1

**A. Tujuan Pembelajaran**

1. Melalui serangkaian pembelajaran, peserta didik diharapkan dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa serta menanggapi, sesuai dengan konteks penggunaannya.
2. Melalui serangkaian pembelajaran, peserta didik diharapkan dapat, menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

**B. Media Pembelajaran, Alat dan Sumber Belajar**

1. Media: Google Classroom
2. Alat: Gadget (HP atau Laptop)

**C. Kegiatan Pembelajaran**

1. Kegiatan Pendahuluan
  - a. Guru mengucapkan salam dan berdoa.
  - b. Guru memberikan motivasi dan apresiasi.

- c. Guru menginformasikan tujuan pemberlajaran.

## 2. Kegiatan Inti

- a. Guru mengirimkan materi Family berupa word dan audio recording sebagai penjelasan materi.
- b. Setelah peserta didik membaca dan mendengarkan materi yang diberikan guru, kemudian guru membagikan tugas melalui Google Classroom.
- c. Dengan bimbingan guru, peserta didik dapat memahami materi yang telah diberikan.

## 3. Kegiatan Penutup

- a. Guru beserta siswa membuat kesimpulan singkat tentang materi Greeting & Leave Taking.
- b. Guru mengingatkan peserta didik untuk senantiasa menjaga kesehatan.
- c. Guru mengakhiri pembelajaran dengan ucapan doa dan salam.

## D. Penilaian

### 1. Sikap: Observasi

- a. Spiritual: mengucapkan salam dan doa.
- b. Sosial: hadir online tepat waktu dan aktif dalam kegiatan pembelajaran.

### 2. Pengetahuan: Penugasan

- Peserta didik mengidentifikasi materi tentang Family melalui Google Classroom.

-

3. Keterampilan: Test Praktik

- Peserta didik menghafal tentang Family melalui aplikasi Google Classroom.

Klaten,10,Juni 2021

Mengetahui

Kepala Sekolah

Guru Mata

Pelajaran

Edi Sarjono

Puput Lupitasari, S.Pd.

NIP

**(Lesson Plan Third Observation 7G)****RENCANA PELAKSANAAN PEMBELAJARAN**

Sekolah : SMPN 2 Wedi

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VII / 1

**A. Tujuan Pembelajaran**

1. Melalui serangkaian pembelajaran, peserta didik diharapkan dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa serta menanggapi, sesuai dengan konteks penggunaannya.
2. Melalui serangkaian pembelajaran, peserta didik diharapkan dapat, menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

**B. Media Pembelajaran, Alat dan Sumber Belajar**

1. Media: Google Classroom
2. Alat: Gadget (HP atau Laptop)

**C. Kegiatan Pembelajaran**

1. Kegiatan Pendahuluan
  - a. Guru mengucapkan salam dan berdoa.
  - b. Guru memberikan motivasi dan apresiasi.
  - c. Guru menginformasikan tujuan pemberlajaran.

**2. Kegiatan Inti**

- a. Guru memberikan tugas kepada siswa untuk mengerjakan activity 7 dan 8.
- b. Setelah itu peserta didik mengerjakan tugas yang diberikan oleh guru.
- c. Siswa mengirimkan tugas pada Google Classroom sesuai tenggat yang telah ditentukan guru.

**3. Kegiatan Penutup**

- a. Guru mengingatkan peserta didik untuk senantiasa menjaga kesehatan.
- b. Guru mengakhiri pembelajaran dengan ucapan doa dan salam.

**D. Penilaian**

**1. Sikap: Observasi**

- a. Spiritual: mengucapkan salam dan doa.
- b. Sosial: hadir online tepat waktu dan aktif dalam kegiatan pembelajaran.

**2. Pengetahuan: Penugasan**

- Hasil penugasan siswa yang telah dikirim di Google Classroom.

Klaten, 10 Juni 2021

Mengetahui

Kepala Sekolah

Guru Mata  
Pelajaran

Edi Sarjono

NIP

Puput Lupitasari, S.Pd.

## Appendix 6. Observation and Interview



**Bahasa Inggris 7H**  
2021/2022

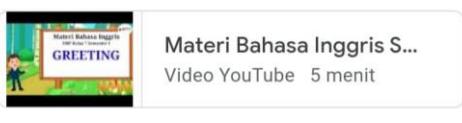
Petunjuk Tugas siswa

**Greeting**

Puput Lupitasari • 22 Jul 2021 (Diedit 5 Agu 2021)

100 poin

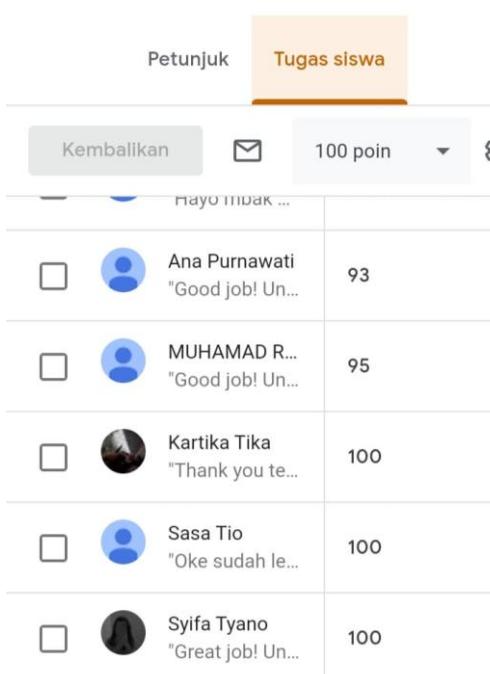
Hooo Selamat pagi, silakan melihat video pada link di bawah ini lalu jawab pertanyaan berdasarkan video di bawah ini. Tulis soal di bawah ini dan kerjakan di buku. Setelah itu, kirimkan jawaban kalian ke google classroom. Jangan lupa untuk menuliskan nama, nomor absen dan kelas di kolom komentar.  
JANGAN LUPA DIKUMPULKAN DI GOOGLE CLASSROOM.



**Materi Bahasa Inggris S...**  
Video YouTube 5 menit

26 komentar kelas

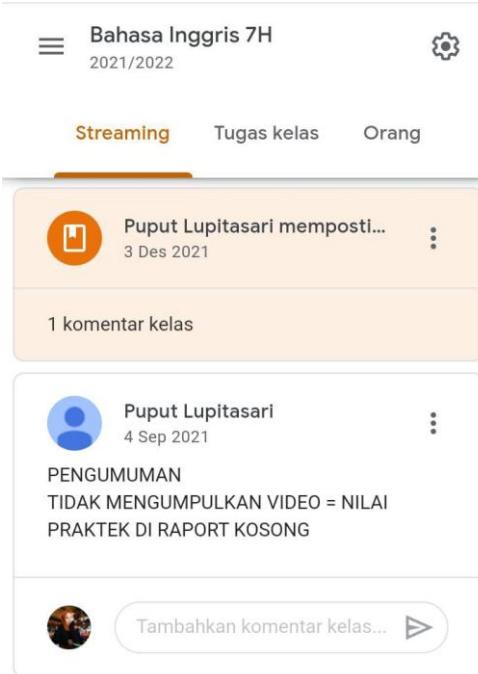
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Petunjuk Tugas siswa

Kembalikan  100 poin 

Hayo tindak ...		
<input type="checkbox"/>	 Ana Purnawati "Good job! Un..."	93
<input type="checkbox"/>	 MUHAMAD R... "Good job! Un..."	95
<input type="checkbox"/>	 Kartika Tika "Thank you te..."	100
<input type="checkbox"/>	 Sasa Tio "Oke sudah le..."	100
<input type="checkbox"/>	 Syifa Tyano "Great job! Un..."	100



**Bahasa Inggris 7H**  
2021/2022 

Streaming Tugas kelas Orang

 Puput Lupitasari memposti... 3 Des 2021

1 komentar kelas

 Puput Lupitasari 4 Sep 2021

PENGUMUMAN  
TIDAK MENGUMPULKAN VIDEO = NILAI PRAKTEK DI RAPORT KOSONG

 Tambahkan komentar kelas... 

