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GOOGLE CLASSROOM IN THE ENGLISH LANGUAGE TEACHING LEARNING DURING PANDEMIC COVID-19

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Abstract

The Covid 19 virus pandemic has stopped teaching and learning activities in schools and changed teaching methods to online teaching. Google Classroom is the service created by Google for educational institutions which the usage has fully supported from the Minister of Education and Culture. This research subjects were 10 students' of class 2019 A STKIP PGRI Sidoarjo English Education study program. After four times conduct English language lectures face-to-face, process it changes to an online system using Google Classroom. This research aims to know how to use the application in online classrooms, what advantages are there on the application in relation to English courses and what obstacles perceived by students and lecturers in using Google Classroom. Data were collected from two instruments, test and questionnaire. The results showed that the use of this online platform was able to motivate the students in learning English. This is proved by their increasing language skills (70%). In addition, the students feel happy learning through this application because its available features are easy (80%) and also it is efficient in time spending (70%). However, Google Classroom also has weaknesses such as an unattractive appearance, file submissions that must be monitored and time settings that can still be changed. Nevertheless, generally, the use of these applications can be a good choice as an online learning media.

Keywords: Pandemic covid-19, Google Classroom, English Language

Abstrak

Pandemi virus Covid 19 telah menghentikan kegiatan belajar mengajar di sekolah dan mengubah metode pengajaran menjadi pengajaran online. Google Classroom adalah layanan yang dibuat oleh Google untuk lembaga pendidikan yang penggunaannya telah didukung penuh dari Menteri Pendidikan dan Kebudayaan. Subjek penelitian ini adalah 10 siswa kelas A STKIP PGRI Sidoarjo angkatan 2019 program studi Pendidikan Bahasa Inggris. Setelah empat kali melakukan perkuliahan bahasa Inggris tatap muka, prosesnya berubah menjadi sistem online menggunakan Google Classroom. Penelitian ini bertujuan untuk mengetahui cara penggunaan aplikasi di kelas online, kelebihan apa saja yang terdapat pada aplikasi tersebut dalam kaitannya dengan mata kuliah Bahasa Inggris dan kendala apa saja yang dirasakan mahasiswa dan dosen dalam menggunakan Google Classroom. Data dikumpulkan dari dua instrumen, tes dan angket. Hasil penelitian menunjukkan bahwa penggunaan platform online ini mampu memotivasi siswa dalam belajar bahasa Inggris. Hal ini dibuktikan dengan meningkatnya kemampuan berbahasa mereka (70%). Selain itu, siswa merasa senang belajar melalui aplikasi ini karena fitur yang tersedia mudah (80%) dan juga hemat waktu (70%). Namun Google Classroom juga memiliki kelemahan seperti tampilan yang kurang menarik, pengiriman file yang harus dimonitor dan pengaturan waktu yang masih dapat diubah. Meskipun demikian, secara umum penggunaan aplikasi ini dapat menjadi pilihan yang baik sebagai media pembelajaran online.

Kata kunci: Pandemi covid-19, Google Classroom, Bahasa Inggris

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INTRODUCTION

Teaching is an art, but it is only in practice only to beautify the aesthetic appearance, for example in the art of interacting and communicating with students, the art of arranging the environment so that students enjoy learning, motivational art and so forth (Gage, 1978). However, with the COVID-19 pandemic, the method has changed in teaching that initially used the face-to-face teaching method now switched to online teaching methods. This, like it or not, must be followed by anyone, whether it's a teacher and students in an effort to stop the spread of the corona virus. This online learning way certainly raises a lot of new problems to be faced both by the teacher and from the students.

Online learning is an effective learning process produced by combining digital materials consisting of support and services in learning (Waller and Wilson, 2001) Online learning systems have many differences from face-to-face learning systems such as distance, attendance, interaction, motivation, involvement in learning, feedback and use of learning media, Parents and students are required to prepare for changes in learning conditions, it is hoped that teachers and lecturers are able to carry out teaching tasks without obstacles and full of responsibility and the directorate of education providers is asked to provide excellent service and provide all the needs needed by students. Implementation of online education needing virtual media is felt difficult for parents with elementary school age children, never struggled with before all things related to technology digital. As a result, parents have to study the use of online platforms before helping students.

There are many choices of online platforms that can be selected by educators to continue the teaching and learning process. Technology apps like Zoom, Google Meet and Google Classroom is a selection of media online learning that has the capacity great in the implementation of learning. Zoom and Google Meet suddenly became famous when the covid-19 pandemic. For meeting size both large enough to accommodate up to 500 participants and can record conferences up to 60 minute. While Google Classroom is provided by Google in making technology easier in education sector with service facilities study online or online.

Afrianti (2018: 11) quoting from the official Google website explains that the Google Classroom application is a productivity tool created to simplify and save an educator or teacher's time in managing classes and improving communication with students. Noordin Asnawi (2018: 17), calls the Google classroom application a mixed learning platform intended for every scope of education as a way out of difficulties in creating, sharing and grouping each paperless assignment. This app is one of the best platforms to improve teacher workflow.

Advantages namely; Google Classroom is very mobile Friendly for beginners because of the features it has on This app is easy to understand, Google Classroom also makes it easier for students in task management so Google Classroom deserves to be an alternative application learn online, all other advantages files sent will enter Google Drive, The availability of the task review feature so that participants students can view assignments before they are sent, there is a discussion room in the comments column for make it easier for students to see announcements assignments from teachers / lecturers, Google Classroom is an ad-free application so that teaching and learning activities become more focus and this application is available for free.

English college students' of class 2019 A STKIP PGRI Sidoarjo, There have been some changes in its implementation. From a total of 16 face-to-face meetings only can be performed four times. Furthermore, the impact of the COVID-19 pandemic the implementation of teaching and learning activities is directed to the online system. Continuation of process learning is continued through the media Google Classroom learning by reason of the advantages of Google Classroom.

This research aims to know the process of learning collage English which is carried out college students' of class 2019 A STKIP PGRI Sidoarjo using Google Classroom app. Who wants found is how lecturer deliver the lecture material and how do students understand about lecture material delivered. In addition, this research also intends to find obstacles that are felt well by lecturers and students in the learning process teach and get good feedback from lecturers themselves and from students as learners. Through the use of this application It is hoped that the advantages will be found so that can be taken into consideration for continuation of use in learning activities teach next.

METHODOLOGY

This research discussed Google Classroom in the English language teaching learning during the Covid-19 pandemic at college student's of class 2019 A STKIP PGRI Sidoarjo English Education study program. According to (Sugiyono, 2010) research method means the scientific way to get data with the purpose of certain objectives and utility. Based on the the study was conducted in the form of qualitative approach is used in this research with descriptive design and using electronic tests and questionnaires as the instrument. The test is given to each the end of the lecture meeting based on the material previously taught. Students are given sufficient time to do the test and acceptance time limited to more than ten hours. The questionnaire was distributed at the end of the meeting, namely the 16th meeting. The questionnaire that used a closed questionnaire type, which means This type of questionnaire is

closed in which the participants students fill it out enough to answer questions by choosing one answer of several available options. This study took place in STKIP PGRI Sidoarjo virtual learning. Since the research was conducted at the college students' of STKIP PGRI Sidoarjo. Then the subjects of the study were the college students'.

The process of teaching and learning student's of class 2019 A STKIP PGRI Sidoarjo, starting to change the implementation to online at the fourth meeting. Then at the meeting 5th and 6th test as a research instrument implemented. While the 7th meeting, material teaching in the form of a review of all the material have been discussed both face to face as well as online. The 8th meeting is time implementation of the Mid-Semester Examination. Next 9th meeting to 14th meeting teaching materials continues which still ends with a test regarding the learning materials at the meeting the. The 15th meeting was also used for reviewing student knowledge about what taught and receive questions and problems regarding teaching materials. Meeting 16 is the last meeting for hold the Final Semester Exam.

The test given is based on the material teach what to say. Each teaching material have a focused skill that focuses on four language skills, namely listening, reading, speaking and writing. The four skills is expected to be controlled by students through the teaching materials at each the meeting.

Implementation of lectures and skills focused can be seen in the table below.

Table 1. Teaching Material

Meeting	Teaching Material	Implementation
I	Introduction	Offline Learning
II	Speaking Skill: Telling about personal identity and Majority. Theory and Its Explanation	Offline Learning
III	Speaking Skill: Telling about personal identity and Majority. Practicing and Oral Performance	Offline Learning
IV	Grammar: Parts of Speech: Noun, Adjective, Verb, Adverb and Pronoun	Offline Learning
V	Grammar: Tenses, Five basic tenses	Online Learning
VI	Reading Skill: Determining Parts of Speech on a text	Online Learning
VII	Review all materials	Online Learning
VIII	Midterm Exams	Online Learning
IX	Listening Skill: Finding the correct pronunciation from a simple text given	Online Learning
X	Writing and Speaking Skills: Grammar: Modal Auxiliary. Finding a text, rewrite it by using own words and describe it orally	Online Learning
XI	Writing Skill: Grammar: Tenses. Writing an activity before, during pandemic covid-19 and the planning after it is over	Online Learning

XII	Listening Skill: Finding the correct pronunciation from a text given with new vocabulary	Online Learning
XIII	Reading and Speaking Skills: Read and retell a text about majority.	Online Learning
XIV	Writing and Speaking Skills: Searching a for pushing aside the calamity, write it and its definition in English then record it	Online Learning
XV	Review all materials	Online Learning
XVI	Final Exam	Online Learning

Data collected from instrument test analyzed using guidelines assessment based on the skills to be mastered.

The following table will explain the guidelines the assessment.

Table 2.Guidlines the assessment

Skill	Evaluation
Listening	a. Comprehension b. Grammatical Range c. Lexical Source
Reading	a. Word Selection b. Word in Context
Speaking	a. Pronunciation b. Accuracy c. Fluency
Writing	a. Language Use b. Treatment of Content c. Punctuation d. Spelling

For assigning values, a reference is used from Groundlond's scale which can be seen at the table below.

Table 3.Groundlond's scale

Skill				Category	Number of Students
L	R	S	W		
				Excellent	
				Very good	
				Good	
				Satisfactory	
				Enough	
				Bad	

List of questions and answer choices, the questionnaire is set out in the following table.

Table 4. Statement Questionnaire

Statement	Response				
	SS	S	TS	STS	TOTAL
I like and happy to learn English by online Activities in study English through Google Classroom very fun					
I with easy to get understand that material taught through Google Classroom					
Google Classroom is the media Learning effective in enhancement efficiency time					
I have long know application Google Classroom before into the media learning in Century this pandemic					
I feel be in class that in fact when I studied online with use Google Classroom					
I'm lacking understand in Understand existing features on Google Classroom					
I am more like the media learning other than Google Classroom					
Internet on my place walk smoothly moment implementation					
I'm having a hard time buy quota Internet					

FINDINGS AND DISCUSSION

This research starting from the first meeting of the class. Every meeting data collected. Description of respondent data is useful for knowing the background of the respondents who are the subjects in the study. Through the description of respondent's data, it can be seen that the sample selection is in accordance with the population and sampling technique or not. The test given is based on the material teach. Each teaching material has a focused skill that focuses on four language skills, namely listening, reading, speaking and writing. The four skills is expected to be mastered by students through teaching materials at each the meeting. Data that collected from the test are summarized in the form of table arrangement to be further processed with using Groundlound's Scale.

Table 5. Groundlound's Scale

Skill				Category	Number of Students
L	R	S	W		
0	0	0	0	Excellent	0
3	1	1	2	Very good	7
2	2	4	1	Good	9

1	4	3	2	Satisfactory	9
2	1	1	4	Enough	8
2	1	3	2	Bad	8

From the table it can be seen there are no students in the category top. In the second category the students had difficulty master speaking and writing skills. Only exist 2 and 4 people who are in the category "Very good" for the skill. The "good" category is a category with the largest number of students, namely there are 10 people. For the fourth category, go to fifth and sixth, student difficulty remains on mastery of speaking and writing skills. Total the students ranged from 8 to 10 person. From this data can be submitted that there are still many students learn and practice to be able to master skills speak and write.

Based on the data presented in Table 5 can be seen that the order of increase language skills in the Very category Good namely Reading (1), Listening (3), Speaking (1) and Writing (2). For the category Good, Reading (2), Listening (2), Speaking (4) and Writing (1). For the Satisfactory category, Enough and Bad Listening are skills the last one to increase.

Table 6. Statement Questionnaire

Statement	Response				
	SS	S	TS	STS	TOTAL
I like and happy to learn English by online	4	5	0	1	10
Activities in study English through Google Classroom very fun	4	3	1	2	10
I with easy to get understand that material taught through Google Classroom	3	4	2	1	10
Google Classroom is the media Learning effective in enhancement efficiency time	2	5	1	2	10
I have long know application Google Classroom before into the media learning in Century this pandemic	1	1	4	4	10
I feel be in class that in fact when I studied online with use Google Classroom	0	2	3	5	10
I'm lacking understand in existing features on Google Classroom	4	4	1	1	10
I am more like the media learning other than Google Classroom	1	1	2	6	10

Internet on my place walk smoothly	1	2	3	4	10
moment implementation					
I'm having a hard time buy quota Internet	6	2	1	1	10

Analysis derived from the questionnaire after collected are grouped in a table 6 above. Data sourced from questionnaires shows that 90% of students enjoy learning languages English online and they like use of Google Classroom as a medium learning as much as 70%. They states that there are several benefits of using Google Classroom for online learning media. This matter indicated by 70% of students who admitted that it was easy to understand the lecture material submitted through the application.

The students also stated that learning time becomes more efficient 70%. As many as 20% admit that they are new to Google Classroom due to the transition of the learning system during the covid-19 pandemic. However face-to-face system cannot replaced by an online system. Proven 80% want to study with lecturers and friends directly in the actual classroom. Although almost all of the number of samples love learning using Google Classroom but there are 80% students do not understand the features that exist in the application. Other findings from this study are

There are some students who want learning media other than Google Classroom 20%. Constraints faced by students in online learning is the internet network which does not support 70% and difficulty purchase of 80% internet quota Network problems unsupported internet can happen because the place to live is far away country. While the financial situation changed during a pandemic could be problems that result in limitations the ability to buy internet quota that must also be prepared for other learning class.

CONCLUSION

Based on research results on virtual learning with Google classroom at this time with technology that is increasingly developing, we humans are also required to follow the era in the sphere of education, it is necessary to follow the era, one of which is through English learning with Google Classroom. This research aims to know students' understanding of the material English lectures with using Google's online platform application Classroom. In addition to find student responses to the use of online media which includes the problem is, readiness for implementation and hope of continuing learning. There are some principles that need to be followed in learning online which is a curriculum that is appropriate, inclusive, involving students, innovative approaches, effective method, formative evaluation, coherent, consistent, transparent, straightforward device operated and effective in financing.

Based on data obtained from two technique, tests and questionnaires, can be known that the students' abilities are in improve language skills through Google Classroom without changes. Order increase in these abilities, namely, reading, Listening, Speaking and Writing. College student enjoy online learning for the eyes English courses through the platform Google Classroom online learning. According to use Google Classroom easy understood so that the delivery of the material lectures went well. Besides that the use of this online platform make study time becomes more efficient because Google Classroom has a special feature can be selected according to the objectives of learning.

However, there are also some constraints faced by students in this online learning. Based on the recap student answers obtained from electronic questionnaire that they are have problems in related matters with internet network and provision of internet quota. For the lecturers themselves, the obstacles are felt in this online learning system is the preparation of students in attending lectures. Many students are late attend online classrooms due to forgetfulness there will be classes to attend. Distraction when communicating online is also the next problem is good at explaining lecture material and when implementing it discussion about the material as well as time use and receive training from students. To solve these problems done by lecturers is providing additional time for students related to things giving lecture material, implementation classroom discussion and assignment acceptance limits daily. After experiencing firsthand use Google Classroom as a learning medium, there are some drawbacks to artificial applications Google this. These drawbacks include, less attractive display features. Deficiency next is the submitted assignment file to lecturers automatically filled in on Google Drive so when Google Drive is full, files are not can be sent. Delivery time of assignments from students can still be set to be deficient next. Due to the dispensation of added time from lecturers to be less useful.

But in general you can it is said that research on implementation online lecture process with using this Google Classroom media traveled well. Application use Google Classroom on Language courses English for 10 students' of class 2019 A STKIP PGRI Sidoarjo English Education study program. Motivate students in learn English. Hope for continuity of learning in the future comes an improvement from related parties in order perceived constraints can be minimized. In particular, a relationship is expected reciprocity between educators and students. Lecturers should create interactions good with all students because of the interaction become vulnerable in online learning because without face to face directly. However the main goal is still the results later students can master every knowledge that he learned.

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