

A THESIS
THE STUDENTS' PROBLEMS FACED IN USING GOOGLE
CLASSROOM ON ENGLISH LEARNING DURING
PANDEMIC COVID-19 AT SMPN 8 PAREPARE

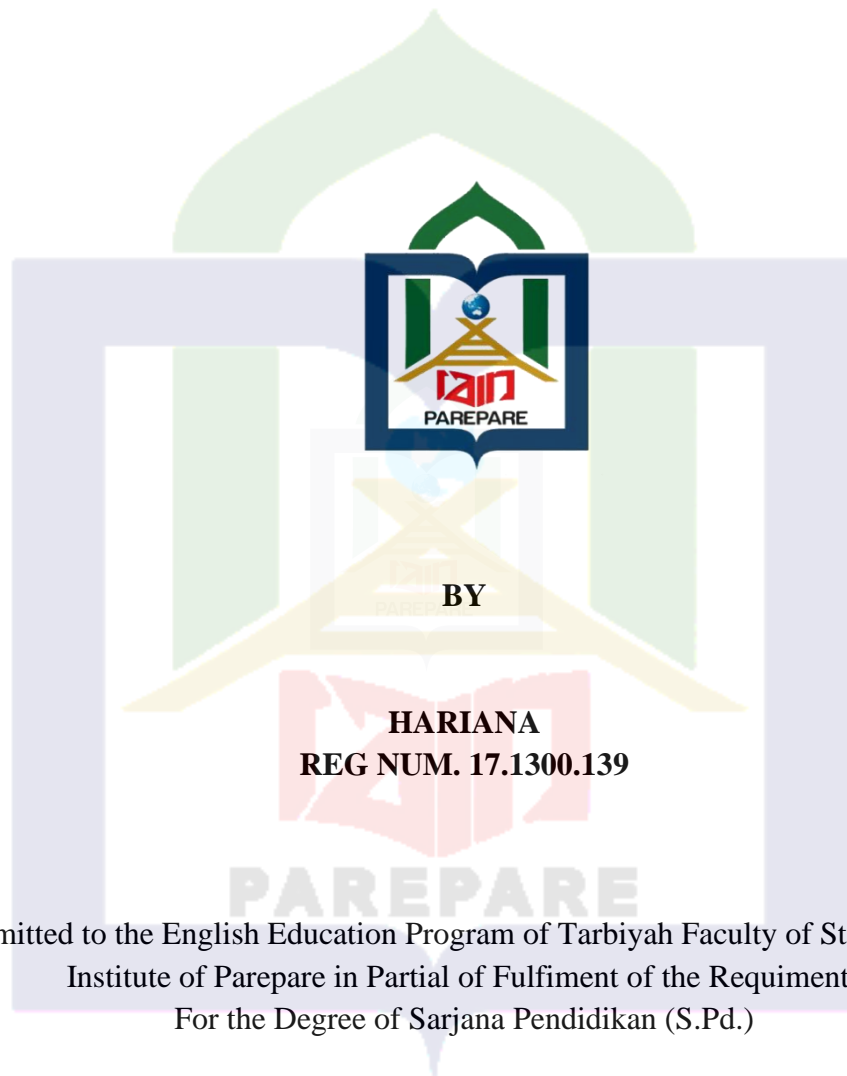


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ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE
2021

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfiment of the Requiments
For the Degree of Sarjana Pendidikan (S.Pd.)

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THESIS

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Of Sarjana Pendidikan (S.Pd.)**

English Education Program

Submitted by:

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Reg Num: 17.1300.139

to

ENGLISH EDUCATION PROGRAM

TARBIYAH FACULTY

STATE ISLAMIC INSTITUTE (IAIN)

PAREPARE

2021

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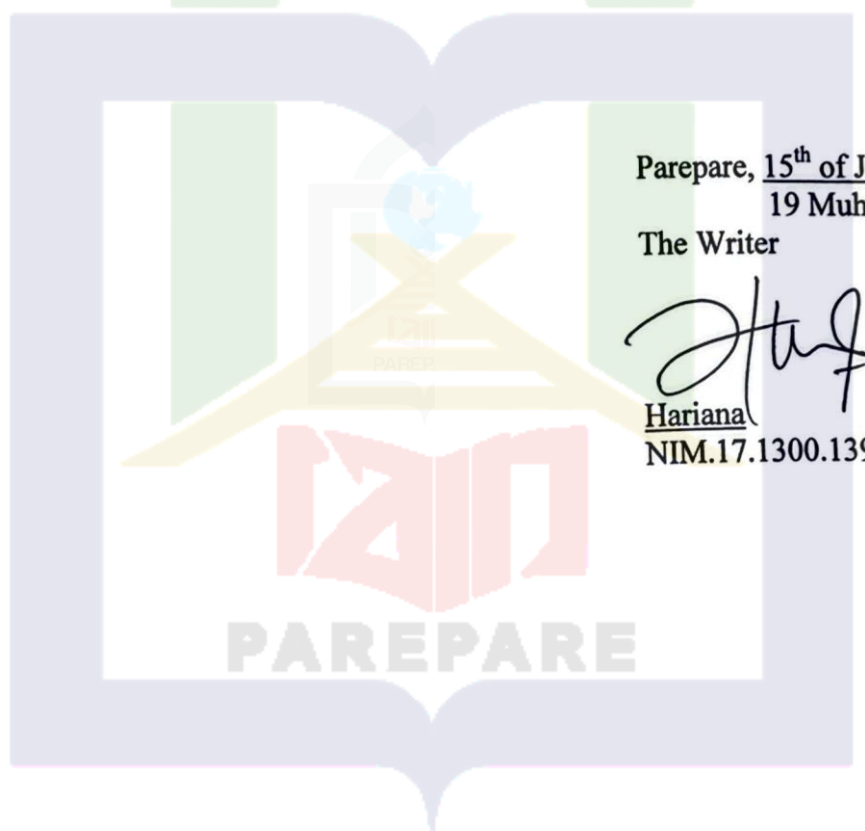
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DECLARATION OF THE RESEARCH AUTHENTICITY

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Stated that herself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

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ABSTRACT

Haryana. *The Students Problem faced in Using Google Classroom on English Learning During Pandemic Covid-19 at SMPN & Parepare* (Supervised by Abd Haris Sunubi and Mujahidah)

Google Classroom is to streamline the process of sharing files between teachers and students Google Classroom enables teachers to create an online classroom area in which they can manage all the documents that their students need The purpose of this research is to know the students English skill by using google classroom and also to know the problems faced by the students in using Google classroom on English learning during pandemic Covid-19 at SMPN 8 Parepare, The result of this study are really beneficial for teachers and students because they will get proper information about students problem.

The sample of this study is 21 by Total sampling technique The researcher conducted the research by Mix method which combination of quantitative and qualitative design The data collecting technique by document and interview. Both of instrument referred to the quantitative and qualitative approach, The research conducted in 45 days including of data analysis

The researcher concludes the research result based on the instrument and the theory of the research and concludes that The students' English skill is categorized as good shown from the result of the final test conducted after using Google classroom, students English skill in good level because of analyzing the average (71.78) of the students score and also the maximum score got from the students and another result that Technical problem identified for low network access for learning materials, and less of motivation felt by the students during English learning pandemic covid-19, the students which low motivation caused of the network and technical problem.

Keyword. English Skill, Students' Problem

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CHAPTER I

INTRODUCTION

A. Background

Since the corona virus pandemic shock the world in early march 2020, about 25 million people got infected and cause almost 1 million death in 218 countries around the world. This pandemic brings catastrophe not only in health, economic but the most damaged is education. Educators all over the continent feel this impact to the teaching and learning process. The government regulation to prevent crowded and face to face interaction became the main problem due to this pandemic.

The education level has closed the face to face teaching and learning program until the pandemic show the good sign of getting better. To be narrowed, in the city of Parepare, based on the governor's letter, the school might be able to have a normal teaching and learning process in the beginning of March 2021.¹ This regulation forces the teachers to create the proper approach to fulfill the aim of their teaching plan.

Every education systems, the educational officials have arranged the syllabus to be applied in a whole year program but most of educators have a shock during this sudden change. They have arranged the teaching plan with certain approach however should be change due to the certain condition. This may lead them to use a certain method or application which is probably not maximal in teaching and learning.

Nowadays, educators forced to present and maximize the technology in teaching and learning. Research provides compelling evidence that technology does not only lead to better teaching, but also positively affects student learning In five schools of Oklahoma's Moore Independent School District, curriculum based on computer was used and the results revealed that students had a comparatively better

¹ Surat Edaran, *Penyesuaian System Kerja Aparatur Sipil Negara Dalam Upaya Pencegahan Covid 19* (Pemerintah Kota Parepare, 2020).

performance.² In addition, it has been observed that students become highly engrossed and display positive attitude, in particular the highly disruptive ones when technology is used as a learning tool in the classrooms. A study conducted in Turkey found that students who were taught using technology exhibited increased levels of confidence, learning, collaboration, cooperation, and readiness to take part in learning activities.³

As previously mentioned, there are scholars and teachers who argue about the positive role of technology in education. During home-based learning, there are several methods in carrying out the learning process. Some can share information by Whatsapp, video call through Zoom, or online learning platforms. There are so many digital classes aimed at teaching-learning processes such as Rumah Belajar, Kahoot, Edmodo, and one of the learning platforms that popular now is Google Classroom.

Google Classroom is a free web service developed by Google for schools that aims to simplify creating, distributing, and grading assignments. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. Google Classroom enables teachers to create an online classroom area in which they can manage all the documents that their students need. Documents are stored on Google Drive and can be edited in Drive's apps.

The explanation above becomes one of the reasons which researcher is interested in conducting the research, which here, researcher wants to know the problems encountered by the students, it caused many complaining from the students during the process of learning. In short conversation, several students complain about the using of Google Classroom which really complicated to be used. The shift to online learning during the COVID-19 pandemic brought about numerous challenges, particularly in the use of digital platforms such as Google Classroom. The researcher aimed to explore and understand the specific problems encountered by students

² Morgan Ritter, *An Experimental Study of the Effects of Cognitive Tutor Algebra) on Student Knowledge and Attitude* (Carnegie Learning, 2002).

³ Semerci C and Batdi, "A Meta-Analysis of Constructivist Learning Approach on Learners Academic Achievements, Retention and Attitudes," *Journal Of Education And Training Studies*, 2015.

during this transition, especially given the increasing number of complaints and expressions of frustration reported by students throughout the learning process.

Preliminary observations and informal conversations with students revealed several recurring concerns. Many students expressed that they found Google Classroom to be confusing, not user-friendly, or even overwhelming. Despite its widespread use as a learning management system, students often encountered difficulties in accessing learning materials, submitting assignments, understanding task instructions, and keeping track of deadlines. In several short conversations, students directly stated that “Google Classroom is complicated” and that they often felt lost navigating the platform without direct assistance.

These complaints did not only emerge from students with limited internet access or technological tools, but also from those who had sufficient digital facilities, which suggested that the issue extended beyond mere infrastructure. It pointed toward deeper issues related to platform usability, students' digital literacy, instructional clarity from teachers, and the lack of interactive features that support engagement.

This growing sense of dissatisfaction and confusion among students became a compelling reason for the researcher to investigate further. The researcher recognized the need to document and analyze these student experiences in a structured and in-depth way, with the goal of identifying the core obstacles they face when using Google Classroom as the primary tool for online learning. By understanding these problems, the research aims to contribute valuable insights for educators, schools, and policymakers to improve the design, guidance, and support surrounding the use of digital learning platforms.

Ultimately, this study seeks not only to highlight the students' voices but also to recommend practical strategies that can enhance the effectiveness of Google Classroom and ensure that online learning becomes a more accessible, engaging, and supportive experience for all learners.

The problem appeared above, the researcher identified that, there are many problem which students encountered, the reason why researcher wants to conduct the research which title of the Students' problem faced in Using Google Classroom on English Learning During Pandemic Covid-19 at SMPN 8 Parepare.

B. Research Questions

Related of the background above, the following research questions were necessary to answer:

1. How is the students' English speaking skill during pandemic Covid-19 at SMPN 8 Parepare?
2. What the are the problems faced by the students in using Google Classroom on English learning during pandemic Covid-19 at SMPN 8 Parepare?

C. Objective of the Research

Based on the questions above the researcher formulates the objective of thr research:

1. To find out the students English Skill during pandemic Covid-19 at SMPN 8 Parepare.
2. To know the problems faced by the students in using Google Classroom on English learning during pandemic Covid-19 at SMPN 8 Parepare.

D. Significance of the Research

It is expected that the results of the research will provide useful contributions for teacher, students, and further research, it can be explained below:

1. Teachers

This research beneficent for the teacher because it can give solution toward the students' problem in using Google classroom on English learning during pandemic Covid-19.

2. Students

The significant for the students, it can motivate students to study English especially in English subject. The students will know about either ability and their difficulties and also can seek the best strategy for learning English skill.

3. Further Researchers

Third, this research also expected to give benefit as referenced for the researcher who wants to run a research related to this area of study used for the new references in conducting new research which has correlation research, by this findings later, the new researcher will be able to comprehend, to complete and to develop their research for having better result.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Some researchers have carried out research related to inductive approach and what they found is shown in the following:

The first research has been done by Ryan Permadi Teladan with the title "The Effectiveness of E-Learning System Using Google Classroom to Improve Students' Narrative Text Writing Skill The objective of his research is to figure out the effectiveness of the use of Google Classroom in improving students narrative text writing skill in term of content and in term of coherence. The result of the data analysis by using t-test showed the value was higher than the t-table value so it can be interpreted that there were significant differences in writing narrative text by using Google Classroom.⁴

The second research has been done by Ernawati with the title "Pengaruh Penggunaan Aplikasi Google Classroom Terhadap Kualitas Pembelajaran dan Hasil Belajar Siswa pada Mata Pelajaran Ekonomi Kelas XI di MAN 1 Kota Tangerang Selatan" The objective of this research is to find out the effect of using Google Classroom on the quality and students achievements in economic learning. The result of the data analysis shows that the value is t-statistic higher than t-table so it means using Google Classroom can improve the quality and has a positive effect in students achievements.⁵

⁴ Ryan Permadi Teladan, "The Effectiveness of E-Learning System Using Google Classroom to Improve Students Narrative Text Writing Skill" (Universitas Muhammadiyah Makassar, 2020).

⁵ Ernawati, "Pengaruh Penggunaan Aplikasi Google Classroom Terhadap Kualitas Pembelajaran Dan Hasil Belajar Siswa Pada Mata Pelajaran Ekonomi Kelas XI Di MAN 1 Kota Tangerang Selatan," 2018.

The last research has been done by Nadila Dahlan with the title "Students' Acceptance on the Google Classroom in English Learning at MAN Matakali Polewali Mandar" The objective of this research is to know the students acceptance on the Google Classroom in supporting English learning The result of the data analysis shows that there is a tendency for students to accept the ease of use and appearance provided by Google Classroom. The items from Technology Accepting Model (TAM) as a whole can be accepted by students, so it means that Google Classroom can be a recommendation for teachers and students at school to use as an online learning.⁶

From some of the research above, it can be conclude that the similarity with this research is same using e-learning as a learning media. The differences between previous researches with this research is researches only focus on students difficulties in using Google Classroom.

B. Some Pertinent Ideas

1. Nature of English Skill

Harmer defines English skill as the ability to master fluently presupposed not only knowledge of language features, but also the ability to process information and language 'on the spot'. It requires the ability to cooperate in the management of English turns and non-verbal language. It happens in the real situation and has little time of detailed planning. Therefore, the fluency is required to reach the goal of the conversation. 13 Cameron states that it is also important to organize the discourse so that the interlocutor understands what the speaker says English is important for language learners because English is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in the daily life.

⁶ Nadila Dahlan, "Students Acceptance on the Google Classroom in English Learning at SMAN Matakali Polewali Mandar" (2021).

Tarigan said that the main point of English skill is for communicating. so we have to convey the thinking and feeling effectively and the speaker must understand the meaning to be communicated in order to make other people understand with what they are talking about.

It means that people in the world have English skill because English is an activity that we always do in every time to communicate with other people and to make a good relationship in society.

Furthermore, the use of English is not limited to formal settings such as education or work, but also appears in daily interactions, social media, entertainment, and international travel. It becomes a bridge that connects people from different cultures and backgrounds, enabling them to share knowledge, express ideas, and build mutual understanding. Therefore, mastering English is not only about grammar or vocabulary, but also about developing the ability to interact meaningfully with others in various social contexts.

The students basically had an skill English when they wish to express themselves but have problems because they lack the knowledge of the elements of English language to communicate. The students try to overcome this lack of knowledge by finding ways around the problem.

The term "English skill" here means the ability to apply grammatical and discourse to communicate effectively in particular contexts for particular purposes. English achievement within these purpose the ability to understand English dealing with every subjects and spoken at normal speed, to answer questions which requires short and extended answers, to use orally the substance of passage of English after having hear it several times and read it, to conduct a simple conversation on every subjects and to give a short talk and etc. Based on the explanation,

It can be summarize that English skill is to achieve the language appropriately in social interactions. Diversity in interactions here involves not

only verbal communication but also paralinguistic components of speech such as pronunciation, vocabulary, accuracy and fluency. It puts on how students can use their English knowledge in their daily conversation in order to be good in English.

2. Pandemic COVID-19

Pandemics are the spread of human-to-human infection due to widespread disease outbreaks⁷. The World Health Organization (WHO) has determined the coronavirus disease 2019 or Covid-19 as a widespread. Covid-19 is a virus that first appeared in December 2019 in Wuhan, China. This condition is caused by a new virus called (SARS-CoV-2)⁸. The Covid-19 pandemic is a disease that causes substantial morbidity and mortality, and this is led by the acute respiratory syndrome of coronavirus 2 (SARS-CoV-2). Covid-19 is an infectious virus caused by the coronavirus that can be passed from person to person via droplets of nasal mucus and physical contact.⁹

The Covid-19 pandemic is an era where health is facing a major crisis, and this virus is easy to spread and very dangerous for human beings. The Covid-19 pandemic was affirmed to have disperse to Indonesia after a dance instructor and her mother tested positive for the virus.¹⁰ Until March 26th, 2020, 468, 644 positive cases were affirmed in 198 countries, 21,191 had died, and 114,218 had recovered. As of June 27th 2020, there were 52,812 cases of a Covid-19 outbreak, 2,720 deaths, and 21,909 recoveries from the virus, and on July 11th, there was a daily increase of 1,647 people, and the number of

⁷ W. Qiu, S. Rutherford, and C. Mao, A., & Chu, "The Pandemic and Its Impacts," *Health, Culture and Society*, 2017.

⁸ "Q&As on Covid-19 and Related Health Topics.," WHO, 2021, <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/question-and-answers-hub/q-a-detail/coronavirus-disease-covid-19>.

⁹ R. Muniyappa and S. Gubbi, "Covid-19 Pandemic, Coronaviruses, and Diabetes Mellitus," *N Journal of Physiology-Endocrinology and Metabolism*, 2020.

¹⁰ M Okmawati, "The Use of Google Classroom during Pandemic," 2020.

reported cases increased to around 72,000.¹¹ These cases showed that the spread of the death rate is very high in Indonesia, so more policies are needed from the government to reduce this case. Those regulations are very required because they can prevent many people from staying in a place together, decreasing the number of positive cases.

President Joko Widodo has applied policies to start social distancing in the community as of March 15th, 2020, and has urged people to do their daily activities such as study, work, and pray from their homes.¹² The government announced the beginning of the first phase of lockdown to stop the growth of Covid-19, and as a result of this announcement, the government applied learning from home (LFH) activities for all the students around the country.¹³ The Covid-19 pandemic has almost occurred worldwide and has disrupted many aspects of fields, especially in the education sector. This pandemic has spread worldwide and caused students not to be able to come to their schools.

Covid-19 pandemic impacted the educational process, including teaching and learning process. Therefore, the Department of Cultural Education of Demak Regency made several breakthroughs in the learning process at the primary and junior high school tiers, one of which was the blended learning system.¹⁴ This system combined both online and offline learning methods to accommodate the needs of students and teachers during the pandemic. Through blended learning, students were given the opportunity to access materials digitally while still maintaining limited face-to-face interaction under strict health protocols. This approach was designed to ensure that learning activities

¹¹ S. Siswati, A. K. Astiena, and Y Savitri, "Evaluation of Online-Based Student Learning: Models during New Normal Pandemic Covid-19 in Indonesia.," 2020.

¹² A. S. N. Agung and M. W Surtikanti, "Students' Perception of Online Learning during Covid-19 Pandemic: A Case Study on the English Students of STKIP Pamane Talino," 2020.

¹³ R. Risten, F. Sinaga, and R. Pustika, "Exploring Students' Attitude towards English Online Learning Using Moodle during Covid-19 Pandemic at SMK Yadika Bandarlampung," 2021.

¹⁴ I. Wahidiyati, "The Students Perception of the Full Online Learning Quality during the Corona Pandemic," 2020.

continued effectively despite restrictions, and to minimize learning loss caused by the sudden transition to remote education. In addition, the department also provided guidance and technical support for teachers to implement digital platforms more effectively, such as Google Classroom and WhatsApp groups, so that they could stay connected with students and maintain learning continuity. The learning policy allows teaching and learning to continue even when teachers and students are not in school. Teachers can still deliver materials, and students can learn without leaving home.¹⁵

In the event of a Covid-19 pandemic, online learning is a type of alternative study that can be used. In Indonesia, the Covid-19 pandemic caused the educational process to switch from face-to-face to distance learning that uses information technology or online learning. The learning system has changed from conventional learning to online learning, where students don't not come to school anymore but learn through handphones, laptops, computers, or other gadgets.

3. Online Learning during COVID-19

Online learning lead to instructional environments supported by the Internet Online learning comprises a wide variety of programs that use the Internet within and beyond school walls to provide access to instructional materials as well as facilitate interaction among teachers and students. Online learning can be fully online or blended with face-to-face interactions Fully. online learning is a form of distance education in which all instruction and assessment are carried out using online.

One of the uses of the Internet in education is distance learning There are various terms put forward to express the idea of distance learning using the

¹⁵ L. Efriana, "Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution," 2021.

internet, namely online-learning, e-learning, internet-enabled learning. virtual learning, virtual classroom or web based learning.¹⁶

Online learning has become popular because of its perceived potential to provide more flexible access to content and instruction by.¹⁷

- 1) Increasing the availability of learning experiences for those who cannot or choose not to attend traditional schools,
- 2) Assembling and disseminating instructional content more efficiently
- 3) Increasing student-instructor ratios while achieving learning outcomes equal to those of traditional classroom instruction

Online learning provides the content needed for learning. Almost all students currently have a laptop/smartphone/tablet, so access to study material is easier and more likely for learners to share learning content through electronic devices. Conditions like this make learning content faster to get. In addition, online learning allows flexibility access, students can easily access learning content anywhere and anytime, without obstructed by time and space.

There are several things as requirements for online learning activities, namely.¹⁸

1. Learning activities carried out through network utilization (internet)
2. The availability of learning support services that can be used by students
3. Availability of tutor service support (consultation) that can help participants learn if they experience difficulties
4. The availability of institutions that organize/manage e-learning activities.
5. A positive attitude from students or teachers towards computers and the internet
6. The design of a learning system that can be learned/know by students.
7. System evaluation of progress or student learning development.

¹⁶ Hadi Nur, "Online Sebagai Salah Satu Inovasi Pembelajaran," 2006.

¹⁷ Marienna Bakia, "Understanding the Implications of Online Learning for Educational Productivity" (n.d.).

¹⁸ Nur, "Online Sebagai Salah Satu Inovasi Pembelajaran."

8. Feedback mechanism developed by the organizing agency/manager

There are several criteria for assessing the effectiveness of learning media. Hubbard suggested that there were at least nine criteria.¹⁹ The first is related to financing. If we look at the first criteria, then learning to use online media is very supportive, because in addition to inexpensive online media is also effective because it can be accessed anywhere and anytime. The next criterion is the availability of supporting facilities such as electricity, appropriate class size, effectiveness, and ability to change, time and energy in preparation, the effects, difficulties and finally the benefits. The more learning objectives that can be helped with a media the better the media. From these two criteria, the use of online electronic media used by researchers is very suitable, because it is very economical and practical.

The interest of practitioners and researchers have been geared to the language learning strategies (LLSs) selection and adoption of successful language learners is for the field of second of second/foreign language teaching and learning Rubin suggestion that a good language learner may have some special strategies that others could learn from was initially introduced Rubin proposed a list of seven characteristics of good language learners like using a mixed methods approach including classroom observation, self-observation, and interviews, from there can be include that the ability to make good guesses, communicate in many ways, tolerate mistakes, pay attention to form and communication, practice the language regularly, monitor one's own language use, and understand attend to meaning.²⁰

Teachers should work to create the necessary condition for students to learn effectively and reach the desired outcome. There are four skills. reading, listening, English and writing, should be integrated in an effective way for the

¹⁹ Badriyah, *Manajemen Sumber Daya Manusia* (Bandung Pustaka, 2015).

²⁰ Huang and Daniel, "English Learning Strategies among EFL Learning," *Journal of Language Learning*, 2017.

teaching of English to be successful. For them and to develop their communicative competence gradually, these skills should be addressed in a way that helps students meet the standards you set.

Listening and English these two skills are highly interrelated and work simultaneously in real life situations. Finally, the integration of the two aims at fostering effective oral communication. Then this integration will assure real-life and purposeful communication. Reading and writing with each other as skills they form a strong relationship. They are tools for achieving an effective written communication. Students need opportunities to develop their reading and writing skills.²¹

4. Learning Media

Learning media is anything that can be used to convey a message so as to stimulate students' feelings, thoughts, willingness, and attention and encourage the learning process.²² Learning media can be defined as a tool in the form of a physical and non-physical used teacher in conveying material to students to be more effective and efficient. Learning media is supposed to be more readily accepted by students as learning tools and to attract students to learn. As a result, learning media can be thought of as a piece of hardware or software that teachers utilize to transmit materials to students during the learning process. In learning, media is supposed to make the learning process more effective and efficient in accordance with the learning goal.

Technology-based multimedia can be utilized as classroom learning media. The utilization of multimedia especially on presentation has a big effect and useful to increase student learning result. The use of multimedia in presentations seeks to cater to all of the student's senses in the form of audio, visual, or a

²¹ 2025/7/23

²² Y. Miarso, *Sowing Educational Technology* (Jakarta: Kencana Prenada Media Group., 2009).

combination of the two.²³ Furthermore, the internet has an impact on the trend of media use in the classroom as well as the outcome of learning. The internet influences the option of method both in and out of the classroom. The utilization of the internet provides independence, acceleration, feedback, affordability, affectivity, and productivity in the learning process.

Because students must rely on technology to get course materials and engage with instructors and peers in an online learning environment, their media preferences may differ from those in traditional classroom settings. The level of media richness does not alone impact media choice in remote education. Individuals' technology abilities and social impact (e.g. group norms and peer pressures) were identified as key elements that influence media preferences in their study. In addition learning media will also increase students' learning motivation, this is in line that the benefits of instructional media include:

(a) By using learning media, the learning process will be more interesting, so it can lead to motivate student learning;

(b) Can clarify learning materials, so that students can easily understand the material and enable students to master the learning objectives;

(c) By using instructional media, the learning process becomes more varied. The material is not only delivered orally, so students do not get bored quickly and more effectively and efficiently; and

(d) Students listening to the material presented by the teacher, doing more learning activities such as: observing, doing, demonstrating, and others. The features of learning media can promote the experiential classroom so that foster the students' learning engagement.²⁴

4. Concept of Google Classroom

a) Definition of Google Classroom

²³ I. Hussaini et al., "Effectiveness of Google Classroom as a Digital Tool in Teaching and Learning: Students' Perceptions.," 2020.

²⁴ H. A. Sanaky, *Learning Media* (Yogyakarta: Safiria Insania Press, 2009).

During home-based learning, there are several methods in carrying out the learning process. Some can share information by Whatsapp, video call through Zoom, or online learning platforms. There are so many digital classes aimed at teaching-learning processes such as Rumah Belajar, Kahoot, Edmodo, and one of the learning platforms that popular now is Google Classroom.

Google Classroom is an internet service provided by Google as an e-learning system. This service is designed to help teachers make and distribute tasks to learners using paperless. This user of the service should have a Google account. Also, Google Classroom could be used only by schools that have Google apps for education.

So, actually Google Classroom is environmentally friendly, as the collecting of assignment not using paper anymore but immediately is typed into boxes available or in Microsoft Word.

Google Classroom is a free web service developed by Google for schools that aims to simplify creating, distributing, and grading assignments. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. Google Classroom enables teachers to create an online classroom area in which they can manage all the documents that their students need. Documents are stored on Google Drive, and can be edited in Drive's apps, such as Google Docs, Sheets, and so on. But what separates Google Classroom from the regular Google Drive experience is the teacher/student interface, which Google designed for the way teachers and students think and work.²⁵

b) Features on Google Classroom

There are two options for signing in. First, teacher starts with the Google Classroom website: classroom.google.com, then type the e-mail address and its

²⁵ Okmawati, "The Use of Google Classroom during Pandemic."

password.²⁶ Second, teacher can open his/her Gmail account then it can automatically access Google Classroom in the provided menu. After successfully signed in, teacher gets two options, joining or creating a class.

There are three pages available on Google Classroom, they are: stream, classwork and people.

- 1) Stream, The stream is a page where teachers focus on announcements and posts.
- 2) Classwork, A Classwork is the main page that allows teachers to organize assignments into modules and units. This is where teachers can create questions, quiz, assignments and post materials for students. Teacher can divide the section based on the topic, thus it is easier for students to find the assignments.
- 3) People, In this menu, teachers can see list of teachers and students who enrolled in the class. Teacher are also possible to invite other students to join the class.

c) The Usage of Google Classroom as Learning Media

The description of Google Classroom that has been explaining in the previous part of this article indicates that it is very potential for learning media. When we will use the Google Classroom as a learning media, it can be inside or outside of the real classroom. It is, however, more focused on learning outside of the classroom because it allows online learning, which can be accessed at any time and from any location. Online studying necessitates a strong internet connection.

Teachers and students should be aware of this support in addition to the android or laptop offered for virtual class access. Using media is a creative way

²⁶ A. Keeler and L Miller, *50 You Can Do with Google Classroom* (California: Dave Burgess Consulting Inc., 2016).

to facilitate students to learn.²⁷ It means that learning content in media supports the learning objective. In a classroom the material in Google Classroom can be used as a media of learning offline while outside the classroom becomes the online learning media. It is a little bit different from Google site that learning in Google Classroom is something to learn in a virtual class in which teacher designed the learning with the task, assignment, etc. Students visit and learning themselves to what is provided. In Google site we can visit the site and choose what we want to learn in interest.

d) Google Classroom Activities of Learning

There are steps of using Google Classroom, such as:

- 1) During the weekly face-to-face sessions, for the duration students and teachers discuss a variety of materials, the selection of which is made based on their interests and taking into account their learning needs.
- 2) Then the students are offered a series of activities and exercises to help them to improve different aspects of writing and the language. Their choice is conditioned by the course syllabus and at the beginning of the course many decisions are based on error analysis of the students' work made by the teacher.
- 3) During the face to face sessions students do brainstorming and prepare their essay's outline. In addition, depending on time availability, the students are asked to work on their own to free write on the topic of their essay and then discuss what they have written with their peers.
- 4) This work then continues to the online, which students can access from home during the week. In that website the students post their works in progress or completed ones.
- 5) The students are asked to post their works in online at least one day before a face-to-face session to leave their peers some time for commenting on

²⁷ R. Asyhar, *Kreatif Mengembangkan Media Pembelajaran* (Jakarta: Gaung Persada Press, 2011).

their work. In general, they are asked to comment on at least one other person's work so as to not overwhelm them with the amount of work and to encourage them to do it.

- 6) After that the students should revise their essay drafts based on the comments of their peers and the teacher.²⁸

From the explanation above, the researcher can conclude the steps of using Google Classroom, they are: The teacher and students discuss the material about Analytical Exposition Texts based in syllabus, . the teacher asks students to join a group at Google Classroom, the teacher asks students to read and work on text that teacher given, and the teacher asks students to post their work to the worksheet The teacher and students match and gives score for students.

e) Advantages of Google Classroom

Google classroom gives many benefits to teaching and learning process,

- a. Google Classroom provides students and teacher to communicate using many tools through sending and receiving message and mail which are integrated with Gmail, even students are able to collaborate with their colleagues through online discussion and open conversation through stream menu provided by this application,
- b. Google Classroom application is able to improve students active learning and engagement such as in face to face classroom activity by giving any materials including sharing links, videos, interactive games and collaborative assignments within lessons and assignments, moreover Google Classroom application is integrated with hundreds of applications which enable students to be active in online class,
- c. Google Classroom application supports students differentiation by assigning certain or various task to certain students who need more

²⁸ Tomlinson B and Whittaker C, "Google Classroom: An Online Learning Environment to Support Blended Learning," 2013.

exercises which sometimes becomes problem when we assign certain persons in face to face classroom activity,

- d. Google Classroom application helps teacher to give any feedback to the tasks assessed which are usually forgotten by teacher after conducting teaching and learning process.

Google Classroom application also helps teacher to teach language especially language skills Teacher is able to explore many sides and menu provided by Google Classroom application to enhance students' language skills. An action research conducted by Rabby et al about teaching listening using Google Classroom revealed that this application can improve students' listening skill. By using Google Classroom application, students were accustomed to using audio clip which influenced to the improvement of messages they caught from the audio they listened in the fourth attempt, there were more students who got more improvement in catching the messages.

This research approved that teaching listening skill as receptive language skill can be improved using Google Classroom application. This research can be one of foundation that reading skill which is also included into receptive language skill is assumed that it can be improved through teaching using Google Classroom.²⁹

Another expert stated that there are many benefits that teacher and students get when they use Google Classroom as their learning media,

- a. Easy to use Google Classroom application design is simple to be used in instruction. It has many menus to deliver any tasks, to communicate with each students and teacher, to provide announcement, and is connected with email, notification,
- b. Save time Google classroom application is integrated with other Features of Google Application such as Cimapil, You-tube, Google Doc Google

²⁹ Rabby, "Teaching English Skill through Google Classroom (A Study at Tertiary Level in Bangladesh)," 2018.

Sheet, Slides, and many more which are very helpful to share material, grade the task, give feed-back and so on,

- c. Practical Google Classroom application uses cloud-based enterprise communications tools to make the learning environment more professional and to create authentic technology,
- d. Flexible Google Classroom application is flexible application which can be applied through blended learning or fully online learning.
- e. Free Anyone can access this application without any payment. They can just sign in using their Google Account to access and enter the code to join the class,
- f. Mobile Friendly Google Classroom application is easy to use through mobile phone. Students can access and get involved in learning activity through Google Classroom application when they are away from their laptop.³⁰

5. Concept of Learning Difficulties

a. Technical Problem

The problem which was found in teaching reading using Google Classroom application is that technical problem. Technical problems are one of the main stumbling blocks of online learning such as the compatibility of PC or smartphone use, the student's skill to operate the application, the internet connectivity.

The technical problems which were found in teaching using Google Classroom application were that students complained about the internet connection that was lost that caused lateness in submitting the task and the other complain was about the way how to use the application. Student got problem when she wanted to upload the task.

³⁰ M. Lynch, "How to Use Google Classroom to Create the Perfect Digital Learning Event Retrieved from The Tech Edvocate," 2018.

These things hampered the success in learning reading using Google Classroom application. Technical problems were also revealed when lecturer conducted interview and received a chat from Google Classroom chat. It was similar to previous problems which are about internet connection and the problem in uploading the task through the application.

These problems are also similar to what Kumar said that not all students are provided with high internet connection that the most online class requires. Their less monitor to follow the instruction caused problem to take part actively in the class. He also added that the less computer literacy also affects to the success of e-Learning because the computer literacy would improve student's knowledge in the field and would help them participate in online class without interruptions and hindrances.³¹

b. Self-Motivation Problem

Online learning needs high self-motivation. When students get involved in an online class, no one will motivate and appreciate them directly. Students tend to get more external motivation when they go to traditional class. Face to face meeting has positive thing which students do not get in online class. Lecturer motivates students to learn in order to have willingness to be active and motivated to learn in the class. In contrast, when face to face meeting does not exceed, students should motivate themselves to dig their knowledge through keeping touch and being active in the online class.

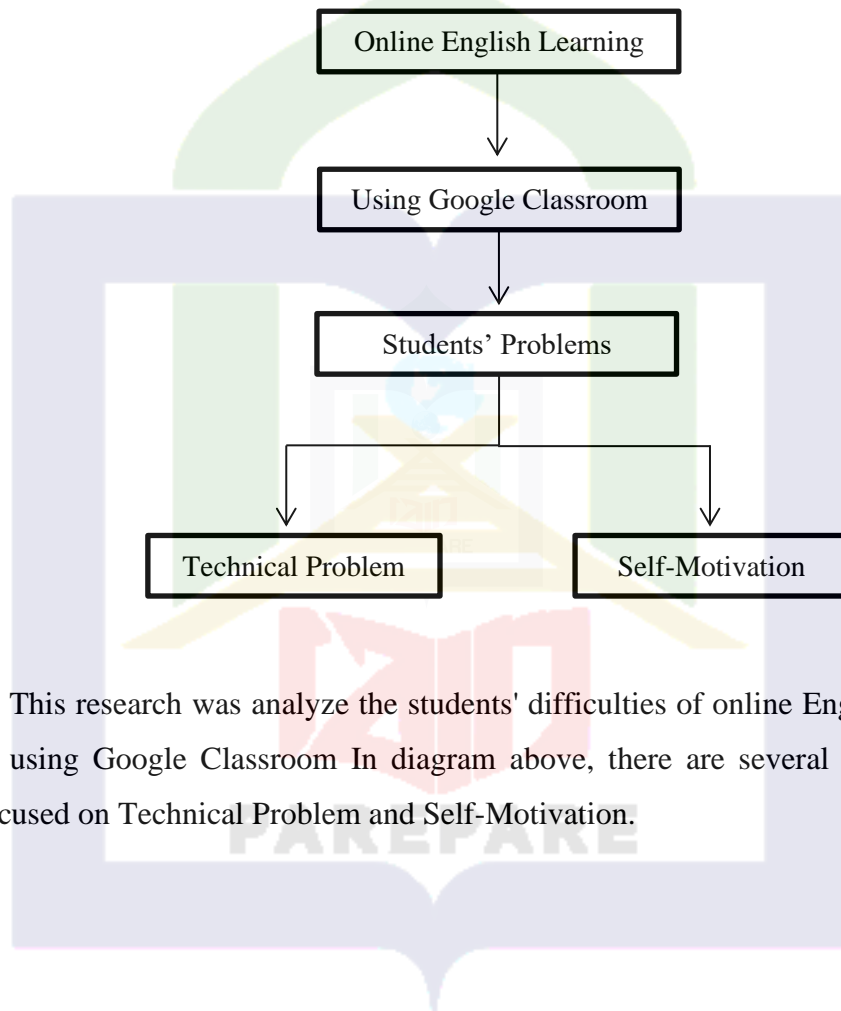
This is why to complete the online learning, it needs high dedication and self-motivation. In addition, we were sometimes distracted by other interesting online activities such as watching You-tube, cheating and chatting through social media, or following news from some websites. Those activities would waste our time instead of completing our task. Given the abstract nature of

³¹ S. Kumar, "Common Problems Faced by Students in Elearning and How to Overcome Retrieved from e Learning Industry," 2015, <https://elearningindustry.com/5-common-problems-faced-by-students-in-elearning-overcome>,.

online learning, motivation in particular can take a hit, especially if we have already spent the day at work in front of a computer screen.

C. Conceptual Framework

The researcher design the conceptual framework of this research by showing the diagram below :



This research was analyze the students' difficulties of online English learning in using Google Classroom In diagram above, there are several aspect which focused on Technical Problem and Self-Motivation.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research applied quantitative and qualitative method, this method is called mixed method, and this method applied in this research to answer the questions on student's English skill and then problem in using Google Classroom in Pandemic Covid-19.

The core of Mix method characteristic as well-designed study include as following, collecting and analyzing both quantitative (closed-ended) and qualitative(open-ended) data, using procedures data in collecting which appropriate to each methods, such us ensuring sample and item size for quantitative and qualitative analysis, integrating the data during data collection, analysis or discussion, using procedures that implemented qualitative and quantitative components either concurrently of sequently, with the same sample or with different samples, Framing the procedures within theoretical models research.³²

B. Location and Time

The researcher conducted this research in SMPN 8 Parepare which located in Jl. Jend. Ahmad Yani No. 151 Telp. 0421-21962 Kota Parepare, South Sulawesi, in this research, the researcher did interview and took for 45 days including of the analyzing data.

C. Subject of the Research

The subject of this research were all students from second grade of SMPN 8 Parepare, The total of the students as shows in table below

³² Jenifer Wisdom, Mis Method, Integrating Quantitative and Qualitative Medical Home Models, (ahrq Publication No. 13-0028-Ef) Vol 12

Table 3.1 Research Subject

No	Class	Number Students
1	VII 1	20
2	VII 2	21
3	VII 3	19
4	VII 4	24
Total		84

In this research this research, the researcher used total sampling technique The researcher consider in choosing total sampling because the researcher wants to gain the deep information with the proper subjects that have deep understanding and capabilities, the researcher took 21 students which followed the criteria of the research.

D. Instrument

1. Documents

The researcher needs some instruments, the kind of instrument is documents, there are some objects reconsidered in obtaining information and one of them is paper or document.³³ In this research, some documents will be collected and analyzed. They are question test paper, answer sheet and answer key. The explanation of these instruments can be seen as follows :

- a) Students Final ScoreFinal Score sheets used to know the answer distribution. They analyzed in order to find out the students skill on English subject.

³³ Arikunto, S.Dasar-Dasar Evaluasi Pendidikan Jakarta Bumi Aksara, 2013

2. Interview

This research used interview guide as instrument, it is a helpful method to achieve subject's opinions and/or feelings about a certain topics, even or action in a highly personal and detailed level, this instrument used to find out the students problems towards the using of Google classroom on online learning during the Pandemic The semi-structured interview used as the researcher consideration that the question might be expanded during the process.

This method is particularly valuable in qualitative studies because it allows the researcher to gain deep insights into the participants' thoughts, opinions, and emotional responses regarding specific topics, events, or experiences. Interviews, especially when conducted in a semi-structured format, enable the collection of rich, detailed, and personal data that might not be accessible through more rigid or standardized instruments like questionnaires.

In the context of this study, the interview guide was specifically designed to explore students' challenges and perceptions regarding the use of Google Classroom during online learning amid the COVID-19 pandemic. The instrument aimed to uncover the personal difficulties students encountered, including technical obstacles, motivational issues, adaptation to digital platforms, and their level of digital literacy. It also provided a platform for students to express their feelings, frustrations, and suggestions in their own words, thereby offering a more nuanced understanding of their learning experiences during the pandemic.

A semi-structured interview format was chosen deliberately, as it allows flexibility in the questioning process. While the researcher prepared a set of guiding questions aligned with the research objectives, the format enabled further exploration and elaboration when participants provided unexpected or insightful responses. This adaptability is a key advantage, as it allows the

interviewer to probe deeper into important topics that emerge naturally during the conversation, leading to more comprehensive and authentic data.

Moreover, semi-structured interviews strike a balance between consistency and openness. They ensure that all participants are asked about the core issues relevant to the research, while also allowing each participant to express their unique perspective. This is particularly useful when investigating complex and subjective issues such as students' engagement with digital learning tools under unprecedented conditions like a global pandemic.

The use of an interview guide in this study not only ensured systematic data collection but also promoted a conversational environment that encouraged students to speak freely and reflect critically on their own experiences. As a result, the data gathered through these interviews provided meaningful insight that contributed significantly to answering the research questions.

E. Technique of Data Analysis

In order to give clear explanation, the researcher explains the data analysis technique in separating based on the problem statement :

1. Analysis of Document

The researcher applied the process of analyzing data as follow

- 1) Scoring the students answer based on the variable of the research, in this case, the researcher was note all the students score given by the teacher
- 2) Classifying the students' score into five levels

Table 3.2 Classifications of the Students' Score

No	Classifications	Score
1	Very Good	80-100
2	Good	66-79
3	Fair	56-65
4	Poor	40-55

5	Very poor	<39
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3) Finding out the mean score used following formula:

$$Score (x) = \frac{\sum xi}{N}$$

Where:

\bar{X} : Mean

$\sum xi$: Total score

N : Total Number of Sample

2. Analysis of Interview

Qualitative research in many data analysis using analytical model referred to as interactive data analysis method.³⁴ He revealed that the activities carried out in the analysis of qualitative data in an interactive and take place continuously until complete, so the data is already saturated.

In qualitative research, data analysis often utilizes an analytical model known as the interactive data analysis method. This approach was introduced by Miles and Huberman (1994), who emphasized that qualitative data analysis is not a linear process, but rather an ongoing and cyclical activity. According to them, the process of analyzing qualitative data occurs interactively and continuously throughout the research, from the initial stages of data collection to the final stages of interpretation.

They outlined three core components in the interactive model: data reduction, data display, and conclusion drawing/verification. These components are interconnected and often occur simultaneously rather than sequentially. Data reduction involves selecting, simplifying, and focusing on important parts of the data, while data display refers to organizing and presenting the data visually (such

³⁴ Sukardi, Metode Penelitian Pendidikan, (Cet XI, Jakarta PT Bomi Aksara, 2004)

as in charts or matrices) to facilitate understanding. Finally, conclusion drawing and verification involve interpreting the meaning of the data, identifying patterns or themes, and confirming the validity of findings.

This interactive process continues until the researcher reaches a point of data saturation, where no new information or themes emerge from the data, and further analysis would yield minimal additional insight. Saturation ensures that the data has been thoroughly explored and analyzed, enhancing the credibility and trustworthiness of the research findings.

Moreover, this method allows researchers to be flexible and reflective during the research process. As new insights emerge, they may revisit earlier data or adjust their coding and interpretations. This iterative and dynamic nature makes the interactive model particularly effective for capturing the complexity and richness of qualitative data.

There are three activities in analyzing the qualitative data, such as the stage data reduction, data display, and conclusion of verification. Those activities were shown in the following picture.

1. Data Collection

This first part is one of the main point in doing a qualitative research. Collecting data simply means to gather all the related and supported info, material of the research. This include observation. interview record, supporting data, journal and others. Observation is a data collection technique by doing a proper research, taking field notes in systematical terms.

2. Data Reduction or analysis

The large amount of data should be analyze with deep and analytic Due to this condition, before conducting the data analysis, datu reduction should be in the first place This mean, summarizing. dividing the main points, focusing on the important information, find the theme and the pattern. The data that has been summarized will be easy to be analyzed with a clear view of the information.

This will help the researcher to find out the lack of the data to complete the research. In analyzing data or reducing the data, the researcher will be guided by the aim of the research which is the findings.

3. Data Display

After conducting the data reduction or data analysis, the next step will be displaying the data. In qualitative research, displaying the data can be performed in short explanation, chart, connection among the categories, and flowchart. Miles and Huberman states that the common way to display the data in qualitative research is narration form.

4. Conclusion

The last step in analyzing the qualitative research. This may answer the research question from the previous chapter or not because it is still temporary and will be developed during the research. The conclusion in qualitative research is based on the new findings.³⁵

³⁵ Sukardi, *Metode Penelitian Pendidikan* (Jakarta PT Bumi Aksara, 2004).

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The research findings were the answering of research question that are formulated in the first chapter This chapter presents the data analysis of the students problem faced in Using Google Classroom on English Learning During Pandemic Covid-19 at SMPN & Parepare The researcher analyzed the data by mix method analysis, the first analysis conducted in quantitative approach, and the second by using qualitative approach.

According to the theory, this research used mis method approach which the process of answering the research question, the first research question answered by the document conducted from the teacher and the second research question answered Indoop (mentalak) by interview. The researcher found the data of the Students problem faced in Using Google Classroom on English Learning during Pandemic Covid-19 at SMPN 8 Parepare as explained below:

1. The Students English Skill

Table 4.1 Students English Skill

No	Interval score	Classification	Frequency	Percentage%
1	80-100	Excellent	3 Students	14%
2	66-79	Good	15 Students	71%
3	56-65	Fair	1 Students	4%
4	40-55	Poor	2 Students	9%
5	<39	Very Poor	0 Students	0%

The table above explains about the description of students English skill shows that 3 (14%) Students can be categorized as Excellent, 15 (71%) Students can be categorized as Good, 1(4%) Students can be categorized as Fair, 2 (9%) Students can be categorized as Poor and 0 (0%) Students can be categorized as

Very Poor The result of the score above is that, students get category of good which dominant students in that score of number 15 students.

The researcher explained the result above which identified from the instrument taken from the teacher, the students English skill identified for the students are good category, it may indicated that, students get better skill, the students may failed in certain materials which also found in minimum score result of the final test.

Students score in English skill may become very essential finding for the researcher, which become the score that identified the students' English skill for specific result. The students may get failed in certain score because of their problem in doing any activities at class, it can be researched for the second findings on this chapter.

The researcher shows the data in complete data which refers to the students English skill

Table 4.2 Students Description Score

No	Respondents	Final Score	Classification
1	Student 1	75.00	Good
2	Student 2	80.00	Very Good
3	Student 3	67.67	Good
4	Student 4	46.67	Poor
5	Student 5	68.33	Good
6	Student 6	70.00	Good
7	Student 7	49.33	Poor
8	Student 8	83.00	Very good
9	Student 9	78.67	Good
10	Student 10	67.33	Good
11	Student 11	79.33	Good

12	Student 12	75.00	Good
13	Student 13	70.00	Good
14	Student 14	76.33	Good
15	Student 15	81.33	Very Good
16	Student 16	78.00	Good
17	Student 17	73.33	Good
18	Student 18	73.33	Good
19	Student 19	75.33	Good
20	Student 20	63.33	Fair
21	Student 21	76.00	Good

The data above is the sources data which conducted from the respondent through the instrument, number of students are 21 students.

Table 4.3 Accumulation of Students English Skill

No	Class	Mean Score	Category
1	VII.2	71.78	Good

The accumulation of the students English Skill was from class VII.2 can be seen on table above which explained that the average of the students English Skill was 71.78

2. Students Problem on using Google Classroom

Researchers doing interview at schools to ask students one by one about the problems faced by the students in using Google classroom on English learning during pandemic Covid-19 at SMPN 8 Parepare. The researcher wrote down and recorded the students answers and reasons. The data below is the representative of the students responds by coding process.

a). Network Factor

Students find it difficult to adapt to an online learning environment immediately after traditional classroom learning. Due to the sudden change, they are not able to adapt to the commuter based learning. Students who have been always studying in the traditional classroom mindset are not able to focus on online platforms. It is important for them to accept the new learning environment with an open mind. Students' feels so hard in facing many learning process during delivering materials at class.

Google classroom become very difficult for those staying at home which low network access, the students may not send their task and many other things can't be done after having bad network. A poor internet connection makes it hard for students to log in, access study materials, or attend virtual classes on time. As a result, many students are unable to submit their assignments by the given deadlines, which affects their academic performance and causes them to fall behind in their coursework. In some cases, students are not even able to open or download the tasks provided by the teachers, which leads to confusion and incomplete work. Students' feels so hard in facing many learning process during delivering materials at class.

The problem is especially serious for students who live in rural areas or regions with limited technological infrastructure. These students may have to rely on mobile data, which can be expensive and unreliable. In situations where the network suddenly disconnects, students may lose their progress while uploading assignments or during online exams, which is not only frustrating but also discouraging.

Futhermore, due to poor connectivity, students often miss out on live sessions and important class discussions. This leads to gaps in their understanding of the topics and prevents them from fully participating in the learning process. While teachers may upload recorded lessons or notes, students with slow internet connections may take hours just to download a simple file or video. Overtime, this

can result in a loss of motivation, as students begin to feel isolated, helpless, or left behind compared to their peers who have better access to online resources.

In addition to connectivity issues, the lack of digital literacy also becomes a barrier. Some students are not familiar with how to properly use Google Classroom and may struggle with basic functions such as uploading files, joining Google Meet sessions, or accessing feedback from teachers. These combined challenges-technical difficulties, poor network access, and limited digital skills-make the online learning experience through Google Classroom very difficult for many students.

The factors which really give big impact to the students was the network access, this also become very essential thing for the students, many students are not well equipped with a high internet connection that is required for online learning Due to this, they face problems in going live for virtual learning and other platforms that require internet connection. They face technical issues as they are not much aware of technology and computer applications A slow and high internet connection can play an important role in how quickly you can attend the class and do not miss any live sessions. There is a possibility of poor connectivity if you find difficulty in downloading some information related to the subject, blurred videos.

Students faced very hard in conducting several document delivering by the teacher at class, in several cases, it seen that, the comparison between student who learn and active at class were very little, this several problem stated that bad network become very hard for the students at their home.

Students just need to find a high-speed internet connection at your home And know where you can get technical support for your connection and other technical issues related to software and tools for effective learning.

Not only for the delivering materials, it also happened in test evaluation term had the students showed very hard in answering the final test, which also in daily examination.

The researcher also identified the students problem in doing finishing then test exam, most students get very hard more than in daily learning, the student basically were not much for the using of this kind of application. It stated from the students that.

Moreover, online learning largely depend on infrastructure, school should have a well-furnished computer laboratories facility with sufficient number of 62 computers to cater to all the students of one class and the internet facility, such as W Fi if possible. In addition, students should prepare good internet access and prepare good device and had device supported log in application in online learning This requires a positive attitude and good investment schemes from the government. According to the researcher, there should be agreement from every studems for using the device mobile application which appropriate with the good connection in their city Students should choice the good facility to support online learning more effectively.

b). Less of Trial

The modern technologies demand that teachers train how to apply and integrate these technologies in their teaching Therefore, this new technology implementation increases the teachers training needs It emphasize that teacher's responses toward computers are the main factor in the successful implementation of goggle classroom in learning and teaching.

The technology may see easy but in fact, the students get very hard in comprehending the technology moreover for goggle classroom, many students just doing what they see, without having proper understandable for the application it self It stated that, les of trial for the students become caused of less of goggle classroom trial before.

c). Less of motivation

The second problem, some students are less enthusiastic to participate in online learning even though they are supported by adequate facilities, such as

computers, androids, and the availability of an internet network. They are less concerned about the importance of Google classroom literacy and task submission. These students may have access to computers, smartphones (Android devices), and stable internet connections at home, yet they remain disengaged from the learning process. This indicates that the issue is not always related to infrastructure or access, but rather to internal factors such as student attitudes, discipline, and awareness of the importance of digital learning platforms.

Despite having the necessary tools, many students underestimate the significance of digital literacy and are often unaware of the role platforms like Google Classroom play in supporting their academic success. They may neglect to regularly check class updates, ignore task deadlines, or fail to engage with learning materials posted by their teachers. As a result, assignments are frequently submitted late—or not at all—and students miss opportunities to receive feedback and improve their understanding.

This lack of engagement may stem from various reasons, such as a lack of self-regulation, absence of direct teacher supervision, feelings of isolation, or even boredom due to repetitive or non-interactive content. According to recent studies, student motivation is a crucial factor in the effectiveness of online education, and without active participation, even the best-designed digital platforms cannot produce meaningful learning outcomes.

Therefore, it is essential for schools and educators to not only provide the necessary facilities but also to foster student motivation, responsibility, and digital learning awareness. Integrating interactive elements, gamification, personalized feedback, and regular check-ins can help increase students' interest and participation in online classes. Furthermore, building strong communication between teachers and students—and involving parents when needed—can reinforce the importance of submitting tasks and staying engaged in the learning process. As a result, assignments that should have been submitted within one week period were often stretched to two

weeks The second was, some students are less enthusiastic to participate in online learning even though they are supported by adequate facilities, such as computers, androids, and the availability of an internet network.

Another term also comes from the students motivation, the teacher must always stimulate in teaching e the students motivation.

The students motivation is needed by every students in online learning process, because with good motivation students can brave to improve their ability and solve another problems in online learning. So they can be an active learner in online learning situation, which is fun, enjoyable, exciting and be brave to give their own opinion in online discussion.

The result of the interview above explained much difficulties or problem encountered by the students, the students may get much problem in conducting Google classroom at school specifically for the English materials, many students get confusing im doing any activities on that application, less of trait become one of the students problem also, it may see from their gesture doing interview which also researcher still confusing in seeing the application, the teacher must guide the students for using the application, on how the students get easier when they want to use the application in good performing.

The critical problems which were found complained about the internet connection that was lost that caused lateness in submitting the task and the other complain was about the way how to use the application Student got problem when she wanted to upload the task.

These things hampered the success in learning reading using Google Classroom application. It also become their problems were also revealed when teacher conducted conversation and received a chat from Google Classroom chat. It was similar to previous problems which are about internet connection and the problem in uploading the task through the application.

These problems are also not all students are provided with high internet connection that the most online class requires. Their less monitor to follow the instruction caused problem to take part actively in the class Students also added that the less computer skill also affects to the success of e-Learning because the computer literacy would improve student's knowledge in the field and would help them participate in online class without interruptions and hindrances.

It became very essential problem which must be followed for the teacher or the school regulation, even in continue the application used of changed the certain application either.

B. Discussion

The research findings were the answering of problems statements that formulated in the first chapter In order to collect the data, the researchers asked the document from the teacher and analyze it to find out the description of students English skill during pandemic Covid-19 at SMPN 8 Parepare.

This section finds out the answer of the research question mentioned in first chapter, which asked about students' English skill and their problem faced during pandemic Covid-19 at SMPN 8 Parepare.

1. Students' English Skill

Teacher is one of school environmental factors who has important role to increase students learning skill Teacher is a subject in education who has duty to transfer the knowledge to the students. Teachers also bring individual characteristics to the second language classroom that may have an influence on the students" performance and in their final results.

A teacher is an important person in teaching learning process especially for teaching all skill of English, because the teacher also determines whether their students to be good in English or not.³⁶ Teacher also was become source of

³⁶ Huang and Daniel, "English Learning Strategies among EFL Learning."

learning difficulties if he/she does cannot choose the right method to teach the material especially in online learning, because almost all students faced difficulties among learning online.

The researcher may state that, students showed good performing, the students get much better result of the students English performing, they have dominant score for 71% of the students get in good category, it may be concluded for good comprehending, online classroom become very hard for the students and teacher which don't have any strategies in learning English.

Learning strategies in online learning especially for students which applied in Google classroom are the basic tools for active, for example self-directed involvement needed for developing second language communicative ability in English learning It stated that more effective language learners in each of the four language.³⁷ Good language learner is a willing and accurate guesser, has a strong persevering drive to communicate and willing to make mistakes in order to learn or communicate, focuses on form by looking for patterns, takes advantages of all practice opportunities, monitors his or her own speech and that of others, and pay attention to meaning It indicated that language learning. By the students statement that less of trial become very hard for the students in doing certain activities in Google classroom.

The researcher was conducted to find out the students English skill by applying Google classroom is one of the techniques that could be used by the teacher in teaching English Specially.

Based on the result of students score in VII.2 means 71, 78. The standard score of English subject for students is 65.00. The progress showed that this application used in teaching English was successful enough In measuring the data.

³⁷ Rabby, "Teaching English Skill through Google Classroom (AStudy at Tertiary Level in Bangladesh."

Students performing should be acquisitions on the method of learning when it's had high score of quantitative score of criteria score.³⁸

The researcher sums of the findings was the students' achievements were good because the score of average showed in good category, so it can be concluded that the students' English skill can be categorized as good skill, this result may valid from the average score getting from the final score of the students, and teachers formulated the score based on the students' activities on English class.

2. The Students Problem in Using Google Classroom

1) Technical Problem

Teacher is one of school environmental factors who has important role to increase students learning achievement. Teacher is a subject in education who has duty to transfer the knowledge to the students. Teachers also bring individual characteristics to the second language classroom that may have influences on the students' performance and in their final results.

Google classroom in education is any educational technology that is applied in the class process. It encompasses hardware approach like use of machines and delivering materials, Software approach like use of methodologies and strategies of teaching learning and Systems approach that uses the management technology that deals with the systematic organization of the hardware and the software.³⁹

Different software packages for the use in different department of education, Google classroom in library software, administration software, software related to managing the entire teaching learning process. Google classroom in education is the support material in the hands of the human resource involved in the educational process in order to enhance the quality of

³⁸ Jeremy Harmer, *The Practice of English Language Teaching*, Fourth (London: The Practice of Language Teaching, 2001).

³⁹ Nur, "Online Sebagai Salah Satu Inovasi Pembelajaran."

education Google classroom in education comprises of the application of science of On-line, learning with the help of the computer technology.

Google classroom in education is any hardware and software technology that contribute in the educational information processing In the context of present era, Google classroom mainly comprises of network with computer technology with its hardware, like, Personal computer machine, infrastructure required for setting up Internet facility and also software like, CD ROM including various programmer packages, E-learning strategies etc.

Another explanation also comes from the effective learning which integrates from the infrastructure, it stated that infrastructure also is commonly a limited resource in schools With limited resources, it is often difficult for schools to provide sufficient access so students can use Google classroom during their classes.

Researcher stated that the most problem dominant faced by the students for the learners was the network of access, the students may get failure for their learning activities in class, and limited network becomes very essential for the learning access.

Research studies suggest that no single strategy will work for all schools with resource limits. Instead, each school developed unique strategies to provide meaningful learning activities using Google classroom tools.⁴⁰ whether it was teachers using Google classroom teaching aids or student used. There are still too many students to give class's consistent and frequent Google classroom access during the school day. Thus, the schools in several classes need to work on strategies to make facilities available to both students and teachers during school hours.

In summary, researcher confidently stated that students felt very weird in this Google classroom learning focused on the network access. Most of the

⁴⁰ Lynch, "How to Use Google Classroom to Create the Perfect Digital Learning Event Retrieved from The Tech Edvocate."

result of interview, the network problem becomes dominant aspect of problems caused from the Google classroom application. The network which has low accessing for the students to access the learning materials among the classes, the students felt very weird for their learning access.

2). Motivation problem

Another problem also comes from Motivation, it can be very important in learning activities, students may get bored and lazy in studying, grammar become one of the gored materials at English class, by supporting great motivation, it can be effective, in opposite situation, grammar can be used for very bored learning.

Motivation plays an important role in learning English as second/foreign language Motivation is an important factor that may contribute to success at school and to lifelong learning Motivation is a key factor in order to accomplish a particular activity.⁴¹ It is difficult to imagine anyone learning a language without some degree of motivation.⁴²

Hue-He reported in his research, found that motivation has correlates with students achievement in learning grammar He stated in his journal that, we can find that integrative motivation usually correlates with higher achievement in foreign language learning, while to the learning of grammar, it always work.⁴³

The students mostly get bad motivation which indicated from their respond toward the result of the interview, the students stated that, less of motivation because of the online method forced the students in low motivation.

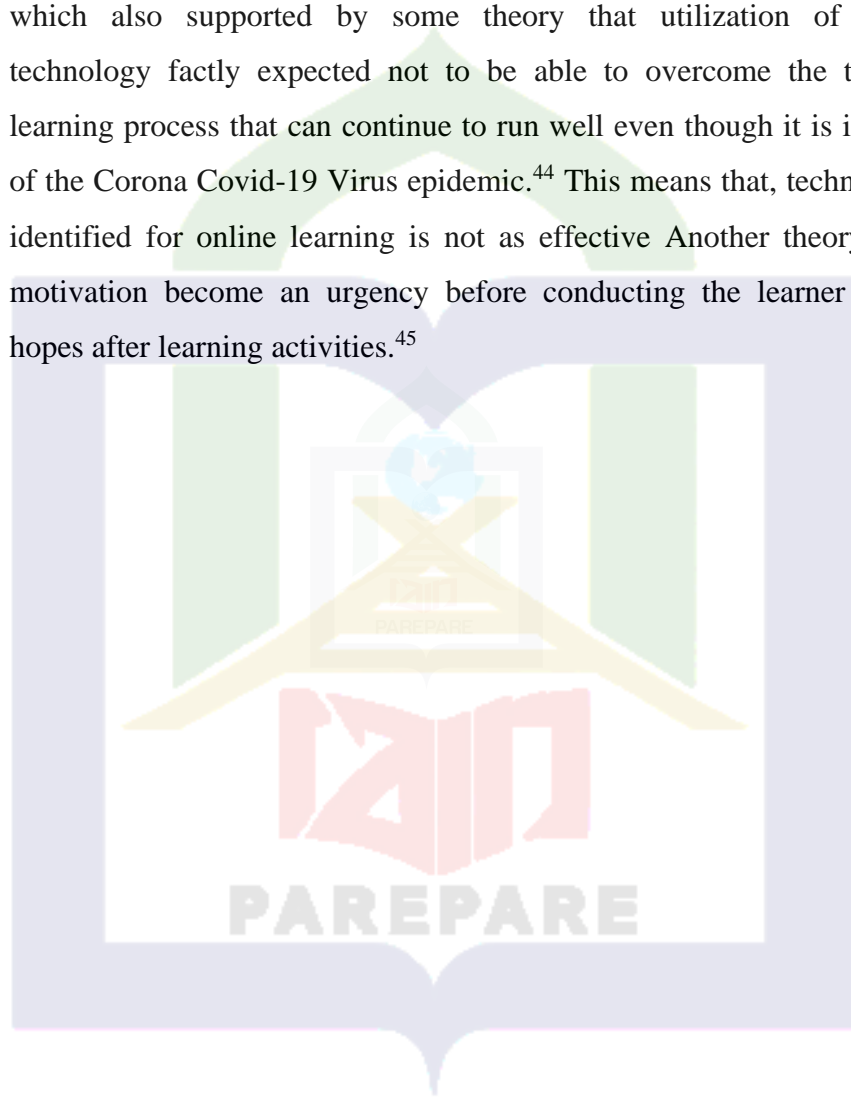
⁴¹ Shampa Iftakhar, "Google Classroom. What Works and How?," 2020.

⁴² Nila Andriyani, "No TitleMethod in Teaching to Improv Students Purakids Language Course" (2015).

⁴³ Hue He, "On FL Learners Bdividual Differences in Grammar Learning and Their Grammatical Competence Tratnong Theory and Practice in Language Studies," 2013.

The students felt very strong of less motivation toward their learning English during the pandemic of corona, it also because of the bad application support with the bad network.

The researcher stated the result above was the discussion of the findings which also supported by some theory that utilization of information technology factly expected not to be able to overcome the teaching and learning process that can continue to run well even though it is in the middle of the Corona Covid-19 Virus epidemic.⁴⁴ This means that, technology which identified for online learning is not as effective Another theory stated that motivation become an urgency before conducting the learner willing and hopes after learning activities.⁴⁵



⁴⁴ Ronda Pakpahan and Uni Fitriani, "No Analisa Pemanfaatan Teknologi Informasi Dalam Pembelajaran Jarak Jauh Di Tengah Pandemi Virus Corona Covid-19," 2020.

⁴⁵ Marjenna Bakia, "Understanding the Implications of Online Learning for Educational Productivity US Department of Education" (2012).

CHAPTER V

CLOSING

A. Conclusion

Based on the findings and the result of the data analysis in the previous chapter, the conclusion can be drawn as follows

1. Students' English skill

The students English skill is categorized as good shown from the result of the final test conducted after using Google classroom, in considered also from the students performing The researcher confidently said that the students English skill in good level because of analyzing the average (71.78) of the students score and also the maximum score got from the students.

The result showed the averages of the classes were categorized as good performing after using Google classroom application during pandemic covid-19.

2. The Students Problem in Using Google Classroom

The result of the second question divided in two results namely, Technical problem identified for low network access for learning materials, and less of motivation felt by the students during English learning pandemic covid-19, the students which low motivation caused of the network and technical problem.

B. Suggestion

Based on the research and discussion, researcher offer two points of ideas aimed to the teacher and researchers These points were described as follow

1. The teacher is an essential person must do a motivation learning to the students for having great performing of English subject at class.

2. The result of this research can be used for the research to identifying the student's English subject and also for the next researcher who wants to doing an experimental class, by reading and understand the result of this research, they can done better research than this research.



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APPENDICES

Appendix 1: Students English Skill

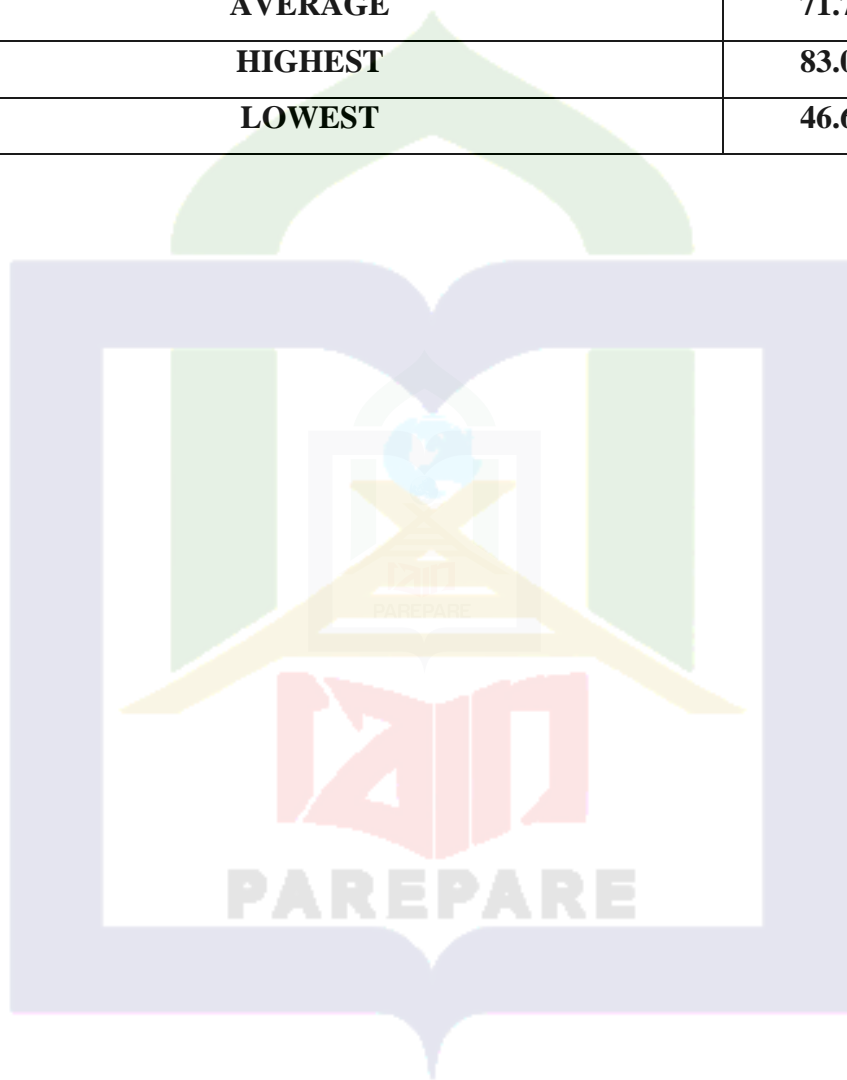
PEMERINTAH KOTA PAREPARE

DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA PAREPARE

SMP NEGERI 8 PAREPARE

No	Nama Siswa	Aspek Penilaian			Nilai Akhir
		K.1	K.2	K.3	
1.	Arbelia Surya	76	70	79	75.00
2.	Ariyanti	80	80	80	80.00
3.	Basse Suci Rahmadani	61	74	68	67.67
4.	Dicky Andri	50	40	50	46.67
5.	Galuh Anugrah Pratama	68	68	69	68.33
6.	Maisara Lestari	70	70	70	70.00
7.	Muhammad Fahril Ramadhan	50	50	48	49.33
8.	Muhammad Parel Alfatilah	82	82	85	83.00
9.	Muhammad Rafli Irsan	80	78	78	78.67
10.	Muhammad Rayhan Amir	75	62	65	67.33
11.	Muhammad Reihan	70	81	87	79.33
12.	Muhammad Syahrul	75	80	70	75.00
13.	Dian Sri Annisa	60	75	75	70.00
14.	Fadhil Fauwwazaky	83	81	65	76.33
15.	Fatiha Nur Fauziah	83	83	78	81.33
16.	Gabriel Aurora Imamat Leo	70	80	84	78.00
17.	Gita Zerlindah Aprilia	70	80	70	73.33
18.	Imamul Abdullah Nickdam	78	62	80	73.33

19.	Muh. Farras Naufal Ayatullah	75	76	75	75.33
20.	Muhammad Abizar Mewar	80	60	50	63.33
21.	Muhammad Alfian Rusli	75	78	75	76.00
AVERAGE					71.78
HIGHEST					83.00
LOWEST					46.67

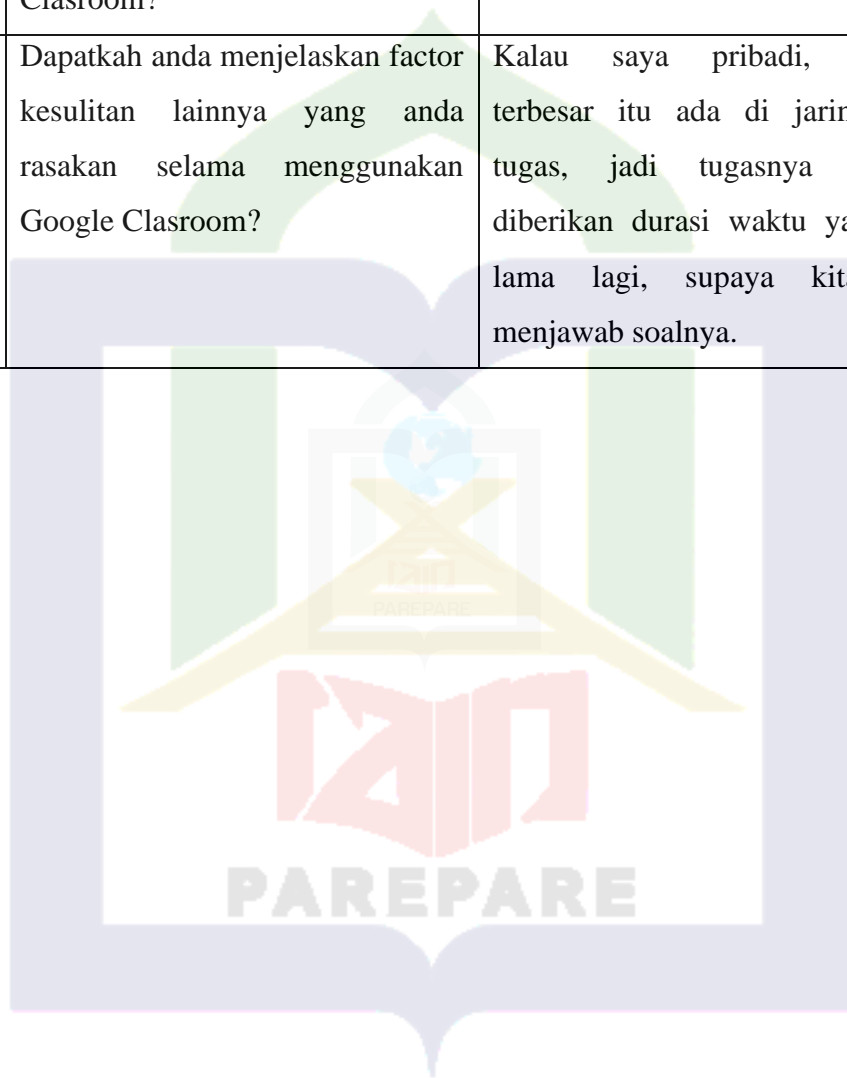


Appendix 2: Interview Transcribe

Please answer the question based on our opinion:

No	Pertanyaan	Jawaban
1	Apa saja kesulitan yang anda rasakan selama belajar bhs inggris menggunakan Aplikasi Google Clasroom?	Terdapat beberapa kesulitan yang saya hadapi dalam penggunaan aplikasi ini salah satunya itu karna jaringan yang tidak mendukung.
2	Apa saja kesulitan yang anda rasakan selama mengerjakan Ujian menggunakan Aplikasi Google Clasroom?	Khususnya itu kalau ujian, kita ada perbedaan karena google kelasroom itu gurunya hanya mengirimkan soalx saja, kemudian kita mengerjakannya.
3	Apakah factor teknis seperti jaringan, HP, atau aplikasi menjadi factor kesulitan saat menggunakan Aplikasi Google Classroom?	Sangat mempengaruhi itu jaringan sama perangkatnya, karna saya pake laptop kecil jadi kadang jaringannya itu lambat sekali juga.
4	Bagaimana anda mengatasi kesulitan belajar yang berkaitan dengan teknis pembelajaran?	Jadi kalau saya cuman menunggu saja jaringan kembali bagus.
5	Bagaimana motivasi belajar anda selama belajara menggunakan aplikasi google classroom?	Lumayan termotivasi juga, tpi kadang juga bosan, apalagi kalau jaringannya lalod.
6	Bagaimana guru anda meberikan motivasi elajar saat pembelajaran melalui Aplikasi Google Clasroom?	Karenakana ada absensi jadi mungkin banyak siswa yang hadir, jadi sudh termotivasimi.

7	Apakah Motivasi belajar yang kurang membuat anda kesulitan sant belajar bhs inggris menggunakan Aplikasi Google Classroom?	Kalau menurut saya itu juga menjadi factor, tpi paling utama itu memang jaringan dan juga kalau bias tidak online.
8	Dapatkah anda menjelaskan factor kesulitan lainnya yang anda rasakan selama menggunakan Google Classroom?	Kalau saya pribadi, kesulitan terbesar itu ada di jaringan dan tugas, jadi tugasnya harusnya diberikan durasi waktu yang lebih lama lagi, supaya kita bebas menjawab soalnya.



No	Pertanyaan	Jawaban
1	Apa saja kesulitan yang anda rasakan selama belajar bhs inggris menggunakan Aplikasi Google Classroom?	Banyak kendala sebenarnya ini selama pembelajaran menggunakan google kelasroom, karna memang ini baru digunakan, jadi sangat kesulitan saya.
2	Apa saja kesulitan yang anda rasakan selama mengerjakan Ujian menggunakan Aplikasi Google Classroom?	Kesulitan saat ujian itu karna batasan waktu yang diberikan oleh gurunya, jadi kita keterbatasan waktu yang singkat dan juga iitu kendala jaringan dan aksesnya: Setuju juga, karena memang ini jaringan yang menjadi factor utama kalau belajar ki, jadi kalau sudah lambat mi jaringanta, pasti kelewatan pelajaran.
3	Apakah factor teknis seperti jaringan, HP, atau aplikasi menjadi factor kesulitan saat menggunakan Aplikasi Google Classroom?	Menunggu saja sampainya jaringannya bagus dan kembai ke aplikasinya, kadang ketinggalan mi materinya dari guru.
4	Bagaimana anda mengatasi kesulitan belajar yang berkaitan dengan teknis pembelajaran?	Motivasita itu tergantung kalau mudah materinya semangat belajara tapi kalau materinya sulit tidak semangat juga.
5	Bagaimana motivasi belajar anda selama belajara menggunakan aplikasi google classroom?	Diarahkan untuk mengerjakan soal dan dijawab, tidak ada motivasi seperti harus ini dan itu.

6	Bagaimana guru anda meberikan motivasi elajar saat pembelajaran melalui Aplikasi Google Classroom?	Sebenarnya kita juga tidak termotivasi karena memang selama korona int susah belajarnya.
7	Apakah Motivasi belajar yang kurang membuat anda kesulitan sant belajar bhs inggris menggunakan Aplikasi Google Classroom?	Menurut saya, kesulitan paling banyak itu dri aplikasinya sama jaringannya, saya merasakan itu kesulitan yang banyak sekali ada dijaringan.
8	Dapatkah anda menjelaskan factor kesulitan lainnya yang anda rasakan selama menggunakan Google Classroom?	Menurut saya, kesulitan paling banyak itu dri aplikasinya sama jaringannya, saya merasakan itu kesulitan yang banyak sekali ada dijaringan.

No	Pertanyaan	Jawaban
1	Apa saja kesulitan yang anda rasakan selama belajar bhs inggris menggunakan Aplikasi Google Clasroom?	Sebenarnya kesulitannya itu ada di jaringan saja, kalau aplikasinya lumayan bagus dan mudah difahami, pekerjaan tugas juga tidak terlalu sulit, karna guru tidak memberatkan kita kalau mengerjakan tugas.
2	Apa saja kesulitan yang anda rasakan selama mengerjakan Ujian menggunakan Aplikasi Google Clasroom?	Untuk kesulitan saat ujian harian itu karena akses jaringannya, ada beberapa teman yang sudah selesai tapi kita jelek jaringan, jadi kesulitan untuk menjawab.
3	Apakah factor teknis seperti jaringan, HP, atau aplikasi menjadi factor kesulitan saat menggunakan Aplikasi Google Classroom?	Kalau aplikasinya mudah difahami, tapi itu jaringan yang menjadi factor utama memang kalau pembelajaran bhs inggris apalagi sulit difahami.
4	Bagaimana anda mengatasi kesulitan belajar yang berkaitan dengan teknis pembelajaran?	Menunggu saja sampainya jaringannya bagus dan kembai ke aplikasinya, kadang ketinggalan mi materinya dari guru.
5	Bagaimana motivasi belajar anda selama belajara menggunakan aplikasi google classroom?	Cuman menunggu saja sampai bagus jaringannya, karena bnyak siswa yang sama sama pakai jaringan sekolah Kalau saya, tetap semangat karena ini juga saat corona jadi harus semangat juga

		walaupun secara online.
6	Bagaimana guru anda memberikan motivasi elajar saat pembelajaran melalui Aplikasi Google Clasroom?	Cuman mengikuti saja seluruh materi belajara yang diaplikasi nya, kalau ada tugas didonlod baru dikerjakan, biasa juga ditunggu.
7	Apakah Motivasi belajar yang kurang membuat anda kesulitan sant belajar bhs inggris menggunakan Aplikasi Google Clasroom?	Termasuk juga motivasinya, tapi kalau saya pribadi, memang berpegrauh ini selama belajar online, karena kita tidak ketemu denganteman teman, jadi tidak ada motivasi untuk belajar.
8	Dapatkah anda menjelaskan factor kesulitan lainnya yang anda rasakan selama menggunakan Google Clasroom?	Jadi kalau sedang belajar dirumah, kendalanya itu dari jaringan, download file tugas juga kesulitan ki biasanya.

Appendix 3: Form of Recommendation Research

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.1627/In.39.5.1/PP.00.9/06/2021
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-
Kota Parepare

Assalamu Alaikum Wr. Wb.
Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Haryana
Tempat/Tgl. Lahir : Parepare, 01 Desember 1998
NIM : 17.1300.139
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : Jl.Melingkar, Kel. Bukit Harapan, Kec. Soreang, Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul :
"Students' Problems Faced In Using Google Classroom On English Learning During Pandemic Covid-19 At SMPN 8 Parepare"
Pelaksanaan penelitian ini direncanakan pada bulan Juni sampai bulan Juli Tahun 2021.
Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.
Wassalamu Alaikum Wr. Wb.


Parepare, 25 Juni 2021
Dekan I,


Muh. Zahlan Thalib

Tembusan :
1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah

Appendix 4: Form of Governors Research Agreement

SRN IP0000442



PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jalan Veteran Nomor 28 Telp (0421) 23594 Faksimile (0421) 27719 Kode Pos 91111, Email : dpmpstp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 444/IP/DPM-PTSP/6/2021

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
 3. Peraturan Walikota Parepare No. 7 Tahun 2019 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA NAMA UNIVERSITAS/ LEMBAGA Jurusan ALAMAT UNTUK	: HARIANA : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE : TARBIYAH / PENDIDIKAN BAHASA INGGRIS : Jl. Melingkar Parepare : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :
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JUDUL PENELITIAN : STUDENT'S PROBLEMS FACED IN USING GOOGLE CLASSROOM ON ENGLISH LEARNING DURING PANDEMIC COVID-19 AT SMPN 8 PAREPARE


LOKASI PENELITIAN : DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA PAREPARE (SMPN 8 KOTA PAREPARE)

LAMA PENELITIAN : 29 Juni 2021 s.d 29 Agustus 2021

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
 b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: Parepare
 Pada Tanggal : 01 Juli 2021

**KEPALA DINAS PENANAMAN MODAL
 DAN PELAYANAN TERPADU SATU PINTU
 KOTA PAREPARE**


Hj. ANDI RUSTIA, SH.MH
 Pangkat : Pembina Utama Muda, (IV/c)
 NIP : 19620915 198101 2 001

Biaya : Rp. 0.00

• UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1

Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah

• Dokumen ini telah ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan BSE

• Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPSTP Kota Parepare (scan QRCode)



Balai
Sertifikasi
Elektronik



Appendix 5: Form of Research of SMPN 8 Parepare

**PEMERINTAH KOTA PAREPARE**
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 8
Alamat : Jl. Wkke'e No. 10 Kel. Lompo'e, Kec. Bacukiki, Parepare 91125
Telp. (0421) 27680 Email : smpn8parepare@gmail.com

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
Nomor : 422/059/UPTD.SMP.8/VIII/2021

Yang bertanda tangan di bawah ini :

N a m a : **Drs. AGUNISMAN, M.Pd**
NIP : 196512311990031101
Pangkat/Gol Ruang : Pembina Tk.I, IV/b
Jabatan/Tugas : Kepala UPTD SMP Negeri 8 Parepare

Menerangkan bahwa :

N a m a : **HARIANA**
Tempat/Tgl. Lahir : Parepare, 01 Desember 1998
Jenis kelamin : Perempuan
Pekerjaan : Mahasiswi
A l a m a t : Jl. Melingkar No 65 Parepare

Yang tersebut namanya di atas benar telah melakukan penelitian di UPTD SMP Negeri 8 Parepare Kota Parepare dengan Judul Penelitian :

“ STUDENTS’ PROBLEMS FACED IN USING GOOGLE CLASSROOM ON ENGLISH LEARNING DURING PANDEMIC COVID-19 AT SMPN 8 PAREPARE “

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

**Parepare, 13 Agustus 2021**
Kepala Sekolah,
Drs. AGUNISMAN, M.Pd
NIP : 196512311990031101

Tembusan :

1. Pertiinggal

Appendix 6: Documentation







CURRICULUM VITAE



Hariana, the writer was born on December 01" 1998 in Parepare city and South Sulawesi. She is the first Child from five children in her family, her father's name is Baharuddin and Her mother's name is Nurlaela. She is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare Her education background, she began her study on 2004-2010 at SDN 27 Parepare, and graduated on 2010, while at the same year she study in SMPN 12 Parepare and then continued her study in SMA Negeri 1 Parepare and graduated on 2016 Then continued her study at Tarbiyah Faculty of IAIN Parepare and completed her study with the title "The students problem faced in Using Google Classroom on English Learning During Pandemic Covid-19 at SMPN 8 Parepare".

