

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter the researcher explains about research result of observation, questioner and interview. This will be presented in the form of findings as follows

4.1 Finding

The results of this research examine and discuss the answered to research problems. Data obtained from observations, interviews and questionnaires using social media. The research findings are from the description of the data found in the research field including the answers to the interview and questionnaire tests. Answers to interviews and questionnaires include student development in learning English using the Google Classroom application through online media and things that are obstacles in learning English using the Google Classroom application.

4.1.1 Implementation of Google Classroom in learning English

4.1.1.1 Questionnaire

On Saturday 10 October 2020 the researcher gave questionnaire to know students' response to implementation of Google Classroom in learning English and what the problem in learning English by using Google Classroom application. The result of questionnaire was presented as following:

Table. 4.1 The result of Percent Questionnaire

No	Pernyataan	SS	ST	TS	STS
1	Memahami pembelajaran Bahasa Inggris ketika guru menggunakan aplikasi Google Classroom	24%	56%	20%	0%
2	Membuka aplikasi Google Classroom ketika guru memberikan saya tugas.	16%	64%	20%	0%

3	Metode yang diberikan oleh guru sangat menarik dengan menggunakan aplikasi Google Classroom.	16%	64%	20%	0%
4	Pembelajaran Google Classroom sangat menghabiskan waktu yang cukup lama.	5%	35%	60%	0%
5	Dengan menggunakan aplikasi Google Classroom minat belajar saya meningkat.	28%	56%	16%	0%
6	Tidak tertarik mengikuti pembelajaran Bahasa Inggris dengan menggunakan aplikasi Google Classroom.	8%	56%	68%	8%
7	Sangat tertarik ketika guru memberikan video mengenai materi Bahasa Inggris dengan menggunakan aplikasi Google Classroom.	24%	64%	12%	0%
8	Dengan menggunakan aplikasi Google Classroom saya lebih aktif dalam pembelajaran Bahasa Inggris.	28%	52%	16%	4%
9	Merasa berat dalam belajar online dikarenakan tidak adanya bantuan kuota dari guru.	8%	44%	64%	8%
10	Guru memberikan materi pembelajaran Bahasa Inggris sesuai dengan jam pelajaran yang ada di sekolah.	32%	60%	8%	0%
11	Guru memberikan pembelajaran online di luar dari jam pelajaran / di lain hari.	0%	32%	48%	20%
12	Guru memberikan ujian tes untuk mengetahui keefektifan siswa dalam belajar.	36%	56%	8%	0%

13	Guru memberikan batas waktu dalam pengumpulan tugas.	20%	72%	8%	0%
14	Siswa sangat senang ketika guru memberikan batas waktu yang lama dalam pengumpulan tugas.	36%	56%	8%	0%
15	Siswa sangat senang ketika guru menjelaskan materi dengan menggunakan bahasa Indonesia Inggris (combine).	52%	48%	0%	0%
16	Siswa sangat senang menggunakan aplikasi Google Classroom karena sangat mudah digunakan.	32%	40%	24%	4%
17	Aplikasi Google classroom membuat saya bingung dalam menggunakannya.	12%	28%	56%	4%
18	Aplikasi ini sangat membantu saya untuk menyimpan dokumen berupa tugas - tugas yang diberikan oleh guru.	24%	56%	20%	0%
19	Aplikasi Google Classroom ini memerlukan ruangan penyimpanan yang cukup banyak.	4%	32%	56%	8%
20	Aplikasi Google Classroom menyedot bayak kuota.	8%	52%	32%	8%
21	Siswa sangat senang menggunakan aplikasi Google Classroom dikarenakan menghemat kuota.	16%	40%	44%	0%
22	Aplikasi ini sangat sesuai dengan yang saya harapkan.	20%	60%	20%	0%

23	Siswa tidak senang mengikuti pembelajaran bahasa Inggris disebabkan guru saya selalu menggunakan Bahasa Inggris full.	20%	36%	40%	4%
24	Siswa sangat senang dengan materi yang di bawakan oleh guru dengan menggunakan aplikasi Google Classroom.	28%	60%	12%	0%
25	Dengan menggunakan aplikasi Google Classroom membuat saya ikut aktif dalam pembelajaran Bahasa Inggris.	32%	52%	16%	0%
26	Pembelajaran online membuat saya malas mengikuti materi yang diberikan oleh guru.	4%	24%	60%	12%
27	Tampilan aplikasi Google Classroom membuat saya malas mengikuti pembelajaran Bahasa Inggris.	4%	24%	60%	12%
28	Dengan menggunakan aplikasi membuat saya semakin malas dalam mengerjakan tugas dan mengikuti pembelajaran.	0%	28%	52%	20%
29	Siswa sering menyalin hasil tugas teman saya yang di berikan oleh guru.	20%	16%	48%	16%
30	Apabila saya ketinggalan mata pelajaran saya tidak akan bertanya kepada teman saya tentang mata pelajaran yang saya tidak saya ikuti.	40%	44%	8%	8%

4.1.1.2 Interview

During the Covid- 19 pandemic, researchers conducted online interview via social media commonly used by students, namely the WhatsApp application, where the researchers found few obstacles in interviewing students, it was very difficult to interview students directly and face-to-face. So that through the WhatsApp application the researcher tries to ask students to answer the questions the researcher asks, but students find it difficult to answer the questions so that the interview questioner is translated into Indonesian to make it easier for students to answer questions.

1. Initiative

Researchers conducted a test interview with the teacher first to find out how to apply English learning using the Google Classroom application and to find out the problems or obstacles that exist in learning English using the Google Classroom application. Researchers conducted an interview test on 06 October 2020. The implementation of Google Classroom is the first interview.

“Apakah aplikasi Google classroom merupakan kebijakan dari Kepala sekolah atau bapak sendiri yang menentukan untuk menggunakan aplikasi google classroom atau kah ini seperti kesepakatan bersama?” the teacher said “*Inisiatif dari beberapa guru di sekolah kami*”

For the question above can be concluded that not only one teacher using the Google Classroom application, the Google Classroom application is a discussion to all f teacher and not one other than teacher also use another alternative in provide the material namely WhatsApp “*aplikasi WhatsApp untuk menyampaikan informasi kesiswa*” the teacher said for the second question.¹

¹ Jufri “Teacher”, Interview by researcher of IAIN Parepare, October 06, 2020.

When the researcher tried to ask the students in English, but the students were difficult to answer the question, so questionnaire of interview was translated into Indonesian to make easy the students answer the questions. The first interview test was conducted to students on October 04th 2020. The researcher distributed simultaneously to all students but there were only 8 students who answered the interview and some students were not active. The second interview test was conducted on October 08th 2020 and there were only 10 students who answered the interview test and the third interview was conducted on October 10th 2020 where there were 7 students answered the interview test.

Researcher gave interview test to twenty five students from the interview test, the researcher find out how English learning was used in Google classroom mastering and obstacles in the English defense process by using the Google Classroom app revealed interview students who expressed their opinions.

When researcher interviewed students about the application being determined by the teacher or principal, most students answered "*penggunaan aplikasi tersebut ditentukan oleh guru*" and did the same question the teacher answered "*Inisiatif dari beberapa guru di sekolah kami*" from the interview they had the same answer between the student and the teacher.²

Suci Indah Sari answered questions about other alternatives used besides Google Classroom app, it was whatsapp app.

"aplikasi yang selain GC yaitu Telegram dan Whatsaap".³

Jelita Sari, Sri Nengsi, Ikram Ashardin, and Muh. Tahir have same answers. The researcher also asked similar questions to teachers and the answers such as

² Students interview by student of IAIN Parepare, October 06, 2020.

³ Suci Indah Sari "Student" interview by student of IAIN Parepare, October 06, 2020.

students “*Kadang hanya menggunakan WhatsApp*” in addition to using the Google Classroom application teachers also use WhatsApp application in the process of Learning English.

Almost all schools received quotas from one line lessons, whether kindergarten, elementary school, junior high school, and even lectures got a free quota from the schools according to a statement from the students of SMP Negeri 12 Parepare stating that they received assistance in the form of study quotas.

2. The Using

The question in the eighth and nine section “how do you attend students using the Google Classroom application?” the teacher said “by using Google form application” nine “how do you provided students evaluations in the assessment process?” the teacher said “by using Google form application”. From the statement in the process assessment and evaluation students they use the Google form application.

The question in the six and the ten sections about duration of students learning and the effectiveness of student in learning English “*Kurang lebih 30 menit*” the teacher said “*pembelajara bahasa Inggris degan mengguakan aplikasi Gogle Classroom ini cukup efektif bagi siswa*” the teacher said.

From the statement above showed that the duration limited given by teacher was less than 30 minute. In my opinion, by using Google classroom app suck up to much quotas but it was very easy for students to learn English and also learning provided by the teacher was effective.⁴ The researcher also interviewed the students to find out was obstacle and problem by using application in learning English.

⁴Jufri “Teacher”, Interview by researcher of IAIN Parepare, October 06, 2020.

3. The method

In the learning method used by the teacher to provide an explanation both in the form of pictures, videos and explanations of the material in this case some students answer.

*“dalam bentuk soal materi dan menjelaskan dalam bentuk video”*⁵

With the above question there were ten students with the same Lidiyah among others who expressed his opinion on the method of defense by using Google Classroom application.

*“Hanya Memberikan Soal Yang Berupa Pilihan Ganda Atau pun Esay dan Memberikan Soal” Yang Berkaitan Dengan Materi Pembelajaran”*⁶

With the above question there are ten students with the same answer. One of the students is Anugrah among others who expressed her opinion on the method of defense by using Google Classroom application.

4.1.2 The problem of the implementation of Google Classroom in learning English

1. Disadvantage

For the question regarding the obstacle or problem faced in the learning English by using Google Classroom application which is contained in question park four “what do you think deficiency in using Google Classroom application? The teacher said *“kekurangannya kadang anak-anak sulit masuk dalam aplikasi ini karena banyak menyedot kuota data”* for the statement make students lazy to use Google Classroom app and student also *“kurang memahami tentang penggunaan aplikasi”* the teacher said for the five questions.

⁵Lidiyah “Student” Interview by researcher of IAIN Parepare, October,06,2020.

⁶Anugrah “Student” Interview by researcher of IAIN Parepare, October,06,2020.

The obstacle in using the Google Classroom application in learning English is *“kehabisan kuota membuat siswa mengeluh”* said the teacher in the question in the seventh section. Of all the statements are closely related to the obstacles faced by students due to the use of the application new students were the application for the first time, not only that the Google Classroom application also sucks a lot of quota so that the teacher used another alternative, namely WhatsApp to deliver material or assignments that would be done by students.

There were fifteen students have same answer. One of Farah, she informed her opinions about the obstacles in using the Google Classroom application, she said: *“Hambatan nya biasa saya mengalami kekeliruan dalam menggunakan apk Gc ini.terkadang saya bingung bagai mana cara mengedit tugas dan menulis langsung di aplikasi Gc”*.⁷

There were ten students have the same answer. One of Dian Pratiwi, she informed her opinions about the obstacles in using the Google Classroom application said

*“Tidak ada hambatan”*⁸

With the above question there are ten students with the same answer. One of the students is Anugrah among others who expressed her opinion on the method of defense by using Google Classroom application.

*“Tdk ada keuntungan bagi saya.karna saya keliru dalam menggunakan apk Gc ini”*⁹

The statement above was clear that online learning by using Google Classroom app did effect for students because they do not understand how to use the

⁷Farah “Student”, Interview by student of IAIN Parepare, October,06,2020.

⁸Dian Pratiwi “Student”, Interview by student of IAIN Parepare, October,06,2020.

⁹Anugrah “Student”, Interview by student of IAIN Parepare, October,08,2020.

this app and justified by teachers who stated *“Masih banyak siswa yang tidak memahami google classroom”* but in the other hand, there some students already understood about the application.

2. Advantage

The teacher has a reason why to use Google Classroom app for the third question *“Menurut bapak apa kelebihan dalam menggunakan aplikasi Google Classroom?”* ungapnya *“Mudah dan banyak fiturnya”* the teacher said *“Mudah dan banyak fiturnyaa”* for the question the research give conclude that the teacher used the application ad applies of the student class which is easy to use and has many feature so that students do not get bored in learning and increase knowledge.

The question in the six and the ten sections about duration of students learning and the effectiveness of student in learning English *“Kurang lebih 30 menit”* the teacher said *“pembelajara bahasa Inggris degan mengguakan aplikas Gogle Classroom ini cukup efektif bagi siswa”* the teacher said.

From the statement above showed that the duration limited given by teacher was less than 30 minute. In my opinion, by using Google classroom app suck up to much quotas but it was very easy for students to learn English and also learning provided by the teacher was effective.¹⁰ The researcher also interviewed the students to find out was obstacle and problem by using application in learning English.

*“Kadang 1 jam kadang juga 30 menit”*¹¹

The statement above clearly showed that online learning using the Google Classroom application has limitations in receiving material. The teacher who taught

¹⁰ Jufri “Teacher”, Interview by researcher of IAIN Parepare, October 06, 2020.

¹¹ Anugrah “Student”, Interview by student of IAIN Parepare, October,08,2020.

the subject said that the time usually used was 30 minutes and some students said 1 hour in receiving the material.

“cukup efektif”

The statement above that learning English by using the Google classroom application is effective for students.

The researcher concluded that this method was good and made the students interesting by using videos, pictures, and writing. So the students did not bored of receiving the material, the students also did not need to spend a lot of money to buy quotas because the government has prepared quota assistance for all students. So when the students do not understand about how to use Google Classroom, they can be resolved by using another alternative, namely WhatsApp.

4.1.1.3 Observation

Before conducting an interviewed test with students and teachers, the researcher did observations to find out about the use of the Google Classroom application to the students and teacher. The researcher asked how their respond to Google Classroom application, after that the researcher provided an interview to the students and teacher. In the same time the researcher asked for documentation about the use of the Google Classroom application in learning English.



Figure 4.1.1.3(Study English using the Google Classroom application)

Some of the pictures above explained about the use of the Google Classroom application that teachers used in the English learning process. The teacher provided material in the form of images, videos and essays.

The material provided in the form of images will be uploaded to the application then the students discuss it in the student learning forum. The teacher provided direct explanations to students through the media that has been send. Sometimes the teacher also provided material in the form of videos and also explained the material in the form of videos. When the students do not understand the material, the students can played back the video that has been given. The process of giving assignments is given in the form of images or writing.

The teacher used the Google form application to attend students. The application was already in Google classroom so that students could easily fill in their attendance in following the subjects. The duration of the meeting hold by the teacher was at least 30 minutes in one meeting with students and the teacher discussed material that has not been understood.

The process of collecting assignments is carried out using the Google Classroom application where the students worked on assignments given by the teacher, and the process of assembling assignments has a time limit for doing these assignments. The process of giving student evaluations is also carried out using the Google Form application to find out whether students understand or not about the material that has been provided. Like what the teacher said to attend students and provide evaluations to students who use the Google Form application and share it in Google Classroom.



Figure 4.1.1.3(Study English using the Google Classroom application)

Other than that, teacher also used another alternative in English learning which was WhatsApp. Where WhatsApp conveyed information about the material that has been loading and complementary from the Google Classroom app. When the students do not have quotas to open the Google Classroom app, the teacher also uploaded it on WhatsApp as an antipasti for students who lack quota or mobile storage space in talking the material in Google Classroom app.

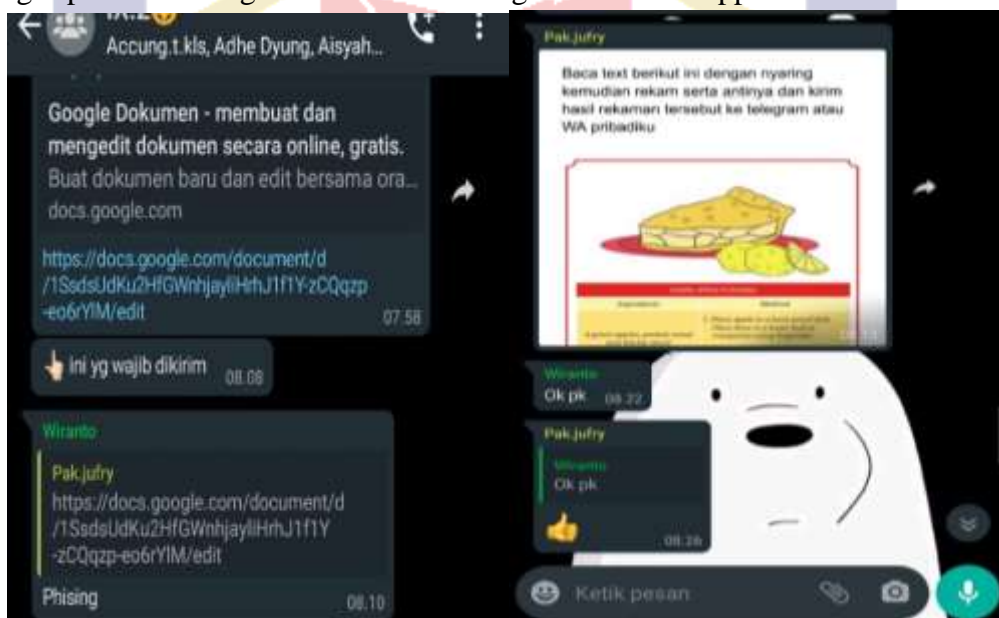


Figure 4.1.1.3(Study English using the WhatsApp application)

4.2 Discussion

Constructivism learning theory is a theory that gives freedom to humans who want to learn or look for their needs with the ability to find their wants or needs with the help of others' facilitation, so this theory provides activeness for humans to learn to find their own competencies, knowledge, or technology and other things needed to develop themselves.¹²

According to Jaya Kumar C. Newspapers quoted by Rusman, E-Learning is learning that uses electronic circuits (LAN, WAN or Internet) to deliver learning content, interactions or guidance.¹³ According to Smaldino who was quoted as Dewi Salma Prawiradilaga E- Learning is a learning process that utilizes learning resources that are electronic, computer-assisted, but do not always had to be related to computers.¹⁴

Features in the Google Classroom application that allow aspects that could be developed features such as notifications, variations in learning materials (Video, Text, and Images). The notification feature made it easy for students to independently check the availability of learning materials, quizzes, and new assignments given by the teacher. So that with the notification feature students were required to take the initiative to carry out learning activities in the application. In addition, various materials and learning activities also developed student motivation in learning such as commenting on the comments column by providing material in the form of videos.

¹² Rangkuti, NA. Konstruktivisme Dan Pembelajaran Matematika. Jurnal Darul 'Ilmi Vol. 02, No. 02 Juli 2014.

¹³Rusman, ddk, *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi: Mengembangkan Profesionalisme Guru*,(Jakarta: PT Raja GrafindoPersada, 2015), hal. 288

¹⁴Dewi Salma P, *Mozaik Teknologi Pendidikan*, (Jakarta: Kencana 2013), hal.2.

According to Abdul Baril Hakim Google Classroom is an internet-based service provided by Google as an e-learning system. This service is designed to help teachers create and share assignments with students paperless. The use of this service must have an account at Google, besides Classroom can only be used by schools that have Google apps for education.¹⁵

According to research conducted by Izenstark and Leahy, the design of Google Classroom is familiar to students because they have used several products from Google via their Google Apps account. Students really like how connectivity is between Google Classroom and Google Drive accounts. They do not need to worry about storing documents in class computers because the automatic saving feature (auto save) and the use of Drive makes tasks easier to store and organize.¹⁶

GC was an unpaid application, so GC was considered very suitable for use in developing countries, or in particular it could be used by schools that have limited costs in developing the use of ICT in their learning process. GC can also be used as a tool to regulate the learning system at the school to college level. With GC teachers could effectively and efficiently in class.¹⁷

Google Classroom was designed to facilitate the interaction of teachers and students in cyberspace. This application provided opportunities for students to interact with teachers and gave argument in social media, teachers provided material

¹⁵ Abdul Baru' Hakim. *Efektifitas Penggunaan E- Learning Moodle Google Classroom Dan Edmodo*, *Jurnal I-Statement Vol.02 No 1, Tahun2016*,h. 2

¹⁶Izenstark, Amanda, and Katie L. Leahy. "Google Classroom for Librarians: *Features and Opportunities*." *Library Hi Tech News* 32 (9):1–3. <https://doi.org/10.1108/LHTN-05-2015-0039>.

¹⁷Azhar, K. A., & Iqbal, N. Effectiveness of Google Classroom : Teachers ' Perceptions Effectiveness Of Google Classroom : Teachers '. *Prizren Social Science Journal* Vol.2(2), (2018),h. 1–16.

and assignments to students in using the application so that students had not trouble and collecting their tasks from their teacher.

In the results of the interview, the researcher found out the development of student learning in using the Google Classroom application. Students took part in learning during the Covid-19 pandemic. On October 10, the researcher gave a questionnaire to students to find out the application of student learning by using the Google Classroom application. Researchers observe the level of effectiveness of students in learning.

From the first statement concerning English learning given by the teacher to using the GC application. In this statement 56% of students choose to agree in participating in English learning using the GC application. This statement was positive in the sense that students enjoy using the GC application. The second statement concerns learning English in using applications, students were interested in opening the GC application when the teacher gave assignments, material or absences. In the statement, 64% of students choose to agree, the statement was negative

The third statement concerns the method given by the teacher using the GC application. In this statement 64% of students chose to agree, the statement was positive. In the sense that students liked the learning provided by the teacher could make students interested in participating in learning. The fourth statement concerns the time used in learning English to spend a lot of time. In this statement, 60% of students chose to disagree, the statement was negative. In the sense that students did not agree if learning English because took a long time.

The fifth statement concerned the students' interest in learning in using the GC application. In this statement 56% of students chose to agree, the statement was

positive. In the sense that by using the GC application student interest in learning increases. The sixth statement concerned students' disinterest in using the GC application. In the statement, 68% of students chose to disagree, the statement was negative. In the sense that students were interested in following English language learning.

The agreed statement concerned the student's interest in receiving the material. In this statement 64% of students chose to agree, the statement was positive. In the sense that students were interested in receiving the material provided by the teacher in the form of videos, pictures and essays. The eighth statement concerned the activeness of students in receiving the material. In this statement 52% of students chose to agree, the statement was positive. In the sense that students were active in receiving the material provided by the teacher.

The ninth statement concerned the absence of quota stones from the government or schools. In the statement, 64% of students chose to disagree, the statement was negative. In the sense that students were given free quota assistance by the government and the school. The tenth statement concerned the suitability of student learning with the hours of learning given before the pandemic. In this statement 60% of students chose to agree, the statement was positive. In the sense that the teacher provides material in accordance with predetermined subject hours.

The eleventh statement concerned the provision of material outside of class hours. In this statement 48% of students chose to disagree, the statement was negative. In the sense that the teacher always provided learning according to a predetermined schedule. The twelfth statement concerned the giving of test exams to students to determine the students' effectiveness. In this statement 56% of students chose to agree, the statement was positive. In the sense that the teacher gave a test to

determine the effectiveness of student learning in using the Google class room application.

The thirteenth statement concerned the giving of time in a group of tasks. In this statement 72% of students chose to agree, the statement was positive. In the sense that the teacher provided a deadline for the collection of assignments so that students were always on time in collecting the assignments given by the teacher.

The fourteenth statement concerned the giving of a long time limit in assigning assignments. In the statement 56% of students chose to agree, the statement was negative. In the sense that students were happy to be given a long time limit in the set of assignments given by the teacher.

The fifteenth statement concerned the teacher providing material in two languages, namely Indonesian and English. In this statement 52% of students chose to strongly agree, the statement was positive. In the sense that the teacher provided material for mixing Indonesian and English in teaching English material, students had the motivation to learn.

The sixteenth statement concerned the using of Google Classroom in learning English. In this statement 40% of students chose to agree, the statement was positive. In the sense that students enjoyed by using the gc application because it was very easy to use.

The seventeenth statement concerned the use of Google Classroom in learning English. In this statement 56% of students chose to disagree, the statement was negative. In the sense that students understood to using the application.

The eighteenth statement concerned the document storage space of the Google Classroom application. In this statement 56% of students chose to agree, the

statement was positive. In the sense that Google Classroom storage space helped students store documents that have been downloaded from the application.

The twentieth statement concerned the use of quotas in using the Google Classroom application. In this statement 52% of students chose to agree, the statement was negative. In the sense that the use of Google Classroom reduced the number of quotas.

The twenty-first statement concerned the use of quotas in using the Google Classroom application. In this statement 44% of students chose to disagree, the statement was positive. In the sense that the use of Google Classroom reduced the number of quotas.

The twenty-second statement concerned student expectations in using the Google Classroom application. In this statement 60% of students chose to agree, the statement was positive. In the sense of using Google Classroom appropriated that the students expect.

The twenty-third statement concerned the use of full English in receiving the material. In this statement 40% of students chose not to agree, the statement was negative. In the sense that the teacher did not used full English in presenting the material.

The twenty-fourth statement concerned the material provided by the teacher makes students happy in using the Google Classroom application. In this statement 60% of students chose to agree, the statement was positive. In the sense that the material provided by the teacher made students happy in using Google Classroom.

The twenty-fifth statement concerned the use of quotas in using the Google Classroom application. In this statement 44% of students chose to disagree, the

statement was positive. In the sense that the use of Google Classroom reduced many quotas.

The twenty-sixth statement concerned students' laziness in following the material. In this statement, 60% of students chose to disagree, the statement was negative. In the sense that students were actively participate in learning material.

The twenty-seventh statement concerns the appearance of Google Classroom. In this statement, 60% of students chose to disagree, the statement was negative. In the sense that the appearance of google classroom made students active in participating in learning English.

The twenty-eight statement concerned the laziness of students in doing the assignments given by the teacher. In this statement 52% of students chose to disagree, the statement was negative. In the sense that students enjoyed the assignments.

The twenty-nine statement concerned the laziness of students in doing assignments. In this statement 48% of students chose to disagree, the statement was negative. In the sense that students were actively working on the assignments given by the teacher individually.

Thirty statements concerned pursuing subjects that have been given to the teacher. In this statement 44% of students chose to agree, the statement was negative. In the sense that students did not want to know what material has been studied before.

The researcher concluded that this method was good and made the students interesting by using videos, pictures, and writing. So the students did not bored of receiving the material, the students also did not need to spend a lot of money to buy quotas because the government has prepared quota assistance for all students. So

when the students did not understand about how to use Google Classroom, they could be resolved by using another alternative, namely WhatsApp.

From the interview the researcher found the level of student learning effectiveness using the GC application. The students were very interested in using the application because it was very easy, students could be understood by students. The use of this application was very helpful for students in learning to have many features and have enough space so that it did not burden the storage space of the student's cellphone.

Student interest in learning was quite effective because the method given by the teacher could make students feel comfortable when using the application, by combining two languages, namely English and Indonesian in providing material, so that students were not rigid in expressing their opinions as well as training students to listen and listen to the material that has been provided by teacher.

The use of GC was very influential on students, increases students' knowledge, develops students' creativity in using social media because the application has features and could edit documents and used the Google form application to fill in absences and do assignments or tests through the Google form application. That way students were guided to understand the use of Google classroom.

From the teacher's observations, the teacher provided learning media both by using the GC application and also using other alternatives, namely WA which could convey information and also provided additional assignments that have been given by the teacher. Teachers could control active students with Google form and provided evaluations with Google form, so students could easily fill in absences and also worked on assignments that have been given on Google form.

Apart from the Google classroom alternative that was used for discussion, namely WA, where WA acts as a substitute for media when students did not use the Google classroom application, not only providing material but also providing any information that has been given in the Google classroom. So, when students were late or exhausted the quota could see the information given in the WA group and catch up with the eyes of the remaining students.



