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Research Article

Student's Perspective: Google Classroom Application in Learning English during the Pandemic

Ishak¹, Euis Yanah Mulyanah²

^{1,2} Universitas Muhammadiyah Tangerang, Jl.Perintis Kemerdekaan I No.33 Cikokol, Kota Tangerang 15117, Indonesia

KEYWORDS

Students' Perspective;
 Google Classroom Application;
 Learning English;
 The Pandemic.

A B S T R A C T

This research aims to analyze students' perspectives by using the Google Classroom application in learning English during the pandemic. The subjects of this study were students from class XII IPS 3 at SMA Yuppentek 1 Kota Tangerang in the academic year 2021/2022. The research used a descriptive qualitative method. In collecting data, the author used 2 techniques, namely; interviews and questionnaires. The results of this study are based on their perspective, it can be concluded that online learning is fun. Learning online is more relaxed because it can be done anywhere. Online learning makes saving time and money. Students also study online due to pandemic conditions that require them to study online. However, the negative side of online learning is unstable network conditions, sometimes constrained by the internet quota being exhausted, unfocused, and less effective in delivering subject matter which ultimately makes it difficult for students to understand the subject matter and using Google Classroom facilitated the online learning process during the Covid-19 pandemic, but there is no denying that they also consider face-to-face learning to be more effective than online learning.

CORRESPONDING AUTHOR(S):

E-mail: ishak.umt@ac.id*;
euis.umt@ac.id

INTRODUCTION

The Covid- 19 Pandemic has made face-to-face learning methods commonly applied in the Indonesian education system turn into online learning methods, and one of the most widely used online learning applications is Google Classroom (Octaberlina & Muslimin, 2020). Google Classroom is developed by Google for academic purposes that support a blended learning platform. This application is so simple to use (Panjaitan, Padmadewi, & Dewi, 2022), does not take up too much spaces the smartphone's memory, and help teacher and student keep on the lesson track (Asyiqin, Jismulatif, & Dahnilsyah, 2022).

The users can create a virtual class that can function as in conventional class but save more time, money, and space (Anggraini & Syahrul, 2021).

Media as technology and machine are instruments that can give learning (Muthi'ah, Husroini, & Zuhra, 2022), but they do not have an impact on students' abilities if they do not relate to the learning content and context (Sujarwo, Sukmawati, Akhiruddin, Ridwan, & Suharti Siradjuddin, 2020).

Learning media are anything that can be used to channel messages and can stimulate thoughts, can arouse enthusiasm, attention, and willingness of students so that it can encourage the learning process in students (Fauziah

Habibah, 2019). However, it is undeniable that there are several obstacles in the use of online learning media, these obstacles will inevitably lead to various perceptions from students, especially at SMA YUPPEN TEK 1, some of the difficulties expressed by students when doing online learning using Google Classroom learning platform media are poor connections. Internet, do not know how to use Google Classroom, do not understand the material given by the teacher because the teacher only posts material without explanation and others.

Thus, the perspective will emerge because of a change from what usually uses face-to-face learning methods to online learning. This has inspired the researcher to focus more on exploring the perspectives of SMA YUPPEN TEK 1 Tangerang students toward their English learning. Related to the previous explanation, the researcher is happy to conduct qualitative research entitled "An Analysis of Students' Perspective on Google Classroom as an Online Teaching Educational Application for Learning English during the Covid-19 Pandemic".

Dealing with the background above, the researcher identifies the problem: 1) What is the student's perspective on learning using Google Classroom during a pandemic?, 2) How is the learning process of online learning using google classroom during the Covid-19 pandemic? This research has aims: 1) To find out what are the student's perspectives on learning using Google Classroom during a pandemic, 2) To find out how the learning process of online learning using google classroom during the Covid-19 pandemic.

Perspective is an internal process that is acknowledged by the person when they choose and regulate external stimuli (Wijaya, 2022). The senses pick up on this stimulation, and then a person's feelings and ideas come to them on their own (Cha, Kim, & Kim, 2022), giving the existing sensations significance. Moreover, Martono (Sujarwo et al., 2020) stated that Perspective is a way of looking at a problem that occurs or a particular point of view used in seeing a phenomenon.

Furthermore, (Sujarwo et al., 2020) noted that Perspective Study is more than just looking at the present; it is a place where students may learn (Podoliak, 2022), widen their perspectives, and create a new platform for themselves in the future (Susandi, Sumarsilah, Suyitno, Nurzafira, & Tamphu, 2022). Based on their experiences, students can create possibilities for them to widen their minds and perspectives on the world of work (Kholili, 2021).

Thus, perspective is a certain attitude or way of considering a thing, or a certain point of view used in viewing a phenomenon (Nifriza & Yenti, 2021). Of course, this point of view or perspective will vary from person to person (Wijaya, 2022).

Cuang, Runing, and Rahayu (2022) state that there are 5 types of perspectives, namely: 1) biological perspective, 2) behavioral perspective, 3) cognitive perspective, 4) psychoanalytic perspective, and 5) phenomenological perspective. The biological perspective examines how numerous physiological occurrences influence a person's behavior (Maysuroh, Wati, Dwimaulani, Yusri, & Sholihah, 2022), feelings, and thoughts (Iftanti, Imelda, & Yunita, 2023). Electrical impulses move through the nervous system's intricate circuitry (Fauzi, Ambi, Madaud, & Unin, 2022). The internal organs are told to speed up or slow down their activity by a set of hormones found throughout the circulation (Wulandari, Tantra, & Santosa, 2021). Psychologists that investigate perceptions (Fauzi et al., 2022), memories, and behavior from a biological perspective look at how physical events interact with events in the outside world to form perceptions, memories, and behavior (Zainal & Yunus, 2022).

The behavioral perspective examines how the environment and experiences influence the actions of a person or other organism (Maysuroh et al., 2022). In this perspective, the adherents of the flow of behaviorism pay attention to the role of rewards and punishments in maintaining or reducing the tendency of certain behaviors to appear (Fauzi et al., 2022). For example, a follower of behaviorism will analyze environmental disturbances that are considered to help explain this problem (Apriani, Arsyad, Syafryadin, Supardan, Gusmuliana, & Santiana, 2022). On the other hand, adherents of the social cognitive learning perspective theory try to combine various elements of behaviorism with various studies gets, values, expressions, and intentions (Maher & King, 2023).

The behavioral perspective looks at how a person's or another organism's actions are influenced by their surroundings and experiences (Na'imah, Muassomah, & Fadlilah, 2022). Adherents of the flow of behaviorism pay attention to the function of incentives and punishments in sustaining or lessening the tendency for specific behaviors to arise in this perspective (Aini, Muslem, & Marhaban, 2021). A devotee of behaviorism, for example, will examine environmental disturbances that are thought to be relevant to the problem (Surayya, Asrobi, & Farizi, 2021). Adherents of the social cognitive learning perspective hypothesis, on the other hand, attempt to blend various parts of behaviorism with studies on thoughts, values, expressions, and intents (Sandi Sukandi, 2022). They believe that a person's learning is accomplished not just via the process of adapting behavior to the environment, but also through the process of mimicking others' conduct and thinking about numerous events that occur in their surroundings (Bakhaya, 2022).

According to cognitive science, perspective is an estimate in the political choice of context or reference in choosing

an ideology that is considered legitimacy based on the codification of experience, evaluation in the formation of coherent beliefs, comparisons, paradigms, views, and reality (Iftanti, Madayani, & Sherif, 2023).

Cognitive science contributed to learning theory and instructional design in the second half of the twentieth century by developing models of how learners acquire, process, and alter information (Civelek, Toplu, & Uzun, 2021). Cognitive is based on the work of Jean Piaget, a Swiss psychologist (1977). Cognitive psychologists study how people respond to their surroundings using their minds (Nabila, Cahyono, & Khoiri, 2022). Cognitive refers to people's thinking, problem-solving, and decision-making processes. For instance, behaviorists simply claim that the repetition of a response to a stimulus strengthens it (Maheswari & Dewi, 2023).

Cognitive create short-term and long-term memory mental representations. Short-term memory is where new information gets "trained" until it is ready to be kept in long-term memory (Yong, Winson, & Maslawati, 2021). If you don't rehearse information, it will fade from your short-term memory (Jayantari & Agustini, 2021). The information and skills are then combined in long-term memory to produce cognitive strategies, or talents for dealing with difficult problems (Mweene & Muzaza, 2020).

The cognitive perspective focuses on what happens inside a person's head (Yahya, Maftuhati, Mustofa, & Arifa, 2021). How a person thinks, remembers, understands, solves issues, explains varied experiences, adopts a variety of moral standards, and establishes opinions is all influenced by how he or she thinks, remembers, understands, and solves problems (Cha et al., 2022). One of the most important tasks of this perspective is to demonstrate how people's ideas and explanations impact their behaviors and choices (Anggarini, Azzahwa, Setyawan, A'la, Maghfiroh, & Putri, 2022). Cognitive researchers may now examine phenomena that were traditionally the subject of speculation, such as emotions, motivations, and insights, thanks to innovative methods for inferring mental processes based on observable behavior (Marsiah, Mubarak, & Audina, 2021). They created several computer programs that simulated humans accomplishing complex jobs, figuring out what was going on in a baby's head, and distinguishing different intelligence kinds (Octaberlina & Muslimin, 2020).

Psychoanalytic perspective, psychoanalytic concept of behavior Sigmund Freud developed humans in Europe around the same time that behaviorism arose in the United States (Debbyanti & Subekti, 2022). In some ways, psychoanalysis is a hybrid of nineteenth-century cognitive and physiological theories (Wijaya, 2022). The primary

premise of Freud's thesis is that the subconscious is the source of most human behavior, with subconscious processes referring to ideas, anxieties, and wants that are not based on a person but influence them (Anggarini, Nugraha, Hamdani, Kirana, Fakhrunisa, & Anjayani, 2023). It is believed that many of the impulses that parents and society restrict or penalize throughout childhood arise from fundamental drives (Syafi'i, 2020). Brands have a pervasive impact that must be dealt with in some way because every human being is born with these inclinations. All of our behaviors, according to Freud, have a cause, which is a subconscious motive that drives our behavior rather than intellectual thought (Zainal & Yunus, 2022).

The phenomenological perspective relates to a person's personal view of an individual phenomenological event (Graham & Borgen, 2018). Phenomenological psychologists are skeptical of the idea that behavior is influenced by external stimuli, information processing in perception and memory, or unconscious impulses. The term "humanistic" refers to phenomenological views that stress the characteristics that distinguish humans from animals (Bondarenko, Mantulenko, & Pikilnyak, 2018). Humanistic or phenomenological psychology is more concerned with human literature than with science (Sujarwo et al., 2020). As a result, giving a clear description of what the phenomenological perspective will say about our example dilemma is challenging (Tasneem, 2021). Because phenomenologists do not research problems like childhood fear, conditioning, or amnesia, these are not the types of problems they study (Kwarteng & Acheampong, 2021). The humanistic perspective provides helpful information such as the caution that psychology should focus on solving problems that are relevant to human well-being rather than examining isolated behavior (Stracke, 2023). However, it appears to be a fallacy to believe that problems of mind and behavior can be handled by dismissing what we've learned about the scientific processes (Marsiah et al., 2021). The researchers analyzed this research using a cognitive perspective and a behavioral perspective (Risma, 2021). Researchers use these two perspectives because these perspectives are by phenomena studied by researchers.

According to (Graham & Borgen, 2018), Google Classroom is considered one of the best platforms out there for enhancing teachers' workflow. "It provides a set of powerful features that make it an ideal tool to use with students. 'Classroom helps teachers save time, keep classes organized, and improve communication with students. It is available to anyone with Google Apps for Education, a free suite of productivity tools including Gmail, Drive, and Docs (Taufik, Samsu Rijal, Dahniar, & Apriani, 2021). Google Classroom is meant to help teachers manage the creation and collection of student assignments in a paperless environment, basically leveraging the framework

of Google Docs, Drive, and other Apps (Herawati, 2022). Google Classroom allows teachers to spend more time with their students and less time on paperwork, and it is now even better (Suhroh & Cahyono, 2021). Google's latest announcement brings new functionality to Google Classroom (Dieni & Marwinda, 2022). Included in the new functionality is the ability to add more than one teacher, as well as to prepare for classes in advance as well (Inkiriwang & Marpaung, 2022).

Google Classroom is very simple to create and use. Here all available features are integrated (Bambang, 2022). Once a new course space is created, the instructor can see three tabs (RakhmytaMRs., 2022). These are labeled as about, students, and stream (Febriani & Kuswardani, 2022). On the same page, at the bottom of the right side, he or she can see a plus sign (Munawaro, Sawitri, Daris, Pahmi, & Ridwan, 2022). If the instructor clicks on it, four different tabs will open named reuse post, create a question, create an assignment, and create an announcement (Septiana, Syahri, & Mulyadi, 2023). A teacher can keep all files saved in Google Drive. He or she can grade, and attach YouTube or any link for instructional purposes. From Google Classroom, a teacher can send mail to all students at a time (Graham & Borgen, 2018).

Graham and Borgen (2018) point out the following benefits of using Google Classroom are; 1) easy to use: It is very easy to use. "Google Classroom's design purposefully simplifies the instructional interface and options used for delivering and tracking assignments; communication with the entire course or individuals is also simplified through announcements, email, and push notifications. 2) saves time: Google Classroom is designed to save time. It integrates and automates the use of other Google apps, including docs, slides, and spreadsheets, the process of administering document distribution, grading, formative assessment, and feedback is simplified and streamlined. Google Classroom Software Engineer mentions that they built the classroom "to save time". He claims that Google is launching some features like exporting grades to Google Sheets, easier to update grade point scale, keyboard navigation for entering grades, sorting by name on grading page, etc. to save teachers' time (Nurmadina HS & Yuliah, 2022). Cloud-based: Google Classroom presents more professional and authentic technology to use in the learning environment as Google apps represent "a significant portion of cloud-based enterprise communications tools used throughout the professional workforce. Explained Mary (Graham & Borgen, 2018) are: 1) flexible: This app is easily accessible and useable to instructors and learners in both face-to-face learning environments and fully online environments. This enables educators to explore and influence "flipped instructional methods more easily as well as automate and organize the distribution and collection of assignments and

communications in multiple instructional milieus." Explained Mary (Graham & Borgen, 2018). 2) free: Google Classroom itself is not necessarily available to learners without access to an educational institution. But anyone can access all the other apps, such as Drive, Docs, Spreadsheets, Slides, etc. simply by signing up for a Google account. 3) mobile-friendly: Google Classroom is designed to be responsive. It is easy to use on any mobile device. "Mobile access to learning materials that are attractive and easy to interact with is critical in today's web-connected learning environments. As explained by Janzen, 4) Keeler, also includes several additional advantages of utilizing Google Classroom. By writing a notice, she explains how Google Classroom streamlines counseling. According to Crawford, Google Classroom supports collaborative learning. Teachers can add materials and offer students comments here. Additionally, students can contribute things and leave comments. Additionally, students can work together. They may collaborate on their documents and assignments, resulting in the finest assignment. Keeler also claims that Google Classroom promotes student cooperation (Graham & Borgen, 2018).

Disadvantages of Google Classroom based on (Santos, 2021), The following are three drawbacks of utilizing Google Classroom: 1) Lack of incentive on the side of students to engage in Google Classroom. Students are puzzled about what they are studying since the teacher merely provides the material without any explanation. 2) Students are unable to view the Google Classroom tasks that their classmates have submitted.

Google Classroom's drawbacks, according to Santos (2021) are divided into two categories: 1) Internet Network Aspect: If the students' internet connections are poor, they will be unable to participate in their teacher's explanation or discussion of the lessons. Their internet network needs more time to become stable. 2) A lack of enthusiasm on the part of the students to participate in the lesson and post their homework or other assignments to Google Classroom.

Google Classroom, according to (Syafi'i, 2020), needs an internet connection. Students cannot utilize Google Classroom to enhance the teaching and learning process if their internet connection is poor. Online learning is tough for many pupils. Google Classroom use in blended learning is also influenced by the teacher's proficiency with digital aids. Teacher obstacles and a lack of training are the biggest issues preventing technology from being used to its full potential. Teachers need to be aware of the features of Google Classroom in advance since they lack technical skills. Students who were active before becoming inactive. Even now, a large number of pupils are absent when using Google Classroom to learn (Bondarenko et al., 2018).

In other words, Google Classroom is one of the most widely used online learning platforms during the COVID-19 pandemic in Indonesia (Zuriati, 2022). This platform is considered very effective because it can simplify tasks, improve collaboration, and foster good communication. To use it, teachers and students must have a Google account to connect with each other (Afifah, 2021).

METHOD

This research aims to analyze students' perspectives by using the google classroom application in learning English during the pandemic. The researcher uses a qualitative method to investigate deeply students' perspectives on Google Classroom as online teaching educational application for learning English during the COVID-19 pandemic. The researcher will present the results using a description based on student perspectives obtained through interviews with students.

Furthermore, when viewed in terms of data collection methods or techniques, data collection techniques can be carried out by observation (observation) interviews (interviews), questionnaires (questionnaires), documentation and, a combination of the four. In this research, the researcher obtained data directly sourced from the students of SMA YUPPENTEK 1 Tangerang by using interviews and questionnaires. To collect data, the researcher first approached the object of research and then conducted interviews using structured interview and questionnaire techniques. In this study, the researcher used interviews as an instrument to collect data on students' perspectives on the use of Google Classroom in online English learning. The researcher makes and arranges several questions to be submitted to the object of research at the time of the interview.

Table 1 Instrument of the Research

No	Instrument	Questions
1.	Questionnaires (Close-ended questions)	<ol style="list-style-type: none"> 1. Learning is easier by using Google Classroom 2. The learning process is more fun by using google classroom 3. Learning to use Google Classroom is less effective than face-to-face meetings 4. The use of Google Classroom media makes it easier for students to understand learning 5. Learning using google classroom is more interesting than face-to-face learning 6. The teacher explains the material that has been uploaded to Google Classroom 7. The teacher only uploads material to Google

	Classroom without explaining it
2. Interview	<ol style="list-style-type: none"> 1. What do the students think about learning online? 2. Which one is better between the options of online learning and offline learning? 3. How is the learning process of online learning the Covid-19 Pandemic? 4. What is students' expectation after Covid-19 Pandemic ended? 5. How is the process of using the Google Classroom application in learning English online? 6. What are the difficulties faced in the online learning process using Google Classroom and how to overcome them?

RESULTS AND DISCUSSION

Based on the results of students' answers to questions (1. what do students think about online learning? 2. which is better between online learning options and offline learning? and 3. What are students' expectations after the Covid-19 pandemic ends?

Based on the results of various student perspectives on online learning during the Covid-19 pandemic, they are divided into 8 categories, namely: 1) online learning is quite effective, besides online learning is fun and relaxed, there are 15 students as stated by students 1, 3, 4, 5, 6, 7, 13, 14, 17, 18, 19, 24, 26, 27, and 28. 2) online learning makes it difficult for students to understand the subject matter and difficult to communicate with teachers and friends, there are 11 students as shown students say 2, 3, 4, 5, 15, 16, 17, 22, 23, 25, and 27. 3) Offline learning is more effective than online learning, there are 2 students as said students 9 and 10. 4) Online learning is boring, there are 2 students as said by students 10 and 11. 5) Online learning is not good for health, there is 1 student as said by students 14. 6) Online learning has positive and negative sides, there are 3 students as students who said 8, 12, and 30. 7) Online learning makes students less focused when studying, there is 1 student as said student 21. 8) Online learning seems normal, there is 1 student as said student 29.

Based on the results of student's perspectives on the first statement (about learning easier using Google Classroom) The results showed that 2 students stated "Strongly agree" with the percentage results (6.7%) and 26 students stated "Agree" with the percentage results (86,7%), meaning that 28 students (93.4%) stated "Agree" to learn more easily using Google Classroom.

In the second statement, about (The learning process being more fun using Google Classroom) The results showed that there was 1 student who stated "Strongly Agree" with the percentage result (3.3%), 21 students stated "Agree" (70%), meaning that there are 22 students who stated "Agree" with the percentage of results were (73.3%) for the statement that learning to use Google Classroom was fun.

In the third statement about (Learning using Google Classroom is less effective than face-to-face meetings) The results showed that 10 students stated "Strongly Agree" with the percentage results (33.3%), 17 students stated "Agree" (56.7%), meaning that there were 27 students who stated "Agree" with the percentage of results (90%) for the statement that learning to use Google Classroom was less effective.

In the fourth statement, about (Using Google Classroom makes it easier for students to understand learning) The results showed that 20 students stated "Disagree" with the percentage results (66.7%), 4 students stated "Strongly Disagree" (13.3 %), meaning that there are 24 students who stated "Disagree" with the percentage of results is (80%) for the statement that the use of Google Classroom makes it easier for students to understand learning.

In the fifth statement, about (Learning using Google Classroom is more interesting than face-to-face learning) The results showed that 23 students stated "Disagree" with percentage results (76.7%), 6 students stated "Strongly Disagree" (20%), meaning that there were 29 students who stated "Disagree" with the percentage of results (96.7%) for the statement that learning using Google Classroom was more interesting than face-to-face learning.

Based on their statements above, the first and second statements are in line with (Batubara & Ariani, 2019) learning media are all forms and means of storing information that is created or used by learning theory, and can be used for learning purposes in channeling messages, stimulating students' thoughts, feelings, attention, and willingness so that they can encourage a deliberate, purposeful, and learning process and under control.

Then the researcher concludes that most of the difficulties that students experience in learning English online using the Google Classroom application during the Covid-19 pandemic are difficulties in understanding the material, unstable internet connection, low learning motivation, and difficulties in the technical use of the Google Classroom application, but most of the students have adapted to it and have found ways to overcome these difficulties.

Based on the results of students' perspectives on the sixth statement (the teacher explains the material that has been uploaded in Google Classroom) results showed that 6

students stated "Strongly Agree" with the percentage results (20%), 20 students stated "Agree" (66.7 %), meaning that there were 26 students who stated "Agree" with the percentage of results (86.7%) for the statement that the teacher explained the material that had been uploaded in Google Classroom.

In the seventh statement about (Teachers only uploading material to Google Classroom without explaining it) The results showed that 3 students stated "Strongly Agree" with a percentage result (10%), 15 students stated "Agree" (50%), meaning that there were 18 students who stated "Agree" with the percentage of results were (60%) for the statement that the teacher only uploaded material to Google Classroom without explaining it.

Based on their statements above, the first statement and the second statement are in line with (Cuang et al., 2022) Cognitive psychologists study how people respond to their environment using their minds. Cognitive refers to people's thinking, problem-solving, and decision-making processes.

Students' perspectives on Google Classroom as an online learning educational application for learning English during the Covid-19 pandemic. Based on the findings obtained from interviews and questionnaires from students' experiences learning to use Google Classroom during this pandemic, it can be concluded that it consists of 2 questions based on research questions: a. How do students view learning using Google Classroom during the pandemic? It can be concluded that most students like and enjoy online learning using Google Classroom, they have a new experience using learning media that they have never used before, and the use of the Google Classroom application also facilitates online learning due to the Covid-19 pandemic. b. How is the online learning process using Google Classroom during the Covid-19 pandemic? It can be concluded that in the learning process, Google Classroom is used as a medium for sending learning materials and assignments. Google Classroom is also used as a medium for submitting assignments. But it turns out that most students state that they prefer offline learning to online learning because they are less able to understand the subject matter in online learning.

CONCLUSION

Students' perspectives on Google Classroom as an online learning educational application for learning English during the Covid-19 pandemic. Based on the findings obtained from interviews and questionnaires from students' experiences learning to use Google Classroom during this pandemic, it can be concluded that it consists of 2 questions based on research questions: a. How do students view learning using Google Classroom during the pandemic? It

can be concluded that most students like and enjoy online learning using Google Classroom, they have a new experience using learning media that they have never used before, the use of the Google Classroom application also facilitates online learning due to the Covid-19 pandemic.

b. How is the online learning process using Google Classroom during the Covid-19 pandemic? It can be concluded that in the learning process, Google Classroom is used as a medium for sending learning materials and assignments. Google Classroom is also used as a medium for submitting assignments. But it turns out that most students state that they prefer offline learning to online learning because they are less able to understand the subject matter in online learning.

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