

AN UNDERGRADUATE THESIS

**IMPLEMENTATION OF THE GOOGLE CLASSROOM APPLICATION
IN ENGLISH ONLINE LEARNING OF THE NINTH GRADE STUDENT
OF THE JUNIOR HIGH SCHOOL SMP N 24 TULANG BAWANG BARAT**

By:

JEVITA PEBRINDA

Student Number: 1801070037



**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H / 2022 M

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**Presented as a Partial Fulfillment of the Requirement
for the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department**

By

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1443 H / 2022 M**



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APPROVAL PAGE

Title : IMPEMENTATION OF THE GOOGLE CLASSROOM
APPLICATION IN ONLINE LEARNING ENGLISH OF THE
THIRD GRADE STUDENT OF THE JUNIOR HIGH
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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Tarbiyah and teachers Training Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Metro, 03 Juni 2022

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Assalamu'alaikum, Wr.Wb

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SCHOOL SMPN 24 TULANG BAWANG BARAT

Sudah kami setuju dan dapat dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alikum, Wr.Wb

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RATIFICATION PAGE

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An Undergraduate thesis entitled: IMPLEMENTATION OF THE GOOGLE CLASSROOM APPLICATION IN ENGLISH ONLINE LEARNING OF THE NINTH GRADE STUDENT OF THE JUNIOR HIGH SCHOOL SMP N 24 TULANG BAWANG BARAT, Written by: Jevita Pebrinda, Student Number 1801070037 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on June 17th, 2022, at 09.00-11.00.

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ABSTRACT

IMPLEMENTATION OF THE GOOGLE CLASSROOM APPLICATION IN ENGLISH ONLINE LEARNING OF THE NINTH GRADE STUDENT OF THE JUNIOR HIGH SCHOOL SMP N 24 TULANG BAWANG BARAT

**By:
JEVITA PEBRINDA**

This thesis discusses and aims to describe the implementation of the Google Classroom Application in English Online Learning of the ninth grade Student of the Junior High School SMPN 24 Tulang Bawang Barat.

This research is a qualitative descriptive study with data sources coming from observations, interviews and documentation. The technique of guaranteeing the validity of the data uses triangulation. The data analysis technique used a qualitative description.

Based on the discussion, it was concluded that the Implementation of the Google Classroom Application in English Online Learning of the ninth grade Student of the Junior High School SMPN 24 Tulang Bawang Barat went well and effective, the teaching materials used by the teacher were documents, pictures and videos. The Google Classroom application to improve student motivation is the process of learning English. In English Online Learning using Google Classroom, it appears that students can already use Google Classroom as an English Online Learning medium and also from the daily scores they do, the KKM has been achieved.

Keyword: Google Classroom Application, English Online Learning

ABSTRAK

IMPLEMENTASI APLIKASI GOOGLE CLASSROOM DALAM PEMBELAJARAN ONLINE BAHASA INGGRIS SISWA KELAS IX SMP N 24 TULANG BAWANG BARAT

**Oleh:
JEVITA PEBRINDA**

Skripsi ini membahas dan bertujuan untuk mendeskripsikan Implementasi Aplikasi Google Classroom dalam Pembelajaran Bahasa Inggris Online Siswa Kelas IX SMPN 24 Tulang Bawang Barat.

Penelitian ini merupakan penelitian deskriptif kualitatif dengan sumber data berasal dari observasi, wawancara dan dokumentasi. Teknik penjamin keabsahan data menggunakan triangulasi. Teknik analisis data menggunakan deskripsi kualitatif.

Berdasarkan pembahasan disimpulkan Implementation of the Google Classroom Application in English Online Learning of the ninth grade Student of the Junior High School SMPN 24 Tulang Bawang Barat berjalan dengan baik dan efektif, bahan ajar yang di gunakan oleh guru berupa dokumen, gambar dan vidio. Applikasi Google Classroom to improve student motivation is the process of learning English, Dalam pembelajaran bahasa Inggris online menggunakan Google Classroom, terlihat bahwa siswa sudah dapat menggunakan Google Classroom sebagai media pembelajaran bahasa Inggris online dan juga dari nilai harian yang mereka lakukan, KKM telah tercapai.

Kata kunci: Aplikasi Google Classroom, Pembelajaran Online Bahasa Inggris

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Jevita Pebrinda

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It state that this undergraduate thesis is originally the result of the writer's research, in expectation of certain parts which are expected from the bibliography mentioned.

Metro, June 2022
The Writer,



Jevita Pebrinda
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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Juni 2022
Yang Menyatakan,



Jevita Pebrinda
NPM. 1801070037

MOTTO

**“Be excited about the things that benefit you. Ask Allah for help, and don't be weak.”
(HR. Muslim)**

DEDICATION PAGE

This undergraduate thesis is dedicated to:

1. My beloved parents, my great father Mr. Suparjio and my patient mother Mrs. Agustini who always loves, prays and supports my success, because of their great sacrifice, her daughter was able to complete her studies at this campus.
2. My beloved siblings, my young brother Bintang Khoirul Arrasyid and Adam Hafidz Arrafi who always support me to finished my undergraduate thesis as soon as possible.
3. My great grandfather and grandmother, Mr. Narto and Mrs. Wastilah who always support my success.
4. My special person, Wahyu Aditya who always accompany me in the sad or happy condition, thanks a lot.
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6. My self, thanks for me, for being strong until this undergraduate thesis is finished.
7. My beloved Almamater of State Institute for Islamic Studies of Metro.

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In the name of Allah, the most charitable, the most benevolent praise be to Allah, king of kings, lord of the world, and ruler of the next day, who has given us blessings and direction because of generosity and liberality. The researcher realizes and feels very confident that without blessing, benevolence and guidance, it would be possible to complete this paper. Prayers and Sallam may Allah send them to our Prophet Muhammad, family, friends and followers.

This under a research entitles “Implementation of the Google Classroom Application in English Online Learning of the Ninth Grade Student of the Junior High School SMPN 24 Tulang Bawang Barat” could finish successfully. On this occasion the researchers would like to express his deepest gratitude to:

1. Dr. Siti Nurjanah, M.Ag., as the Rector of State Institute for Islamic Studies of Metro.
2. Dr. Zuhairi, M.Pd., as The Dean of the Faculty of Tarbiyah and Teacher Training
3. Andianto, M.Pd., as the Head of English Education Department.
4. Dr. Mahrus As’ad, M.Ag., as the sponsor.
5. All of the lecturers at the State Institute for Islamic Studies (IAIN) of Metro.

Last, but far from the end, sincere gratitude to those not mentioned in person here, without their patience, guidance, support and cooperation, this paper could never have been written.

Metro, April 08th 2022
Researcher,

Jevita Pebrinda
St. Number 1801070037

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CHAPTER I

INTRODUCTION

A. Background of Study

As a teacher educator is the main factor that can determine the good and bad quality of education and create quality human Resources. Through the teaching and learning process, it is in the hands of the teacher that it will be produced students who have good academic quality, skills (expertise), emotional, moral and spiritual maturity.

According to the Big Indonesian Dictionary, implementation is the application or applying.¹ So in applying an action to achieve certain goals, a tool is needed. With using tools helps students understand and appreciate ways of learning, potential in learning, and the ability to improve learning outcomes.

In learning in junior high school, the curriculum has been implemented 2013 where in this curriculum the purpose of English subjects in secondary schools is to develop the potential of students to have communicative competence in interpersonal, transactional, and functional discourse, using a variety of spoken and written English texts.

The impact of the corona virus pandemic has spread to the world of education, for this reason, the face-to-face teaching and learning process is stopped, this is expected to break the chain of the spread of the corona virus. So that the utilization technology for learning activities in schools with a

¹Kamus Besar Bahasa Indonesia (KBBI) Online, tersedia di kbbi.kemendikbud.go.id

system online-based learning is applied.

Online learning is technology-based learning that take advantage of internet resources without face-to-face between teachers and students. Online learning provides education with use technology to provide learning materials, so that students can access from anywhere.

Currently there is an opportunity to overcome this problem through use of social media such as Whats App, Telegram, Google Classroom and other social media. One of the online learning media that currently being developed and starting to be used is Google Classroom is a special application used for online learning that can done remotely to make it easier for teachers to create, grouping and distributing assignments, besides that teachers and students can carry out learning activities at any time through Google Classroom and classrooms students will also be able to learn, listen, read and send assignments from long distance.

This study took the object of research at SMPN 24 Tulang Bawang Barat which is one of the schools that implements online learning. Based on interviews conducted by researchers with teachers at SPMN 24 Tulang Bawang Barat, on August 6, 2021, Mr. Johan Dani Nugroho, S.Pd. Regarding the online English learning, the researchers got the results as follows:²

The shift from direct learning to online learning makes some students find it difficult to understand the learning material, when the teacher gives assignments sometimes there are some students who send it next day, lack of

²Interview with the english teacher of SMPN 24 Tubaba, Mr. Johan Dani Nugroho, S.Pd., on August 6, 2021.

parents involved in online learning, in online learning the lack of students pay attention and contribute to learning.

From the description of the problem above how important an application for online English learning. Something alternative solutions in learning activities apply the Google Classroom application which provides a sense of involvement for students as a whole.

In the use of the Google Classroom application contains services and services others, one of which is the use of Google Classroom to send assignments in the form of documents, photos, and learning videos to students who related to how many themes are being worked on. Carry out every assessment of what tasks have been given by the teacher, smooth interaction between the teacher and students in the comment's column, students can also do absent every time learning begins, and students send completed assignments implemented and even then, stored in Google Drive and neatly arranged. Thing this can be used as a media to help online learning, because Google Classroom has various advantages in creating effective learning easy to use and for the delivery of tasks to be systematic.

Google Classes helps monitor student learning³. In Google Classroom, teachers can see all student activities in the learning process. Interaction between teachers and students, and interactions between students and teachers are well recorded. Implementation of use Google Classroom in the Online learning process in various Junior High Schools, a more in-depth study is

³Iftakhar, Shampa, *Google Classroom: What Works and How?. Journal of Education and Social Sciences*, (2016).

needed about the use of Google Classroom as a learning medium. One of Implementation of the Google Classroom application in online English learning of ninth grade student of the junior high school SMPN24 Tulang Bawang Barat.

In the ninth grade of SMPN 24 Tulang Bawang Barat is an educational institution that have used the Google Classroom Application during online learning at During this Covid-19 pandemic, online learning activities during the pandemic Covid-19 uses e-learning media at the school using Google Classroom app. In the learning process students are given assignments by the teacher and send the results of their assignments to the Google Classroom application, visible that the teacher sends themed assignments, sends learning videos as learning media to scholars so that scholar scan immediately understand materials provided by the educator through the Google Classroom. In addition, students given an assignment from the teacher and send the results to Google Classroom. Google Classroom is an alternative for sharing materials and questions without using print media. Based on this description, the authors are interested in conducting research under the heading "Implementation of the Google Classroom application in English Online Learning of the Ninth Grade Student of the Junior High School SMP N 24 Tulang Bawang Barat".

B. Research Question

So that the research carried out can be directed and achieve results desired, it is necessary to ask questions that become the basis and reference in conducting research.

The research questions in this study are as follows:

1. How the Implementation Google Classroom application in English online learning of the ninth grade student of the junior high school SMP N 24 Tulang Bawang Barat?
2. Is the Google Classroom application able to improve the students' motivation in the English learning process?

C. Research Objectives and Benefits

1. Research Objectives

- a. To analyze the Implementation of the Google Classroom Application in English Online Learning of the Ninth Grade Student of the Junior High School SMP N 24 Tulang Bawang Barat.
- b. To analyze whether the Google Classroom Application able to Improve the Students' Motivation in the English Learning Process.

2. Research Benefits

- a. For students, by using the google classroom application, it is expected that can improve student learning outcomes in the form of understanding of the material being taught.
- b. For teachers, as a consideration for teachers to choose tools or facilities appropriate for students in accordance with learning objectives.

- c. For institutions or schools, to be taken into consideration and additional information in determining the steps for use the google classroom application for learning English in order to improve the quality of learning during online learning.

D. Prior Research

This section contains a systematic description of the results previous research on the issue to be studied. Researcher state and clearly show that the problem to be solved has never been studied or is different from previous researchers.⁴

The research that the researcher will do is regarding out the Implementation of the Google Classroom program in English online learning of ninth grade junior high school students SMP N 24 Tulang Bawang Barat. There are several previous research results that are relevant or related with research conducted by researchers, namely as follows:

Through examination from the Tarbiyah Faculty Library, then the researcher will first examine the thesis that has to do with the titles that the researcher will discuss are:

The first research conducted by Anita Ningrum entitled “Analysis Implementasi Pembelajaran Google Classroom Siswa MTs Negeri Salatiga VII dalam Materi Tata Surya Era Pandemi Covid-19 Tahun Ajaran 2019/2020”.⁵

⁴Zuhairi, Pedoman Penulisan Karya Ilmiah, (Jakarta: PT Raja Grafindo Persada, 2016), h. 39

⁵ Anita Ningrum, “*Analisis Implementasi Pembelajaran Google Classroom Siswa MTs Negeri Salatiga VII dalam Materi Tata Surya Era Pandemi Covid-19 Tahun Ajaran 2019/2020*”. (2020).

The aim is to study and find out the learning process of class VII students of MTs Negeri Salatiga regarding the solar system in the era of the Covid-19 pandemic in the application of Google Classroom, student views and teacher views.

Similarities From research Anita Ningrum entitled “Analisis Implementasi Pembelajaran Google Classroom Siswa MTs Negeri Salatiga VII dalam Materi Tata Surya Era Pandemi Covid-19 Tahun Ajaran 2019/2020”. there are similarities that the research both discusses the use of the Google Classroom application in its application in junior high schools.

Difference From research Anita Ningrum entitled “Analisis Implementasi Pembelajaran Google Classroom Siswa MTs Negeri Salatiga VII dalam Materi Tata Surya Era Pandemi Covid-19 Tahun Ajaran 2019/2020”. The difference is that Anita Ningrum's research examines subjects Natural Science of Solar System matter.

The second study conducted by Zedha Hammi conducted a study entitled "Implementasi Google Classroom di XI IPA MAN 2 Kudus".⁶ Result of this research is that the Google Classroom implementation planning process in XI IPA MAN 2 Kudus has been carried out well. For students, the use of Google Classroom as a learning medium is still less effective because Google Classroom has not been able to write formulas and contains pictures for the assignment of Natural Sciences.

Similarities From research Zedha Hammi conducted a study entitled

⁶Zedha Hammi. *"Implementasi Google Classroom di XI IPA MAN 2 Kudus"*. (2017).

"Implementasi Google Classroom di XI IPA MAN 2 Kudus". There are similarities, researchers are both researching the use of the Google Classroom application and this study uses qualitative research methods.

Difference From research Zedha Hammi conducted a study entitled "Implementasi Google Classroom di XI IPA MAN 2 Kudus". The difference is that Zedha Hammi's research examines subjects Natural Science at Senior High School.

CHAPTER II

THEORETICAL REVIEW

A. Online Learning

1. The Description of Online Learning

Online learning implies a learning process that uses electronics as a learning medium. Online learning is a form of information technology that is applied in the field of education in the form of virtual schools⁷.

In online learning technology all teaching and learning processes that are normally done in the classroom are done live but virtual means at the same time a teacher teaches in front of a computer that is in one place, while students follow the lesson from other computers in different places. Course material can be obtained free of charge in the form of files that that can be downloaded, while interactive teachers and students in the form of assignments or discussions can be done intensively in the form of discussion forums and emails.

So it can be concluded that the basic concept of online learning is to provide new classes equivalent to conventional classes in existing schools so far. Therefore, the construction of a virtual institution must provide results that are more or less the same as the aspiration to establish a conventional educational institution. In other words, online learning is a form of conventional learning as outlined in digital format through internet technology.

⁷ Onno W. Purbo, 2002, *E-Learning berbasis PHP dan SysQl*

The philosophical online learning as follows:

- a. Online learning is the delivery of information, communication, education, training online.
- b. Online learning provides a set of tools that can enrich the value of conventional learning (conventional learning models, studies of textbooks, CD-ROMs and computer-based training) so that they can answer the challenges of the development of globalization⁸.

Online learning demands changes in management of learning. If in ordinary learning, management is done more so that the teacher can present the material or learning material directly, and how students can absorb learning material comfortably, then in online learning the management of learning is directed at how students can learn information in accordance with the topic. Thus management is directed at the learning process.

Who explained that today technological advances, especially in the field of the Internet, have radically changed traditional learning with face-to-face learning (direct instruction) into individualized learning (individual learning) through online learning.

Before deciding to build a virtual classroom in the form of an online learning system, we need to study more thoroughly. It is hoped that this decision-making process will not be caused by merely following the trend of internet technology to be considered modern but must consider the

⁸ Cisco, (2001), *E-Learning: Combines Communication, Education, Information and Training*

following matters⁹:

- a. Budget cost needed.
- b. Any material that is prioritized is included in the online learning model according to the characteristics and needs.
- c. Switching from conventional to online learning can be done alone or requires cooperation with other parties.
- d. How to implement these changes so that the objectives can be achieved effectively and efficiently.

2. The Characteristics of Online Learning

The following are the characteristics of Online Learning proposed¹⁰:

- a. The students' capture of learning material does not depend on the instructor/teacher, because students construct their own knowledge through teaching materials delivered through the website interface;
- b. The source of knowledge is everywhere and can be easily accessed by everyone. This is due to the global nature of Internet media and can be accessed by anyone connected to it;
- c. Teachers / educational institutions function as mediators / mentors;
- d. Restructuring is needed for education system, curriculum, and management policies that can support the utilization of Information and Communication Technology for optimal education. The four

⁹ Dabbagh. Nada. & Ritland, Brenda (2005). *Online learning concepts, strategies and application*. Pearson: Merrill prentice

¹⁰ Rudi Susilanda & Cepi Riyana. 2007. *Media pembelajaran*, Bandung: CV wacana prima

characteristics above are the things that distinguish online learning from conventional learning activities. In online learning, students' capture of learning material is no longer dependent on instructors/instructors, because students build their own knowledge through teaching materials delivered through online learning. In online learning too, knowledge sources are spread everywhere and can be easily accessed by everyone.

3. The Types of Online Learning

In its application, online learning is divided into several different types in order to be able to achieve the expected results. here are 3 types of online learning as follows¹¹:

a. Asynchronous online courses

Asynchronous is a term commonly used in online learning techniques. In the field of education, asynchronous is a teaching and learning model that involves students working separately. This is done using recorded lessons or the internet, rather than involving students and teachers face to face.

Asynchronous learning is a general term used to describe forms of education, teaching, and learning that do not occur in the same place or at the same time. Asynchronous learning uses resources that facilitate the sharing of information beyond the constraints of time and place among networks of people.

¹¹ Fordham University, *the types of online learning*

Online learning resources that can be used to support asynchronous learning include email, electronic mailing lists, threaded conferencing systems, online discussion boards, e-learning, and blogs. Sometimes this form of asynchronous communication is sometimes supplemented by a synchronous component, including text and voice chat, telephone conversations, video conferencing, and even meetings in virtual rooms.

1) Advantages of Asynchronous online courses

a) Flexibility

One of the greatest strengths of work or distance learning is that people are free to set their own schedule. The advantage of asynchronous communication is that it is much more flexible than synchronous communication. This is because each person does not need to interact with each other at the same time and can adjust his own time.

b) Leave a trace

Asynchronous communication platforms allow a level of transparency that synchronous communication does not have. Unless someone is always jotting down details or recording every meeting and call. Whether using instant messaging or a project management application, decisions made and work done via asynchronous communication are automatically recorded and archived. This provides an unmatched level of

detailed record keeping and the ability to analyze and optimize workflows on a regular basis.

c) Encouraging attention

With asynchronous communication, there is no pressure to respond immediately. This gives everyone time and space to carefully formulate opinions and provide thoughtful feedback.

d) Less fatigue

Sometimes direct communication can lead to stress and burnout. With asynchronous communication, this stress is reduced as more control and flexibility is given to everyone.

e) Easily Scalable

After creating asynchronous training content, you can use it as many times as needed without any additional work. Or, at least, you can focus on getting feedback and improving it. If you've ever recorded a tutorial video, all you need to do is share the link, not re-record it over and over again if there's a new student.

f) Affordability

Another great benefit of asynchronous learning is that it can be less expensive than synchronous learning. Instead, teachers can record their lessons and allow some students to view them at a later time. This can be a huge time saver when multiplied by several semesters if the course involves a large

lecture component.

2) Disadvantages of Asynchronous online courses

a) Lack of personal touch

Without the presence of a teacher or friend, the asynchronous learning model does not have a personal touch. Students are unlikely to form classroom relationships throughout their learning journey as they would in a real-time learning environment.

b) Lack of attention

And the lack of real-time interaction with friends and teachers leaves a void in the learner experience. With no people to turn to in their time of need for learning, students must navigate their own challenges.

c) Requires student self-discipline

Asynchronous learning is individualistic. Learners need to practice self-discipline to stay on top of their development. Those who are undisciplined may not succeed in asynchronous learning.

b. Synchronous online courses

Synchronous is online conversation and video conferencing. Learning tools are used in real-time, such as instant messaging which allows students and teachers to ask and answer questions immediately and synchronously (at the same time). Compared to self-study,

students who take part in synchronous learning programs can interact with other students and teachers during the lesson.

The main benefit of synchronous learning is that it allows students to avoid feeling isolated in communicating with others during the learning process. However, synchronous learning is not flexible in terms of time, as students in synchronous learning must set aside a certain time to attend live teaching sessions or online courses in real-time. Synchronous learning is not ideal for those who already have a busy or hectic schedule.

1) Advantages of Synchronous online courses

- a) Familiar to students, because it is similar to conventional learning
- b) there is communication between students and teachers
- c) The presence of teachers makes the learning process guaranteed

2) Disadvantages of Synchronous online courses

- a) Requires special time
- b) Requires adequate and equal internet speed for all students.

c. Hybrid courses

Hybrid learning is a learning method that combines or combines online learning with face-to-face learning. So that in practice, there are times when students and educators meet face-to-face in class. There are times when doing distance learning.

Students will then be arranged or set a schedule to enter class and vice versa, namely learning from home online. Keep taking classes, but by using online learning methods. Then they will take turns with other students, so that all have the same opportunity to participate in distance learning and face-to-face learning.

With Hybrid courses, it is hoped that it can overcome the limitations of distance learning or online learning. Because there are times when social interaction occurs when students come face to face with educators.

1) Advantages of Hybrid Learning

- a) Opening up Social Opportunities
- b) Better Material Understanding
- c) Keep Using Technology
- d) Give Refreshment
- e) Improve the Quality of Physical and Mental Health

2) Disadvantages of Hybrid Learning

- a) More Demands on the Role of Parents
- b) Having Difficulty in Setting a Daily Study Schedule
- c) Still Depends on Internet Devices and Networks

4. The Application of Online Learning

Several schools have followed technological advances by implementing edutech (educational technology), both online learning applications made by the school and platforms that are already available.

There are actually a variety of online learning application services provided by educational startups and technology companies. Starting from the features for teachers/schools to make “online classes”, self-study programs, to live-teaching programs like daily schools. Of the many online learning applications, the following are online learning applications that are easy for students to use¹²:

a. Google Classroom

Google Classroom is a web-based online learning application created to facilitate learning activities between teachers and students without having to meet face to face. Google Classroom is a service from Google for Education to assist communication activities between teachers and students in learning. Google classroom allows teachers to see the progress of students who have and have not completed assignments and can directly provide real-time grades and feedback. Students can also easily access and receive materials and submit assignments directly through Google Classroom.

b. Animaker

Animaker is a platform that can be used by teachers in making animated videos of learning materials. This application can make it easier for teachers to deliver even complex material without having to face to face. Animated videos that have been made can be shared with students as an interesting and interactive learning medium.

¹² Dabbagh, Nada. & Ritland, Brenda (2005). *Online learning concepts, strategies and application*. Pearson: Merrill prentice

c. Edmodo

This education-based service launched by a technology company from the United States can be used by teachers to share material content, distribute quizzes, distribute assignments, and manage communication between teachers and students to submit reports directly to students' parents. Edmodo is one of the most popular learning applications in the world because of its easy use and supported by the solution features offered for technological developments, especially in the world of education.

d. Zoom

One of the most popular applications these days is Zoom. Zoom makes it possible to support distance learning online with the delivery of subject matter by the teacher that can be conveyed to students, so that learning can be carried out in two directions and students can directly provide feedback on the material presented.

One of the most useful features of Zoom is the screen record feature, which can be used to record material presented on the screen. With this feature, we don't have to worry about missing material that can be accessed via stored video recordings.

e. Edpuzzle

Edpuzzle is a platform that can help teachers in choosing learning videos, editing, cutting, recording voices and can add questions to be used as assessments in the form of quizzes. With

edpuzzle, learning activities by watching learning videos can encourage students to be more active. By using edpuzzle for delivering learning materials, teachers can find out how long students watch learning videos and statistics on completion of watching videos given by the teacher.

B. The Concept of Google Classroom Application for Online Learning

1. The understanding of Google Classroom Application

Google classroom is a learning platform that can be used for spaces cope of education intended to help find solutions for the difficulties experienced in making assignments without using paper (paperless).¹³ Google Classroom is an application that permits the formation of home rooms in the internet. Furthermore, Google Classroom has likewise turned into a method for dispersing undertakings, submitting tasks and in any event, evaluating allotted assignments gathered.

The effectiveness of learning by using Google Classroom can be seen based on the level of errors made by students when completing problems given, other things that become a reference for effectiveness learning is when the teacher motivates students to learn the material which has been uploaded to the Google Classroom class. As a result, this program can assist instructors and students in carrying out a more in-depth learning progression during online learning.

¹³ Iskandar, et all, *Aplikasi Pembelajaran TIK*. Yayasan Kita Menulis, 2020.

2. The Principles Google Classroom Application in Online Learning

The principle of using Google Classroom, Google Classroom Media has its own principles that are different from other media. This can be seen from the use of technology in learning that is integrated with other Google services. The Google Classroom feature is integrated with google docs, google drive, a simple and free service, making it easier for users to benefit from these services. This indicates that the use of Google Classroom has data integration with other Google services.

- a. The principle of using Google Classroom can show love for the environment, where from the use of Google Classroom you can use stationery that is considered not to damage the environment, as well as the use of Google Classroom that is attractive and easy to reach by teachers and students. covering the principles of using Google Classroom that supports collaborative learning of foreign languages, namely paper efficiency, user flexibility, simple and attractive visualization, and an easy process for organizing activities for teachers, are some of the available features.
- b. The principle of using Google Classroom to handle Assignment (tasks), assignments are stored and graded in multiple Google productivity applications, allows collaboration between teachers and students, measurement, Google Classroom supports many different grading systems. Teachers can choose to attach files to assignments that students can view, edit, or accept, and students can leave comments

that allow for two-way communication between teacher and student. The principles of using Google Classroom are relative advantage, the extent to which Google Classroom is considered better than the previous idea, compatibility, consistent with existing values, complexity, the extent to which Google Classroom is found to be difficult to understand and use, experimental, is to include the capabilities of Google Classroom testability, and observability, is the extent to which the results of an innovation are visible to others.

- c. The principle of online learning using Google Classroom tools is the use of digital media and computer networks, using electronic information technology, learning materials can be studied independently (self learning material), teachers and students can access anytime and anywhere, using computers during the learning process.
- d. Google Classroom has the principle of simplifying how to create, distribute, and grade assignments in a paperless way. A free service that provides a school or education district that has signed up for G Suite for a paid education plan. The main principle of Google Classroom is to simplify the process of sharing files between teachers and students and enable communication.
- e. The principle of using Google Classroom takes care of creating classes, giving homework, providing feedback, and viewing it all with apps, Google Classroom allows teachers to organize classes by adding topics to posts, and teachers and students can filter specific topics.

Google Classroom also encourages parent participation. Teachers can invite parents to Google Classroom to share student work summaries and receive automated email summaries of student work and class announcements.¹⁴

3. The Advantages of Google Classroom

That the advantages of the Google Classroom application include:¹⁵

- a. Simple to utilize on the grounds that the Google Classroom class configuration is deliberate work on the informative interface and choices utilized for delivery and following errands; correspondence with the entire courses or people are additionally rearranged through notices declaration sand messages.
- b. Save time since Google study halls are intended for save time by in corporating and computerizing utilization of other Google applications.
- c. Cloud based. Google Classroom brings more innovation expert and valid to use in learning climate since Google applications address the majority of the specialized in struments.
- d. Flexible because this application is easily accessible and can beused by user's infrastructure and students in face-to-face learning environments and environments completely online.
- e. It's free because Google's own class can already be used by you any one toopen a class as longas they have a Gmail account.

¹⁴ Iftkhar, S. (2016). Google Classroom: *What Work And How?* *Journal of Education and Social Sciences*.

¹⁵ Iftkhar, Shampa. "Google Classroom: *What Works And How?*". *Journal of Education and Social Sciences*. Vol. 3.2016.

4. The Disadvantages of the Google Classroom Application

That the advantages of the Google Classroom application include;¹⁶

- a. Web-based Google Classroom requires students and teachers to connect to the internet network.
- b. Learning is in the form of individual so that it reduces learning student social.
- c. If students are not critical and material errors occur, it will have an impact on his knowledge.
- d. Requires hard ware, software and internet network specifications high.

As a consequence, this program can allow educators conduct a more in depth learning experience. This program enables teachers to examine scientific notions created by their students. The instructor has the temporal option to share scientific research and offer projects to students autonomously; moreover, the teacher can setup an online discussion room for student participation.

C. The Implementation of Using Google Classroom Application in English Online Learning

1. The Principles of Learning

The Principles of Learning, which is meaningful and research-based in creating a global learning environment in which all English learners thrive on, regardless of content being taught. This principle really brings life and illuminates the relationship between teacher and student.

¹⁶Ifthkar, Shampa."Google Classroom: What Works And How?". *Journal of Education and Social Sciences*. Vol. 3.2016.

Principles Learning English is based on the following 6 Principles;¹⁷

a. Recognize Students.

Teachers learn basic information about their students family, language, culture, and educational background to engage them in the classroom and prepare and deliver lessons more effectively.

b. Create conditions for language learning.

The teacher makes a classroom with a culture that will ensure that students feel comfortable in the classroom. They make decisions about the physical environment, materials, and social integration of students to promote English learning.

c. Design high-quality English lessons.

Teachers plan meaningful lessons that promote language learning and help students develop learning strategies and critical thinking skills. This lesson develops from the learning objectives.

d. Adjust lesson delivery as needed.

Teachers keep judging their time teaching—observing and reflecting on student responses to determine whether students achieve learning objectives. If students struggle or not challenged enough, the teacher considers the possible reasons and adjusts them their lessons.

e. Monitor and assess students' language development.

Language learner learn at different levels, so teachers regularly monitor and assess language development to advance their learning

¹⁷ Brown, H-Douglas.2000.Prinsiples of Learning and Teaching. London: Longman

efficiently. Teacher also collects data to measure students' language growth.

- f. Engage and collaborate in a community of practice.

Teacher collaborate with others in the profession to provide the best support for their learners with respect to programming, instruction, and advocacy. They also continue their own professional learning.

2. The Role of Teachers

The teacher's role is very important in online learning as it is today. Teachers should really try as much as possible so that students can understand the material presented online. In order to achieve the desired goals, a teacher as a pillar of learning acts as a motivator, innovator, and evaluator.¹⁸

- a. The teacher's role as a planner

The teacher's role is to develop a teaching and learning implementation plan and prepare everything needed in online learning, teaching and learning planning must be in accordance with the online learning system, teachers are required to change the teaching and learning plan in manual learning into online learning so that the learning process runs smoothly.

- b. The teacher's role as a Organizer

In online learning the teacher has a role in the creation of an

¹⁸ Abdul, A.H. (2012). *Karakter Guru Profesional*. Jakarta: Al –Munawardi Prima

educational process. This educational process is formally accountable to the assignor. With online learning the task of giving assignments to students must be done online as well as students also collecting these assignments online. The teacher is also responsible for this educative process morally to the target students.

c. The teacher's role as a motivator

The teacher continues to provide material or assignments to students who are enthusiastic and motivated to keep learning by using any media. Teachers must also provide positive advice so as not to feel afraid, worried, worried, and excessively anxious when the online learning process is carried out. Equally important, a teacher must also assume that students are not too stressed due to assignments. Teachers teach online by continuing to provide explanations to students, not just by giving continuously, because students also need explanations to understand the material discussed.

Alternative learning materials provided by teachers, especially English teachers, are to provide material that is fun and entertaining for students, such as explaining inspiring stories to students. The goal is to inspire students to behave honestly, fairly and disciplinedly.

d. The teacher's role as an innovator

The online learning process requires teachers to master technology. Teachers must be innovative towards media and methods that are constantly evolving. In accordance with the current situation,

teachers master several ways to learn online, for example through google classroom. The method applied will also be different from usual because learning does not take place face to face. Teachers must be smart in choosing the method that will be used in this online learning process.

e. The teacher's role as an evaluator

After the online learning process is carried out, the teacher must be able to find various shortcomings from online learning, problems that arise in students and during the learning process, whether students receive the material well or not, and problems must be solved properly

f. The teacher's role as a conservator

In online learning, the teacher's role as conservator or custodian refers to the norms of maturity in a society. Maturity norms are maintained and transferred by the teacher to students, to be followed and lived in such a way.

g. The teacher's role as a Transmitter

Teachers have a role in passing on a value system to students. This is so that the value system can continue to run continuously. The value system in online learning with manual learning may be slightly different, the tasks given by the teacher will affect the scoring system.

3. The Role of Learners

Students mean people (children who are studying)¹⁹, in other words students are people who come to an institution to obtain or learn some type of education. A student is a person who learns knowledge of any age, from anywhere, anyone, in any form, at any cost to increase his intellect and morals in order to develop and cleanse his soul and follow the path.²⁰

Students or students are one of the human components that occupy a central position in the teaching and learning process. In the teaching and learning process, students are parties who want to achieve their goals, have goals and want to achieve them optimally. Students will be the determining factor, so that they can influence everything needed to achieve their learning goals. Other components of education are very dependent on the condition of students.

The materials required, the methods to be used, the media to be used, all must be adapted to the characteristics of the students. That is why students become subjects in the learning process. In the modern view or online learning as at this time students are not considered as targets, but also objects or education must be treated as subjects of education, by involving them in solving problems in the teaching and learning process. Therefore, in the learning process the teacher must be able to organize every learning activity and his students as subjects who have potential.

Thus, students are expected to be more active in the learning

¹⁹ Kamus Besar Bahasa Indonesia [Online]

²⁰ Ali Shafique Khan, Prof Dr. (2005). *Filsafat Pendidikan Al-ghazali*. Penerbit; Pustaka Setia.

process and any activities that have been planned by the teacher in planning online learning. In English online learning, student learning activities can be classified into several things, namely:

- a. Visual activities such as reading, writing, conducting experiments, and demonstrations
- b. Oral activities such as telling stories, reading poetry, asking questions, discussing and singing
- c. Listening activities such as listening teacher explanations, lectures, directions
- d. Motor activities such as gymnastics, athletics, dancing, paint
- e. Writing activities, such as composing, making papers, write letters.

Each type of activity mentioned above has different levels or weights depending on the objectives to be achieved in the learning process. What is clear, student learning activities should have a higher level or weight. Student learning activities can be done individually in the sense that students are required to carry out their respective learning activities, can be done classically, meaning that each student learns the same thing at the same time and in the same way and can be done in groups, meaning students are gathered in one group and each group is given a problem by the teacher to solved together.

In relation to student activities, the tasks that students must do in general are divided into 4 main elements, namely²¹:

²¹ Dalyono. (2010). *Psikologi Pendidikan. Jakarta: Rineka Cipta*

- a. Learning: learning is the main task of a student, because through learning can create a smart young generation. Student assignments at school are divided into three of them are:
 - 1) Understanding and studying the material being taught
 - 2) Doing the tasks given by the teacher.
 - 3) Re-learn the material that has been taught and work on it homework if there is homework.
 - 4) Obeying school rules: every school has rules that must be obeyed by the students, for the sake of creating school conditions that are conducive, safe, comfortable for students to learn and live activities during school. In addition, school rules are also benchmark and control student behavior in schools. If the rules are violated it will be punished or punished.
- b. Obedience and respect for teachers: the duty of a student in the next school is obedient and respectful to the teacher. Grace, blessings and benefits from a science that depends on the blessing of the teacher. Therefore, if students If you want to be a smart student, you must be obedient, obedient and respectful to the teacher.
- c. Discipline: there is a term “the key to success is discipline” this term has a strong meaning if someone has high discipline then he will be successful. Likewise with students if a student has with high discipline, he will be able to achieve the desired goals.
- d. Maintaining the good name of the school: maintaining the good name

of the school is an obligation every student, by maintaining the good name of the school, the students and the school will get positive value from society. And if students can give achievement for the school will be an extraordinary pride Based on the opinion of the figures above, it can be concluded that the tasks students are learning, obedient and respectful to the teacher, discipline, keeping a good name the school.

CHAPTER III

RESEARCHMETHOD

A. Types and Nature of Research

1. Type of Research

Qualitative research is a research process that carried out fairly and naturally in accordance with objective conditions in the field without any manipulation, as well as the types of data collected mainly is qualitative.²²

Qualitative research is a multi-method within a focus is controlled by the problem under study. Multi use method or better known as triangulation reflects an attempt to gain a deeper understanding and complete about a phenomenon.

The type of research used in this study is the type of field qualitative research (Field research) with the method descriptive research (explorative) that is based on observations objective of a social phenomenon. Researches on this compose or make a clearer picture while the data collected and parts tested.²³

Based on the above definition, it can be concluded that the research Qualitative research is research that intends to study and understand what is experienced by the research subject, for example regarding attitudes, behavior by describing in forms of words and language in special natural contexts using natural methods.

²²Zainal Arifin, *Penelitian Pendidikan*. Bandung : PT Remaja Rosdakarya, 2012 h. 140.

²³ Ahmad Tanzeh, *Pengantar Metode Penelitian*. Yogyakarta :Teras, 2009. h.107.

2. Nature of Research

The nature of the research that the researcher uses is descriptive qualitative because this research is in the form of revealing facts, there are studies that focus on efforts to reveal a problem or phenomenon as it is actually being researched and studied without any engineering.

The use of descriptive methods in research means displaying data in the form of words, pictures, and not numbers. This research also describes the background of recorded observations, actions, and conversations about something that may be different. Descriptive method can be concluded as a method that aims to describe the situation in the field systematically with the correct facts.

The reason the author uses this qualitative method is because in finding the answer to a problem the results will be better if using a qualitative method, so that data related to the application of the Google Classroom application in students' English online of the ninth grade students of SMPN 24 Tulang Bawang Barat can be obtained validly²⁴.

B. Data Source

Every research will need a data source. Data source is the subject from which the data can be obtained.²⁵ Main data source in Qualitative research is words and actions, the rest is data additions such as documentation and others. Collection of data sources in this study can be divided into two types, namely:

²⁴Giyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*, Bandung : Alfabeta. 2013. h. 35.

²⁵Afifudin, *Metodologi Penelitian Kualitatif*, Bandung: CV Pusta Setia, t.t., h. 20.

1. Primary Data Source

Primary sources are data directly collected by researchers from the first source. So, primary or principal data in this researcher is data obtained directly from respondents, namely: Mr. Johan Dani Nugroho S.Pd., as as an English teacher and three students from the ninth grade at SMP N 24 Tulang Bawang Barat. Researcher through direct observation and through interviews to obtain necessary data.

2. Secondary Data

Secondary data is a source of supporting or supporting data in the form of writing and research related to the discussion study. The data obtained are from reports as well as from literature such as books, the internet, and other related literature. Secondary data is the type of data obtained from graphic documents (Tables, notes, minutes, etc.), data photos primary.²⁶ The benefit of secondary data is a problem, creating benchmarks against which to evaluate data primary, and fill information gaps. Data Secondary schools in this study include school history, vision, mission, the purpose of the informant's biodata, and other data relevant to the purpose study.

²⁶Zuhairi, *Pedoman Penulisan Karya Ilmiah*. Jakarta: PT Raja Grafindo Persada, 2016, h. 20.

C. Data Collection Method

1. Interview

Interview is a means of rechecking or proof to information or information obtained previously. Interview techniques used in qualitative research are: deep interview. In-depth interview is a process obtain information for research purposes by means of question and answer while face to face between the interviewer and the informant or the interviewee, with or without the use of interview guide, where the interviewer and informant engage in relatively long social life.

Interview is a way of gathering material information material carried out by asking questions verbally unilaterally, face to face and with direction and purpose has been determined.²⁷ An interview is a meeting of two people to exchange information and ideas through question and answer, so that they can constructed meaning in a particular topic.²⁸

Based on the opinions above, it can be concluded that that the interview is a dialogue or question and answer conducted by the interviewer with the resource person either directly or indirectly to obtain the required information.

The interview method used is the question the questions asked have been prepared beforehand, but the way delivery is free, not bound by the serial number of the guideline' interviews, adapted to the situation and

²⁷Anas Sudijono, *Pengantar Evaluasi Pendidikan*, Jakarta: Raja Grafindo Persada, 2009. h.82

²⁸ Sugiyono, *Metode Penelitian Pendidikan, "Pendekatan Kuantitatif, Kualitatif dan R&D"* Bandung: Alfabeta, 2006. h.317

conditions. As for technique which is used is the question and answer takes place freely, fairly and full of familiarity with teachers and students with details as following:

a. Teacher

Interview with English teachers at SMPN 24 Tulang Bawang Barat to review about how to apply the fun Implementation of the Google Classroom application in online learning of the ninth grade student of junior high school SMPN 24 Tulang Bawang Barat.

b. Student

Interviews with three students at SMPN 24 Tulang Bawang Barat to review about how to apply the Implementation of the Google Classroom application in English online learning of the ninth grade student of junior high school SMPN 24 Tulang Bawang Barat.

2. Observation

Through observation, researchers can obtain information, namely: includes space (place), actors, activities, objects, actions, events or events, times and feelings. In addition, through observation researchers can present a realistic picture of behavior or events, to answer questions, to help understand behavior humans, and for evaluation, namely measuring certain aspects provide feedback on these measurements.

Observation is "methods or ways of analyzing or keep a systematic record of behavior by observing/observing students or a group of students directly direct".²⁹

Observation is a method or method of analyzing and keep a systematic record of behavior by looking at or observing individuals or groups directly direct. Observation is selecting, converting, recording, and coding a series behavior and atmosphere relating to organisms in accordance with empirical goals.³⁰

Based on some of the above understanding can be concluded that what is meant by observation is a technical carried out by making careful observations and systematic recording to obtain the required data. Observations or observations that researchers do are participating observations.³¹ While the role of researchers in Observation is as an actor and means the presence of the researcher generally known by the research subjects. Researchers do direct observation of the Implementation of the Google Classroom application in online learning English of the ninth grade student of junior high school SMPN 24 Tulang Bawang Barat.

3. Documentation

A large number of facts and data are stored in materials that in the form of documentation. Most of the available data are in the form of

²⁹ Zakiah Daradjat, et all, *Metodik Khusus Pengajaran Agama Islam*. Jakarta: Bumi Aksara, 2004, h. 214.

³⁰ Ngalim Purwanto, *Prinsip Prinsip dan Teknis Evaluasi Pembelajaran*, Bandung: Remaja Rosdakarya. h.149.

³¹ Edi Kusnadi, *Metode Penelitian*, Bandar Lampung: Gunung Pesagi, 2002, h. 105.

letters, notes, reports, artifacts, photographs and etc. Through documentation, researchers can find out what happened which was past.

The documentation method is the method used in looking for data about things in the form of notes, transcripts, books, newspapers, magazines, agendas and so on.³² Methods of documentation namely collecting data from a number of available data that usually in the form of writing, objects, reports and diaries.³³

So simply the documentation method is a technique data collection by disclosing existing data archives. This documentation method is used to complete the data necessary data related to the history of its establishment, structure organization, educational facilities owned, development learning, activities and activities carried out by teachers in the framework of the Implementation of the Google Classroom application in English online learning of the ninth grade student of junior high school SMPN 24 Tulang Bawang Barat.

D. Data Validity Guarantee Technique

Data validity assurance techniques to check the validity of the data regarding the Implementation of the Google Classroom application in online learning English of the ninth grade student of junior high school SMPN 24 Tulang Bawang Barat, based on the data collected, Furthermore, several

³²Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendektan Praktek*, Jakarta: Rineka Cipta, 2010, Edisi Revisi, h. 274

³³Koentjoroningrat, *Metode Penelitian Masyarakat*, Jakarta : Gramedia, 1976. h.63.

techniques of data validity are absolutely necessary in qualitative research, therefore checking is carried out data validity.

The technique of checking the validity of the data is very important determine the quality of research results. Techniques used in checking and data validity is triangulation. Triangulation means as a data collection technique that combines data from various data collection techniques and existing data sources.³⁴

The triangulation that researchers use is technical triangulation. Technical triangulation means that researchers use different data collection techniques to obtain data from the same source. The researcher used triangulation technique as a technique to check the validity of the data. Where in the sense that triangulation is a technique of checking the validity of data that utilizes something else in comparing the results of interviews with the object of research.

Technical triangulation can be done using different techniques. For example, researchers use interview and observation techniques to find out the implementation of the Google Classroom English application in online learning for ninth grade students of SMPN 24 Barat. This triangulation is not only used to check the correctness of the data but also to enrich the data. In addition, technical triangulation can also be useful for investigating the

³⁴Sugiyono, *Metode Penelitian Pendidikan Kualitatif, Kuantitatif, dan R & D*. Bandung; Alfabeta, 2011, h. 23.

validity of the researcher's interpretation of the data, because technical triangulation is reflective³⁵.

As for achieving that trust, the following steps or procedures are taken:

1. Comparing observational data with interview data
2. Comparing what people say in public with what is said in private.
3. Compare what people say about the research situation with what they say over time.
4. Comparing one's situation and perspective with various opinions and views of people from various classes.
5. Comparing the results of interviews with the contents of a related document.

Meanwhile, in qualitative research, technical triangulation is a process that must be passed by a researcher in addition to other processes, where this process determines the validity aspects of the information obtained and then compiled in a study. a data validity checking technique that utilizes something other than the data for checking purposes or as a comparison against the data. The most widely used triangulation technique is examination through other sources. The triangulation model was proposed to eliminate the dichotomy between qualitative and quantitative approaches so that the right theory was found.

Thus, the general purpose of technical triangulation is to increase the theoretical, methodological, and interpretative strength of a research. Thus

³⁵*Ibid.*

triangulation has an important meaning in bridging the dichotomy of qualitative and quantitative research, in addition to collecting data, triangulation techniques involve observation, interviews and documentation..

E. Data Analysis Techniques

Data analysis is an effort to find and organize systematically record the results of interviews, observations and others to improve understanding of objects and present as discovery about a thing for others.³⁶ Analysis of data in Qualitative research is carried out since before entering the field, during in the field and after completion in the field.

The author uses 3 technical data analysis, namely data reduction, presentation of data and drawing conclusions:

1. Data Reduction

Data reduction is summarizing, choosing the main things, focus on things that are important, look for themes and patterns or the main things that are in accordance with the problem with research and arranged in an orderly or systematic manner

Reducing data means summarizing, choosing things that main points, focusing on the important things, looking for a theme the pattern and throw away the unnecessary the data reduction that the author does is a sorting process and the selection of data in the form of interview notes to teachers and students in a question regarding the Implementation of the

³⁶ Ahmad Rijali, “*Analisis Data Kualitatif*”, *Jurnal Alhadharah*, Vol. 17, No. 33 Jan Jun 2018, No. 84.

Google Classroom application in English online learning of the ninth grade student of junior high school SMPN 24 Tulang Bawang Barat.

2. Data Presentation

Data presentation is collecting all the information that systematic and conclusions can be drawn so as to provide necessary information³⁷. The presentation of the data is done so that the resulting data organized reduction, neatly arranged in a relationship pattern so that easy to understand.

In qualitative research data presentation can be done in the form of brief descriptions, charts, relationships between categories and the like. Based on the summary of the interview excerpts developed in accordance with the answers of informants and other informants.

3. Drawing Conclusion

Drawing conclusions is the final step can be done that can be done by drawing conclusions a description or description of an object that has not previously been so that after research it becomes clearer. Drawing conclusions based on a problem in this study so that it can answer these problems clearly.

Drawing conclusions or verification here is an attempt to looking for or understanding meaning or meaning, regularities, patterns or proportions³⁸. Before drawing conclusions first, data reduction, data

³⁷Sugiyono, Metode Penelitian Pendidikan “Pendekatan Kuantitatif, Kualitatif dan R&D (Bandung: Alfabeta, 2006) , h..341.

³⁸Ibid. h.345.

presentation and withdrawal are carried out conclusions in previous activities.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

A. Research Results

1. Description of Research Area

a. School History of SMP N 24 Tulang Bawang Barat

SMP Negeri 24 Tulang Bawang Barat was established on July 13, 2013. The date of the Decree of Establishment of SMP Negeri 24 Tulang Bawang Barat was November 4, 2013. SMP Negeri 24 Tulang Bawang Barat was established based on the Decree of Operational Permit: 800/597/IL.01/TBB/ 2013 with Operational Permit Decree dated June 26, 2013.

SMP Negeri 24 Tulang Bawang Barat was established with the aim of dealing with elementary school graduates so that all continue to the junior high school level and in order to carry out the 9-year education program launched by the government. The ownership status of SMP Negeri 24 Tulang Bawang Barat is owned by the local government.

b. School Geographical Location of SMP N 24 Tulang Bawang Barat

SMPN 24 Tulang Bawang Barat is located in Tiyuh Kagungan Ratu RK 3, Tulang Bawang Udik District, Tulang Bawang Barat Regency. SMPN 24 Tulang Bawang Barat is located in rural geographical conditions. So that most of the parents of students make a living as farmer laborers with planters.

c. Vision and Mission of SMP N 24 Tulang Bawang Barat

1) School Vision

The Vision of SMP Negeri 24 Tulang Bawang Barat has a vision, namely: "Forming a superior generation in achievement, science and technology, character, and noble character (PRIMA)."

2) School Mission

The missions of SMP Negeri 24 Tulang Bawang Barat are as follows:

- a) Carry out learning and guidance effectively to optimize the potential of students.
- b) Develop a competitive culture for students in an effort to improve achievement.
- c) Growing appreciation and practice of the religion adopted to form good character.
- d) Creating a conducive atmosphere for the effectiveness of all school activities.
- e) Prioritizing cooperation in completing educational and teacher assignments.
- f) Preserving and developing sports, arts and culture.
- g) Developing learning using information technology

And communication to produce students who have a global perspective. Based on the Vision and Mission that has been

formulated within the next 5 years, the goals that are expected to be achieved by the school in 2021/2022 are:

- a) The average National Examination Score increases to meet the graduation standard.
- b) Having advanced extra-curricular activities and achievements in all fields.
- c) The realization of high discipline from all school members.
- d) Realization of daily social atmosphere based on faith and piety.
- e) The realization of transparent and participatory school management, involving all school members and related interest groups.
- f) The realization of a clean, beautiful, clean and beautiful school environment.³⁹

d. School Facilities and Infrastructure of SMP N 24 Tulang Bawang Barat

SMP N 24 Tulang Bawang Barat has school facilities and infrastructure which is quite adequate, both facilities that support activities learning and facilities that support extra-curricular activities. Besides besides that, SMP N24 Tulang Bawang Barat also has some room for educational activities and school administration and other purposes.

³⁹*Sourch; documentation of the SMPN 24 TUBABA*

The supporting facilities and infrastructure at SMP N 24 Tulang Bawang Barat are as follows:

- 1) Classroom: 6 Rooms
- 2) Principal's Room: 1 Room
- 3) Teacher Room: 1 Room
- 4) TU Room: 1 room
- 5) BK Room: 1 Room
- 6) Student Cooperative Room: 1 Room
- 7) Student Council Room: 1 Room

The various classrooms have been equipped with various types of facilities according to their respective functions such as tables, chairs, bookshelves, rulers, blackboards, erasers, shelves, learning tools, and hand washing facilities.

- a. Human Resources of SMP N 24 Tulang Bawang Barat (Education and Education Personnel)

- 1) Headmaster

| No | Jabatan | Nama | JenisKelamin | | Usia | Pend. Akhir | Masa Kerja |
|----|----------------|---------------------|--------------|---|------|-------------|------------|
| | | | L | P | | | |
| 1 | Kepala Sekolah | Isnaini, S.Pd., M.M | | ✓ | 43 | S2 | 10 |

4.1 Headmaster's Table

2) Teacher

| No | Tingkat Pendidikan | Jumlah dan Status Guru | | | | Jumlah |
|----|--------------------|------------------------|---|----------------|---|--------|
| | | PNS | | GTT/Guru Bantu | | |
| | | L | P | L | P | |
| 1. | S3/S2 | - | - | - | - | - |
| | S1 | 2 | 4 | 2 | 8 | 16 |
| | D4 | - | - | - | - | - |
| | D3 | - | 1 | - | - | 1 |
| | D1 | - | - | - | - | - |
| | SMA/Sederajat | - | - | - | - | - |

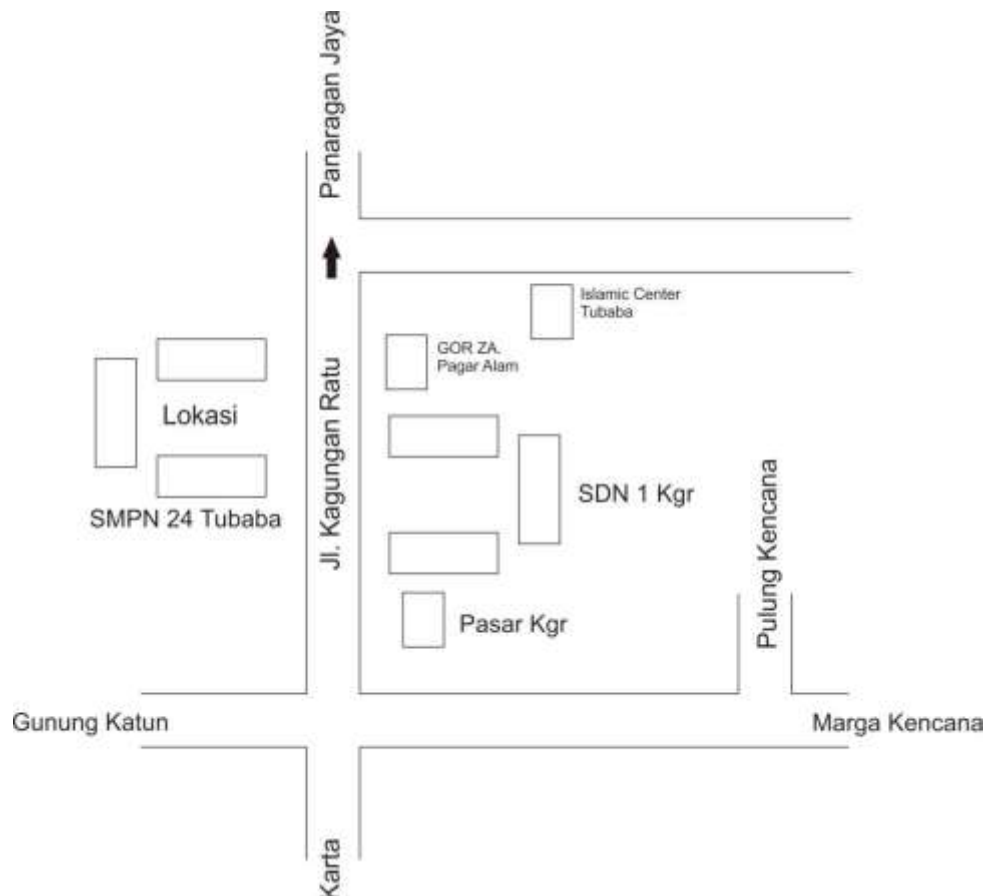
4.2 Teachers' Table

b. Organizational Structure of Work Procedures (SOTK)

| No | Nama | Jabatan | Mata Pelajaran | Jam |
|----|---|-----------------|---------------------------|-----|
| 1 | Isnaini, S.Pd.,M.M NIP. 197709112010012004 | Kepala Sekolah | - | |
| 2 | Yuli Yanti, S.Pd. NIP. 19827272010012020 | Guru | IPS dan MULOK | 18 |
| 3 | Idayanti, S.Pd. NIP. 19830622010012024 | Guru | B. Indonesia | 24 |
| 4 | Nunik Syamsiyah, S.Pd. NIP. 19891112201902005 | Guru | IPS dan SBK | 26 |
| 5 | Ramadona, S.Pd. NIP. 199011272019021006 | Guru | PKN | 18 |
| 6 | Johan Dani Nugroho, S.Pd. NIP. 199101012019021105 | Guru | Bahasa Inggris | 24 |
| 7 | Cindy Putri Hapsari, S.Pd. NIP. 199506052019022003 | Guru | IPA | 25 |
| 8 | Mirliana, A.Md NIP 197607272009022001 | Guru | B. Lampung Dan MULOK | 18 |
| 9 | Eva Esterina, S.Pd. NIP. 196702271995122002 | Guru | IPS | 4 |
| 10 | Siti Komariyah, S.Pd. | Guru | B. Indonesia | 6 |
| 11 | Dessy Anggraini, | Guru | B. Indonesia Dan Prakarya | 14 |
| 12 | Isnaini, S.Pd.,M.M | Guru | Matematika | 20 |
| 13 | Teguh Setiawan, S.Pd. | Guru | PENJASKES | 18 |
| 14 | Anis Lestari, S.Pd | Guru | PRAKARYA | 4 |
| 15 | Merta Sari, S.Pd. | Guru | PAI | - |
| 16 | Anggi Bedianti, S.Pd. | Perpustakaan | - | - |
| 17 | Yunita Sari, S.Pd. | Guru | BK | 12 |
| 18 | Gilang Filipus, S.Pd. | Guru | - | - |
| 19 | Sulis Settiyawati | Staf Tata Usaha | - | - |
| 20 | Yeni Novia, S.KoM | Staf Tata Usaha | - | - |
| 21 | Supriyanto | Sapam | - | - |
| 22 | Joko Susanto | Penjaga | - | - |

c. Location of SMP N 24 Tulang Bawang Barat

Picture 4.1
Location of SMP N 24 Tulang Bawang Barat



2. Description of Research Results

- a. Implementation Google Classroom application in English online learning of the ninth grade student of the junior high school SMPN 24 Tulang Bawang Barat

This research was conducted at SMP N 24 Tulang Bawang Barat on December 14, 2021 (attachment 5, picture 1). Researchers observed the implementation process of the Google Classroom application in English online learning of the ninth grade student of the

junior high school SMPN 24 Tulang Bawang Barat. In learning the researchers observed the process of online English learning activities using the Google Classroom application. While the next stage of interviews, researchers conducted interviews with several predetermined informants who felt they could answer and get the desired data including teachers who used the Google Classroom application in online English learning in ninth grade students.

At the documentation stage, the researcher documents the results of observations in the form of photos and data files related to the implementation of using Google Classroom in online English learning. With the aim of strengthening the interview and observation data. There are several people who interviewed researchers, namely the ninth grade English subject teacher as the main informant (appendix 5, figure 2), and several ninth grade students who experienced online learning using the Google Classroom application (appendix 5. figure 3, 4 and 5).

In accordance with the results of the research obtained by the researcher from the informants, the following is the data obtained from the field findings obtained from interviews and observations. The data obtained are as follows:

Based on observations made by researchers at SMP N 24 Tulang Bawang Barat regarding the implementation process of Google Classroom application in online learning English of the ninth grade

student of the junior high school SMPN 24 Tulang Bawang Barat, the following results were obtained.

First, prepare a Learning Implementation Plan, Learning basically needs planning before going to the stage of the learning process. Regarding learning English online using Google Classroom, the teacher prepares the lesson. For the learning process, preparing online lesson plans, of course (attachment 6), as well as the skills possessed by teachers in this study, really must be able to understand or use Google Classroom so that the functions and benefits of Google Classroom can be maximized.

In addition, the teacher also uploads material, gives assignments that can be seen by students or that can be read by students and no less important also has an internet connection to access the Google Classroom page. In delivering the material the teacher previously prepared learning media in the form of pictures and documents containing learning material about narrative text made by teachers using a software program in the form of Microsoft word (attachment 5, picture 7).

In carrying out online English learning using Google Classroom as a learning medium. It can be seen that in planning to implement the use of Google Classroom in online English learning that the planning of the learning process made by the teacher is in the form of an online Learning Implementation Plan (RPP), why is that because at the

moment they are carrying out online English learning today. Online Learning Implementation Plans (RPPs) are made by teachers every time they teach in class as a reference or main basis for carrying out a learning activity. In making this lesson plan, of course, the teacher needs a syllabus as a reference. The syllabus in the 2013 Curriculum is already available so the teacher does not make it anymore.

Then in the online RPP also discusses what is needed when carrying out this online learning, such as the facilities and infrastructure needed, as well as how the strategy or approach will be taken by the teacher in implementing the use of Google Classroom in order to achieve the results or values expected to achieve KKM. Not only with the teacher, with the guardians of the students also conveyed about the results or grades obtained by the students.

Second, to prepare learning media in carrying out online English learning using Google Classroom, the teacher must of course prepare a learning media to deliver a lesson in the Google Classroom. The media used by the teacher when carrying out learning activities the teacher uses learning media in the form of learning videos, pictures and also documents containing learning materials. By using these media, it seeks to attract students not to be bored in carrying out online learning.

This is in accordance with interviews conducted by researchers with ninth grade English subject teachers, Mr. Johan Dani Nugroho,

S.Pd regarding the readiness of teachers to face online learning using Google Classroom as follows:

"The readiness is there are online lesson plans, syllabus, LKPD and learning videos that are adapted to the teaching materials. And also, the skills in this learning really have to be able to understand or use Google Classroom so that the functions and benefits of Google Classroom can be maximized. Besides that, the teacher also uploads material, gives assignments that can be seen by students or that can be read by students and it is equally important to have an internet connection to access the Google Classroom page." (Interview with Mr. JDN, 14 December 2021).

It can be concluded that in conducting online English learning activities using Google Classroom, the teacher also prepares lesson plans as a guide in teaching, skills in this learning really must be able to understand or use Google Classroom so that the functions and benefits of Google Classroom can be maximized. The opinion of the ninth grade English subject teacher regarding the implementation of the use of Google Classroom in online English learning:

"My response is regarding the implementation of the use of Google Classroom in online learning. In this Google Classroom, we can monitor student learning activities, whether it is the delivery of structured assignments, and we can also monitor their absences." (Interview with Mr. JDN, 14 December 2021). This is in accordance with interviews conducted by researchers with RAK students, regarding learning media as follows:

"It's good - good and happy, Sis, it's the same as WA, Sis, but this Google Classroom is neater for sending assignments, so learning is effective, Sis." (Interview with RAK students, December 14, 2021). In the interview, the ninth grade English teacher and students explained that in using the Google Classroom application, although it is often constrained by the internet network, the school has

prepared Wi-Fi so that it can carry out learning activities that rely on information technology.

"It can be said that it is suitable or not, it can be seen from the school environment, so let's explain first if doing online learning activities using Google Classroom, what must be prepared for the provision of materials. Readiness there is an online lesson plan, and learning videos that are adapted to the teaching material. And also, the skills in this learning really have to be able to understand or use Google Classroom so that the functions and benefits of Google Classroom can be maximized. Besides that, the teacher also uploads material, gives assignments that can be seen by students or that can be read by students and no less important also has an internet connection to access the Google Classroom page." (Interview with Mr. JDH 14 December 2021).

The whole answer explains that to carry out online English learning activities, you can use the Google Classroom application. In addition, the teacher must know what is prepared in using the application, because if one of these is not present then the learning cannot go according to plan. The suitability of the lesson plans with the learning process, in carrying out research, researchers conducted observations of online English learning activities through Google Classroom and interviewed English subject teachers and students. From the results of observations and interviews, it is known that the Implementation of the Google Classroom application in English online learning of the ninth grade student of the junior high school SMPN 24 Tulang Bawang Barat has been running effectively with reference to the plan that has been made. For the implementation of the use of Google Classroom, it is used for teaching and learning activities,

namely every Monday - Friday. In addition, there are things that must be prepared by the teacher, namely:

Based on the results of observations of the conditions for the implementation of using online English online learning lies in the readiness of teachers and students' readiness, the results of observations that have been carried out by researchers on teacher readiness, it appears that teachers are on time in starting learning, this shows that teachers have prepared themselves to In teaching, the teacher has also prepared the material to be delivered to the students. However, there are those who are late in participating in learning, it shows that students' readiness is still lacking, even though they have been reminded via WhatsApp before starting the lesson (appendix 5, pictures 12 and 13).

The condition of implementing the use of Google Classroom in online English learning is not much different from learning as face-to-face in the classroom, based on observations on the learning activities of the teacher asking students how they are doing, taking attendance, delivering material using the instructional media that has been inserted.

First, the delivery of learning materials, learning materials are the content of the lessons delivered by the teacher to his students every time the learning activity takes place. In preparation for teaching, the teacher must prepare the material to be taught tomorrow. Based on the results of observations in the delivery of learning materials the teacher

has conveyed the material clearly so that students understand. And also, every learning material is delivered by the teacher in detail. In the learning process, it was seen that the teacher used Google Classroom for online learning media, that in delivering the material the teacher sent Microsoft word in the form of an information document or material about narrative text in the Google Classroom. Google Classroom as one of the learning media to carry out learning activities.

Based on the interview conducted by the researcher with the ninth grade English teacher, Mr. JDN, regarding the delivery of the material is as follows:

"If I convey the material, only the important points are also equipped with videos, pictures or make summary documents so that you don't get bored in studying."
(Interview with Mr. JDN, December 14, 2021).

Based on the explanation above, it can be concluded that Google Classroom learning for the delivery of teacher material has delivered the material clearly. Of course, in carrying out online English learning activities, teachers really need an internet network which is a system that can help or make it easier for teachers to send information or learning materials to students.

Second, learning media, we already know that learning media has a very important role in carrying out learning activities. Because by using learning media students will more easily understand the material if it is supported by the media. Based on the results of observations on learning using Google Classroom, the media used by

teachers in using Google Classroom in online English learning is in the form of images, video links and often convey material using document summaries.

This is in accordance with interviews conducted by researchers with ninth grade English teachers, Mr. JDN, regarding learning media as follows:

"If the media is effective or the one that you use in the implementation of online learning using Google Classroom, you use learning videos, pictures that match the material, or summary documents to convey the material." (Interview with Mr. JDN, 14 December 2021).

This opinion is in line with the interview that the researcher conducted with the interview conducted with one of the students as follows:

"Yes, Sis, usually in learning activities, mothers use learning media, videos, pictures and documents, Sis" (RAK Student Interview, 14 December 2020).

Based on the explanation above, it can be concluded that the use of Google Classroom in online English learning in the midst of a pandemic that in carrying out online English learning activities really needs learning media because using student learning media is helped.

Third, the learning method, based on observations made by researchers, is that in the implementation of online English learning using Google Classroom the teacher uses questions and answers, the method used will be adjusted to the material to be delivered, and to the implementation of the ongoing learning.

Fourth, teaching strategy. The teacher's strategy in implementing learning is that in using Google Classroom the teacher conveys important points accompanied by media that supports the material such as the teacher providing pictures of the material so that learning will be more meaningful because students get a direct picture.

This is in accordance with the results of the researcher's interview with the English subject teacher, Mr. JDN, as follows:

"In implementing the use of Google Classroom in online learning, it has gone well. The strategy used by the teacher is to convey material that is only bullet points so that students do not get bored. for the responsibility of each student, most of them are already responsible for both the execution of their assignments and the delivery of their assignments and the students are also active. As for before carrying out learning, the teacher reminds himself via WhatsApp chat or WhatsApp group so that students take part in learning in Google Classroom. "(Interview with Mr. JDN, 14 December 2021).

Based on the explanation above, it can be concluded that the strategies that teachers use in implementing learning should only be important and must also be equipped with learning videos and pictures. And also, the teacher does not hesitate to bind his students to take part in learning in Google Classroom. As for maximizing online learning by using Google Classroom, that is, in this learning, thank God at school for homeroom teachers and student guardians interacting with each other via WhatsApp, thus minimizing miss communication. Strength is an excess value that exists in a thing while a deficiency is something that causes it to be less than perfect. These advantages and

disadvantages are reviewed in terms of material, strategy, and management.

Based on observations made by researchers, it appears that for the advantages and disadvantages of Google Classroom learning, the advantages are that it is easy to accept and do the tasks given, the material provided is also in detail accompanied by pictures or videos that are adapted to the subject matter. And also, we can learn anywhere and anytime. And for the drawback, he can't meet face to face, and also can't practice directly, it's just that students can practice with the video in and continue to be sent to the Google Classroom room. Online learning using the Google Classroom application in carrying out learning activities is very interesting for students because new learning makes it easier for students to study independently.

Some students have problems with networks such as networks that do not support where Google Classroom learning requires internet access, as the results of an interview with JRK are as follows:

"The inhibiting factor is the internet signal, Sis, the network depends on the weather and it is also difficult to practice directly in front of the teacher, if you want to practice, we will make videos and then we will send it to Google Classroom, Sis.". (JRK interview, 14 December 2021).

Agree with AH, read from the interview results as follows:

"Sometimes the signal is bad, the quota is minimal, but this can be overcome by asking parents for theater so that the learning process

can run and learning outcomes can be achieved". (AH interview, 14 December 2021).

The two opinions above are different from the results of the researcher's interview with RAK, which are as follows:

"The obstacle we felt when we learned to use the Google Classroom application in this online learning was that there were still learning materials that I didn't understand, the solution was that I asked my parents". (RAK interview, 14 December 2021).

Based on the explanation above, it can be concluded that the obstacle that usually occurs is the internet network which is less stable and there is also material that does not understand which makes students ask their parents.

- b. Google Classroom application to improve the student motivation in an English learning process

Based on observations about the Implementation of Google Classroom application in English online learning of the ninth grade student of the junior high school SMPN 24 Tulang Bawang Barat, about improving the student motivation is an English learning process on each material the teacher assumes that students are getting used to doing assignments online, whether it's ordered to practice by making videos, making pictures or taking quizzes, and later the assignments are collected through Google Classroom so that the teacher can monitor them.

For the assessment of learning outcomes that have been carried out to determine the level of student understanding and measure students' ability to understand a material that has been given, in Google Classroom learning in online English learning. From this it can be seen that each individual has been declared successful and has reached the KKM (attachment 5, figure 10). In learning English online using Google Classroom, it has been seen that students can already use Google Classroom as a medium for learning English online and also from the daily grades they do, the KKM has been achieved.

Based on observations about the Implementation of Google Classroom application in English online learning of the ninth grade student of the junior high school SMPN 24 Tulang Bawang Barat, this can be seen in the results of students in the process of learning activities (appendix 5, figure 10). As initially students could not use Google Classroom, now students can. And also, students are getting used to doing assignments online, whether they are ordered to practice by making videos, making pictures or a work, and later the assignments are collected through Google Classroom so that they can be monitored by the teacher.

Furthermore, on the results of observations made by researchers, teachers conduct assessments starting from cognitive, affective, and psychomotor neglect to find out Google Classroom application to improve the student motivation is an English learning

process. From a cognitive perspective, in this study, student learning outcomes can be obtained from the results of students' daily tests, mid-semester assessments and later will also be seen from the end-semester assessment. With the benefits provided by Google Classroom, it will make it easier for students to understand the learning or teaching materials provided by the teacher, so that students with a good understanding of learning will get good results as well.

Based on the results of observations on cognitive assessment, that the implementation of online learning using Google Classroom for cognitive assessment is seen from the results of the teacher's assessment of assignments, be it daily grades, mid-semester grades and end-of-semester grades. In addition, it can be seen from student assignments. For affective assessment, that based on observations made by researchers, affective assessment is seen from the attitude of responsibility and discipline of students such as the attitude of students in collecting assignments, doing assignments given by the teacher, it can be seen in the attitude of these students that there are still students who are late in or not doing assignments. in a timely manner.

Moreover, for psychomotor assessment, it is seen that in the activities or implementation of learning that is observed through practical activities through video zoom meetings (attachment 5, picture 14). For this practical activity, students seem to be very involved in participating in online English learning. From the assessment of

learning outcomes that have been carried out to determine the level of student understanding and measure students' ability to understand a material that has been given, in Google Classroom learning in online English learning. In addition, online English learning activities can also be seen from the daily absences of students in Google Classroom and can also see the daily lives of students who are sent via Google Classroom. Such as quiz assignments that students do at the time of learning or products that students have made on certain tasks. Until now, the implementation of the use of Google Classroom in online English learning has been carried out.

This is in line with the results of the researcher's interview with Mr. JDN, as follows:

"In general, the results are good and each individual has reached the KKM". (Interview sir, December 14, 2021).

Meanwhile, in conducting an interview with Mr. JDN, the teacher said that the attitude of students' responsibility in participating in online English learning using Google Classroom was as follows:

"Alhamdulillah, most of the students have been responsible for their responsibilities, both in the execution of their assignments and in the delivery of their assignments." (Interview with Mr. JDN, December 14, 2021).

Thus it can be concluded that, learning English is done online

by utilizing the application, namely Google Classroom and also does not discourage students from continuing to study at home and get satisfactory results. And also the responsibility of students is good, both in terms of working on assignments and sending assignments. In implementing the use of Google Classroom for English online learning, it can be seen from the results of the daily test, mid-semester test that the learning outcomes that have been achieved by each student have reached the KKM. So it can be concluded that from the application of the use of Google Classroom in English online learning, the KKM has reached the KKM, the learning objectives have been achieved well, online English learning using Google Classroom has been effective.

B. Discussion of Research Results

Based on the results of research that has been carried out by researchers through observations and interviews with ninth grade English teachers regarding the Implementation of Google Classroom application in English online learning of the ninth grade student of the junior high school SMPN 24 Tulang Bawang Barat. This discussion is conducted to answer the research formulation in this study, namely: How the Implementation of Google Classroom application in English online learning of the ninth grade student of the junior high school SMPN 24 Tulang Bawang Barat? And What is the Google Classroom application able to improve the students' motivation in the English learning process?

As explained in the previous chapter, online learning implies a learning process that uses electronics as a learning medium. Online learning is one form of information technology that is applied in the field of education⁴⁰.

Based on observations made by researchers in the ninth grade of SMP N 24 Tulang Bawang Barat that in its implementation it can be seen through the components of the implementation of online English learning, namely as follows: First, the delivery of material, the delivery of learning materials, the teacher has conveyed the material clearly so that students understand. And also every learning material is delivered by the teacher in detail. In the learning process, it was seen that the teacher used Google Classroom for online English learning media, that in delivering the material the teacher sent documents from Microsoft word as material about narrative text in the Google Classroom room (appendix 5, picture 7). Google Classroom as one of the learning media to carry out online English learning activities, one of which is in the delivery of material.

The two-learning media, based on the results of observations on learning using Google Classroom, the media used by teachers in using Google Classroom in online English learning are in the form of images, video links and often convey material using documents. Teachers can choose to attach files to assignments that students can view, edit, or accept, and students can leave comments that allow for two-way communication between teacher and student⁴¹. The three methods, based on observations made by researchers are

⁴⁰ Onno W. Purbo, 2002, *E- Learning berbasis pP dan SysQl*

⁴¹ Ifthkar, Shampa. "Google Classroom: What Work And How?". Journal of Education

that in the implementation of online English learning using Google Classroom the teacher uses questions and answers, the method used will be adjusted to the material to be delivered, and in the implementation of the ongoing learning (Appendix 5, picture 5).

Fourth, teaching strategies, as for the teacher's strategy in implementing learning that in using Google Classroom the teacher conveys important points accompanied by media that supports the material such as the teacher providing pictures so that learning will be more meaningful because students get a direct picture (appendix 5, picture 7).

Based on the results of observations made by researchers, teachers conduct assessments starting from cognitive, affective, and psychomotor neglect to find out Google Classroom application to improve the student motivation is an English learning process. From a cognitive perspective, in this study, student learning outcomes can be obtained from the results of students' daily tests, mid-semester assessments and later will also be seen from the end-semester assessment. With the benefits provided by Google Classroom, it will make it easier for students to understand the learning or teaching materials provided by the teacher, so that students with a good understanding of learning will get good results as well. In addition, Google Classroom is a flexible application because this application is easily accessible and can be used by infrastructure users and students in face-to-face learning environments and fully online environments⁴².

Based on the results of observations on cognitive assessment, that the implementation of online learning using Google Classroom for cognitive assessment is seen from the results of the teacher's assessment of assignments, be it daily grades, mid-semester grades and end-of-semester grades. In addition, it can be seen from student assignments.

For affective assessment, that based on observations made by researchers, affective assessment is seen from the attitude of responsibility and discipline of students such as the attitude of students in collecting assignments, doing assignments given by the teacher, it can be seen in the attitude of these students that there are still students who are late in or not doing assignments. in a timely manner.

For psychomotor assessment, it is seen that in the activities or implementation of learning that is observed through practical activities through video zoom meetings (attachment 5, picture 14). For this practical activity, students seem to be very involved in participating in online English learning. From the assessment of learning outcomes that have been carried out to determine the level of student understanding and measure students' ability to understand a material that has been given, in Google Classroom learning in online English learning. In addition, online English learning activities can also be seen from the daily absences of students in Google Classroom and can also see the daily lives of students who are sent via Google Classroom. Such as quiz assignments that students do at the time of learning or products that

students have made on certain tasks. Until now, the implementation of the use of Google Classroom in online English learning has been carried out.

The advantages of Google Classroom have good features and interact with active email so that it allows students to participate and can be used to deliver materials, evaluations, and tests in one application frame. Learning by using online learning provides benefits such as facilitating the interaction of teachers with students, as well as student interactions with other students. Students can also access the subject matter, and do the assignments given⁴³.

This is in accordance with research conducted by Anita Ningrum, the advantage of learning using google classroom is because it is more effective and students can learn independently⁴⁴.

The obstacles encountered during online learning using Google Classroom, based on observations made by researchers in third grade that for problems regarding the internet network, both with teachers and students. This is in accordance with Zedha Hammi's research on the drawback of online learning is that the use of the internet requires adequate infrastructure and communication via the internet often slow⁴⁵.

The way to overcome these obstacles is to install Wifi in schools to carry out online English learning activities. In addition, the knowledge obtained from students is still there are students who do not understand the

⁴³ Imanihuruk, Lidia, dkk.2019. *Online Learning: Implementasi, Strategi, dan Innovasinya*. Jakarta: Yayasan Kita Menulis

⁴⁴ Anita Ningrum, "Analisis Implementasi Pembelajaran Google Classroom Siswa MTs Negeri Salatiga VII dalam Materi Tata Surya Era Pandemi Covid-19 Tahun Ajaran 2019/2020". (2020)

⁴⁵ Zedha Hammi. "Implementasi Google Classroom di XI IPA MAN 2 Kudus". (2017)

material explained by the teacher through Google Classroom. To overcome this, students ask their parents or siblings for help.

CHAPTER V

CONCLUTION

A. Conclusion

Based on the research that has been carried out, it can be concluded that the current Implementation of the Google Classroom Application in English online learning of the ninth grade Student of the junior high school SMPN 24 Tulang Bawang Barat, by using the Google Classroom application, the teacher can monitor activities – student learning activities, such as absenteeism, explanation of material and delivery of assigned tasks. As for the plans prepared by the teacher in carrying out these online learning activities, of course the teacher prepares the syllabus, lesson plans, LKPD, to the tasks that will be given later. Even the teacher also prepared a learning video. For the media used by the teacher, the teacher usually uses learning media in the form of videos, pictures and documents containing a summary of the material. The implementation of the use of Google Classroom is used for every online English teaching and learning activity, namely every Monday-Friday. As for the things that must be prepared by the teacher in implementing the use of Google Classroom in online English lessons, namely online learning has been going well. For the strategy carried out by the English subject teacher is to convey material that is just bullet points so that students don't get bored. In learning English online using Google Classroom, it looks effective, namely students can use Google Classroom as a medium for learning English online and also from the daily values they do, the KKM has been achieved.

Furthermore, in the use of Google Classroom, the teacher evaluates the assessment as usual, namely cognitive, affective, and psychomotor assessments that are observed by the teacher online. Such as cognitive assessment observed from student learning outcomes. Assessment of student attitudes can be observed in online English learning, which is seen in good student attitudes. Psychomotor assessment is observed through practical activities.

B. Implication

Based on the conclusions of the research results that have been stated above, The implications of the research results are useful for adding information and enriching knowledge about Implementation of the google classroom Application in English online Learning of the ninth grade Student of the junior high school SMPN 24 Tulang Bawang Barat, Besides that, it can be useful to motivate students the school and also able to provide evaluation in the form of an assessment for schools in the Implementation of the google classroom Application in English online Learning of the ninth grade Student of the junior high school SMPN 24 Tulang Bawang Barat.

C. Suggestion

1. For Teachers

It is hoped that the Google Classroom application can be used as an alternative application to improve the student motivation is an English learning process during online and face-to-face learning in class.

2. For School Principals

It is hoped that the school will provide more motivation to teachers at SMP N24 Tulang Bawang Barat, especially English subject teachers to apply the Google Classroom application in the process of teaching and learning English online and offline as a medium for collecting assignments and quizzes from students to be more practical and creative.

3. For Students

It is expected that students will be more active in the learning process, because student participation and understanding of the material being taught affects learning outcomes.

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APPENDICES



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-3129/In.28/J/TL.01/07/2021
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA UPT SMP NEGERI 24
TULANG BAWANG BARAT
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **JEVITA PEBRINDA**
NPM : 1801070037
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : IMPLEMENTATION OF THE GOOGLE CLASSROOM
APPLICATION IN ONLINE LEARNING ENGLISH OF
THE THIRD GRADE STUDENTS OF THE JUNIOR HIGH
SCHOOL (UPT SMP NEGERI 24 TULANG BAWANG
BARAT)

untuk melakukan prasurvey di UPT SMP NEGERI 24 TULANG BAWANG BARAT, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 29 Juli 2021
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



**DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP N 24 TULANG BAWANG BARAT**

NSS.20.1.1812.03.053.NIS.200530.NPSN.69830099

Alamat :Kagungan Ratu, Kec. Tulang Bawang Udik,Kab.Tulang Bawang Barat



SURAT KETERANGAN

Nomor: / 422 / SMP N 24 TBB / VIII / 2021

Yang bertandatangan di bawah ini ,kepala sekolah SMPN 24 Tulang Bawang Barat , Kec .Tulang Bawang Udik ,Kab.Tulang Bawang Barat , dengan ini menerangkan bahwa :

Nama : JEVITA PEBRINDA

NPM : 1801070037

Semester : 7 (Tujuh)

Jurusan : Tadris Bahasa Inggris

IMPLEMENTATION OF THE GOOGLE CLASSROOM APPLICATION IN
ONLINE LEARNING ENGLISH OF .

Judul : THE THRID GRADE STUDENTS OF THE JUNIOR HIGH SCHOOL (UPT
SMP N 24 TULANG BAWANG BARAT)

Mengizinkan yang bersangkutan untuk melakukan penelitian pada SMPN 24 TBB,dalam rangka menyelesaikan Tugas akhir / Skripsi .

Demikian surat keterangan ini di buat dengan sebenarnya untuk dapat di gunakan sebagaimana mestinya.

Kagungan Ratu, 9 Agustus 2021

Kepala Sekolah SMP N 24 TBB



ISNAINI, S.Pd.MM

NIP. 197709112010012004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

APPROVAL PAGE

Title : IMPEMENTATION OF THE GOOGLE CLASSROOM
APPLICATION IN ONLINE LEARNING ENGLISH OF THE
THIRD GRADE STUDENT OF THE JUNIOR HIGH
SCHOOL SMPN 24 TULANG BAWANG BARAT

Name : Jevita Pebrinda

Students Number : 1801070037

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY :

To be discussed in the proposal (seminar) in Tarbiyah Faculty and Teachers Training of
State Institute of Islamic studies (IANIN) of Metro

The Head of Englihs Education Departement

Andianto, M.Pd

NIP. 18871102 201503 1 004

Metro, 14 Oktober 2021

Sponsor

Dr Mahrus As'ad, M.Ag

NIP. 19611221 199603 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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NOTIFICATION LETTER

Number :
Appendix : -
Matter : **In order to hold the seminar of Jevita Pebrinda**

To:
The Honorable the Head of Tabariyah Departement of
State Institute For Isalmic Studies of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research proposal script which is written by :

Name : Jevita Pebrinda
Students Number : 1801070037
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Title : IMPEMENTATION OF THE GOOGLE CLASSROOM
APPLICATION IN ONLINE LEARNING ENGLISH OF
THE THIRD GRADE STUDENT OF THE JUNIOR HIGH
SCHOOL SMPN 24 TULANG BAWANG BARAT

It has been agreed so it can be continued to the Faculty of Tabariyah and teachers Training in order to be discussed on the seminar. Thank you very much.

Metro, 14 Oktober 2021

The Head of Englihs Education Departement

Sponsor

Andianto, M.Pd

NIP. 18871102 201503 1 004

Dr Mahrus As'ad, M.Ag

NIP. 19611221 199603 1 001



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NOTA DINAS

No :
Lampiran : -
Perihal : Mohon diseminarkan Proposal Jevita Pebrinda

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamu'alaikum, Wr.Wb

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka
skripsi yang disusun oleh :

| | |
|---------------|--|
| Nama | : Jevita Pebrinda |
| NPM | : 1801070037 |
| Jurusan | : Tadris Bahasa Inggris |
| Fakultas | : Tarbiyah dan Ilmu Keguruan |
| Judul Skripsi | : IMPEMENTATION OF THE GOOGLE CLASSROOM APPLICATION IN ONLINE LEARNING ENGLISH OF THE THIRD GRADE STUDENT OF THE JUNIOR HIGH SCHOOL SMPN 24 TULANG BAWANG BARAT |

Sudah kami setuju dan dapat diajukan untuk diseminarkan, demikian harapan kami atas
perhatiannya kami ucapkan terima kasih.

Wassalamu'alikum, Wr.Wb

The Head of Englihs Education Departement

Andianto, M.Pd

NIP. 18871102201503 1 004

Metro, 14 Oktober 2021

Sponsor

Dr Mahrus As'ad, M.Ag

NIP. 19611221 199603 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id e-mail: iaini@metrouniv.ac.id

BERITA ACARA SEMINAR PROPOSAL

WAKTU

1. Hari : Kamis
2. Tanggal : 28 Oktober 2021
3. Pukul : 13.00-14.30
4. Tempat : Online


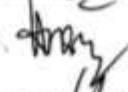

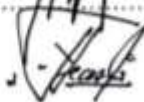
MAHASISWA

1. Nama Mahasiswa : Jevita Pebrinda
2. NPM : 1801070037
3. Jurusan : Tadris Bahasa Inggris
4. Judul Skripsi : Implementation of the Google Classroom Application in Online Learning English of the Third Grade Student of the Junior High School SMPN 24 Tulang Bawang Barat

(..........)

TIM SEMINAR

1. Ketua/Moderator : Dr. Mahrus As'ad, M.Ag
2. Pembahas 1 : Dr. Widhiya Ninsiana, M.Hum
3. Pembahas 2 : Andianto, M.Pd
4. Sekretaris : Yeasy Agustina Sari, M.Pd

(..........)
(..........)
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id e-mail: iaim@metrouniv.ac.id

**LEMBAR KETERANGAN
SEMINAR PROPOSAL SKRIPSI**

Yang bertandatangan di bawah ini, menerangkan bahwa:

Nama Mahasiswa : Jevita Pebrinda
NPM : 1801070037
Jurusan : Tadris Bahasa Inggris

Dinyatakan **Lulus/Tidak Lulus*** dan dapat lanjut ke **Penulisan Skripsi** dengan judul:

**Implementation of the Google Classroom Application in Online Learning English of the
Third Grade Student of the Junior High School SMPN 24 Tulang Bawang Barat**

Adapun masa perbaikan proposal skripsi selama 15 hari terhitung tanggal 28 Oktober 2021
sampai dengan 11 November 2021

Apabila mahasiswa tidak dapat menyelesaikan perbaikan proposal sesuai dengan waktu yang
telah ditentukan Tim Seminar Proposal, maka semua keputusan dikembalikan kepada pihak
Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro.

Demikian keterangan ini kami buat, semoga dapat dipergunakan sebagaimana mestinya.

TIM SEMINAR

1. Ketua/Moderator : Dr. Mahrus As'ad, M.Ag
2. Pembahas 1 : Dr. Widhiya Ninsiana, M.Hum
3. Pembahas 2 : Andianto, M.Pd
4. Sekretaris : Yeasy Agustina Sari, M.Pd

(.....)
(.....)
(.....)
(.....)



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

RATIFICATION PAGE

No:

The Research Proposal entitled IMLEMENTATION OF THE GOOGLE CLASSROOM APPLICATION IN ONLINE LEARNING ENGLISH OF THE THIRD GRADE STUDENT OF THE JUNIOR HIGH SCHOOL SMPN 24 TULANG BAWANG BARAT by: Jevita Pebrinda, Student Number: 1801070037, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on October 28th 2021 at 13.00-14.30 WIB.

BOARD OF EXAMINERS

Chairperson : Dr. Mahrus As'ad, M.Ag.

()

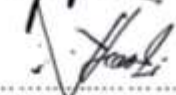
Examiner I : Dr. Widhiya Ninsiana, M.Hum.

()

Examiner II : Andianto, M.Pd

()

Secretary : Yeasy Agustina Sari, M.Pd.

()

Head of English Education Department


Andianto, M.Pd

NIP. 198711022015031004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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Nomor : B-5136/In.28.1/J/TL.00/12/2021
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Mahrus Asad (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

| | |
|----------|--|
| Nama | : JEVITA PEBRINDA |
| NPM | : 1801070037 |
| Semester | : 7 (Tujuh) |
| Fakultas | : Tarbiyah dan Ilmu Keguruan |
| Jurusan | : Tadris Bahasa Inggris |
| Judul | : IMPLEMENTATION OF THE GOOGLE CLASSROOM APPLICATION IN ONLINE LEARNING ENGLISH OF THE THIRD GRADE STUDENT OF THE JUNIOR HIGH SCHOOL SMPN 24 TULANG BAWANG BARAT |

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 08 Desember 2021
Ketua Jurusan,



Andianto M. Pd



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-5196/In.28/D.1/TL.00/12/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP N 24 TULANG
BAWANG BARAT
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5197/In.28/D.1/TL.01/12/2021, tanggal 09 Desember 2021 atas nama saudara:

Nama : **JEVITA PEBRINDA**
NPM : 1801070037
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 24 TULANG BAWANG BARAT, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPLEMENTATION OF THE GOOGLE CLASSROOM APPLICATION IN ONLINE LEARNING ENGLISH OF THE THIRD GRADE STUDENT OF THE JUNIOR HIGH SCHOOL SMPN 24 TULANG BAWANG BARAT".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 09 Desember 2021
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



**DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP N 24 TULANG BAWANG BARAT**

NSS.20.1.1812.03.053.NIS.200530.NPSN.69830099

Alamat :Kagungan Ratu, Kec. Tulang Bawang Udik,Kab.Tulang Bawang Barat



SURAT KETERANGAN

Nomor: 028 / 422 / SMP N 24 TBB / XII / 2021

Yang bertandatangan di bawah ini ,kepala sekolah SMPN 24 Tulang Bawang Barat , Kec .Tulang Bawang Udik ,Kab.Tulang Bawang Barat , dengan ini menerangkan bahwa :

Nama : JEVITA PEBRINDA

NPM : 1801070037

Semester : 7 (Tujuh)

Jurusan : Tadris Bahasa Inggris

IMPLEMENTATION OF THE GOOGLE CLASSROOM APPLICATION IN ONLINE
LEARNING ENGLISH OF .

Judul : THE THRID GRADE STUDENTS OF THE JUNIOR HIGH SCHOOL (UPT SMP N 24
TULANG BAWANG BARAT)

Mengizinkan yang bersangkutan untuk melakukan penelitian pada SMPN 24 TBB,dalam rangka menyelesaikan Tugas akhir / Skripsi .

Demikian surat keterangan ini di buat dengan sebenarnya untuk dapat di pergunakan sebagaimana mestinya.

Kagungan Ratu, 14 Desember 2021

Kepala Sekolah SMPN 24 TBB


ISNAINI S.Pd.MM
NIP. 197709112010012004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Jevita Pebrinda
NPM : 1801070037

Jurusan : TBI
Semester : VII

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|------------------|------------|----|---|------------------------|
| | | I | II | | |
| 1. | Senin, 24/5/2021 | ✓ | | Membahas tentang sistematis pelaksanaan bimbingan | Jevita |
| 2. | Selasa, 4/7/2021 | ✓ | | Bimbingan tentang pemetaan Surat pra-Survey. | Jevita |
| 3. | Senin, 23/8/2021 | ✓ | | Pengajuan naskah proposal Chapter 1-3 : Gabung | Jevita |
| 4. | Rabu, 3/9/2021 | ✓ | | Acc proposal | Jevita |

Mengetahui
Ketua Jurusan TBI

Andi Yanto, M.Pd.
NIP.18871102 201503 1 004

Dosen Pembimbing

Dr. Mahrus As'ad, M.Ag.
NIP.19611221 199603 1 001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Jevita Pebrinda
NPM : 1801070037


Jurusan : TBI
Semester : VII/2021

| No | Hari/Tanggal | Dosen Pembimbing | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|------------------|------------------|---|------------------------|
| 1. | Kamis 28/10/2021 | ✓ | Pelaksanaan Seminar Proposal | Juf. |
| 2. | Rabu 3/11/2021 | ✓ | Acc Naskah Proposal yang telah direvisi | Juf. |
| 3. | Senin 8/11/2021 | ✓ | Bimbingan APD | Juf. |
| 4. | Kamis 2/12/2021 | | Revisi Skripsi : ke Supervisor | Juf. |

Mengetahui,
Ketua Jurusan TBI


Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing,


Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Jevita Pebrinda
NPM : 1801070037

Jurusan : TBI
Semester : VIII

| No | Hari/ Tanggal | Dosen Pembimbing | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|-----|---------------|------------------|---------------------------------|------------------------|
| 1. | 3. Jan 2022 | 1 | Bimbingan Skripsi 1x | Jusuf |
| 2. | 10. Jan 2022 | 1 | Bimbingan Skripsi 2x | Jusuf |
| 3. | 17. Jan 2022 | 1 | Bimbingan Skripsi 3x | Jusuf |
| 4. | 28. Jan 2022 | 1 | Bimbingan Skripsi 4x | Jusuf |
| 5. | 7. Feb 2022 | 1 | Bimbingan Skripsi 5x | Jusuf |
| 6. | 14. Feb 2022 | 1 | Bimbingan Skripsi 6x | Jusuf |
| 7. | 23. Mar 2022 | 1 | Bimbingan Skripsi 7x | Jusuf |
| 8. | 11. Apr 2022 | 1 | Bimbingan Skripsi 8x | Jusuf |
| 9. | 28. Apr 2022 | 1 | Bimbingan Skripsi 9x | Jusuf |
| 10. | 25. Mei 2022 | 1 | Bimbingan Skripsi 10x | Jusuf |
| 11. | 31. Mei 2022 | 1 | Acc Managasyah 8/12/22 /b | Jusuf |

Mengetahui
Kertua Jurusan

ANDI ANTO, M.Pd

NIP. 18871102 201503 1 004

Dosen Pembimbing

Dr. Mahrus As'ad, M.Ag

NIP. 19611221 199603 1 001

INSTRUMEN OF DATA COLLECTION

**IMPLEMENTATION OF THE GOOGLE CLASSROOM APPLICATION
IN ONLINE LEARNING ENGLISH OF THE THIRD GRADE STUDENT
OF THE JUNIOR HIGH SCHOOL SMPN 24 TULANG BAWANG BARAT**

By:

JEVITA PEBRINDA

Student Number: 1801070037



**Tarbiyah and Teacher Training Faculty
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2021 M**

Appendixes :

A. Observation

B. Interview

C. Documentation

A. Observation

Observations about Implementation Of The Google Classroom Application In Online Learning English Of The Third Grade Student Of The Junior High School SMPN 24 Tulang Bawang Barat

B. Interview

1. Interview with the third grade English teacher at Smpn 24 Tulang Bawang Barat to collect data about " Implementation Of The Google Classroom Application In Online Learning English Of The Third Grade Student Of The Junior High School SMPN 24 Tulang Bawang Barat"

a. Informant identity

Respondent :

Date :

Time :

b. Question items

- 1) Mengenai penerapan aplikasi Google Classroom dalam pembelajaran online saat ini, bagaimana pendapat Anda tentang penggunaannya di kelas III SMPN 24 Tulang Bawang Barat?
- 2) Bagaimana kesiapan Anda menghadapi pembelajaran online menggunakan Google Classroom?
- 3) Dalam kegiatan belajar online menggunakan Google Classroom, media apa yang sering anda gunakan untuk melakukan kegiatan belajar mengajar?
- 4) Apakah proses pelaksanaan pembelajaran mata pelajaran bahasa Inggris menggunakan aplikasi Google Classroom sudah berjalan dengan baik?
- 5) Apa strategi Anda untuk menyampaikan materi kepada siswa dalam pembelajaran Google Classroom?
- 6) Apakah aplikasi Google Classroom dapat meningkatkan motivasi siswa dalam proses pembelajaran bahasa Inggris?

- 7) Dari penerapan aplikasi Google Classroom hingga pembelajaran bahasa Inggris online, apakah sudah ada hasil belajar siswa?
- 8) Apa saja faktor pendukung dan penghambat dalam memaksimalkan pembelajaran bahasa Inggris online dengan menerapkan aplikasi Google Classroom?
- 9) Apa kelebihan dan kekurangan penerapan aplikasi Google Classroom dalam pembelajaran bahasa Inggris online?

2. Interview with the third grade student at Smpn 24 Tulang Bawang Barat to collect data about " Implementation Of The Google Classroom Application In Online Learning English Of The Third Grade Student Of The Junior High School SMPN 24 Tulang Bawang Barat"

a. Informant identity

Respondent :

Date :

Time :

b. Question items

- 1) Media aplikasi apa yang Anda gunakan untuk proses pembelajaran online saat ini?
- 2) Apakah guru menggunakan media pembelajaran dalam pembelajaran online?
- 3) Apakah Anda senang belajar dengan aplikasi Google Classroom?
- 4) Sudah berapa lama Anda menggunakan aplikasi Google Classroom untuk proses pembelajaran?
- 5) Apa pendapat Anda tentang penerapan aplikasi Google Classroom saat belajar bahasa Inggris?
- 6) Menurut Anda apa keuntungan menggunakan Google Classroom dalam belajar bahasa Inggris?
- 7) Menurut Anda apa kerugian menggunakan Google Classroom dalam belajar bahasa Inggris?

- 8) Apa kendala yang anda temui dalam mengimplementasikan aplikasi Google Classroom dalam pembelajaran?
- 9) Apa yang anda lakukan jika ada kendala dalam mengimplementasikan penggunaan Google Classroom dalam pembelajaran online?

C. Documentation

The author's documentation is used to obtain data about

1. A brief history of the establishment of SMPN 24 Tulang Bawang Barat
2. Vision and Mission of SMPN 24 Tulang Bawang Barat
3. Geographical location of SMPN 24 Tulang Bawang Barat
4. The organizational structure of SMPN 24 Tulang Bawang Barat
5. The situation of teachers and employees of SMPN 24 Tulang Bawang Barat
6. The state of the students of SMPN 24 Tulang Bawang Barat

APPENDIX 1

Transcript of Interview with Third Grade Teacher of SMPN 24 Tulang Bawang Barat

Informant identity (Teacher)

Respondent : Johan Dani Nugroho, S.Pd
Date : Tuesday, December 14, 2021
Time : 10.00 WIB

Researcher : Mengenai penerapan aplikasi Google Classroom dalam pembelajaran online saat ini, bagaimana pendapat Anda tentang penggunaannya di kelas III SMPN 24 Tulang Bawang Barat?

Respondent : Menurut pendapat saya, lebih efektif dari pada aplikasinya seperti WhatsApp mengapa demikian, karena di Google Classroom ini kita bisa memantau kegiatan siswa, baik itu pengiriman tugasnya berstruktur, dan absenya juga bisa kita pantau.

Researcher : Bagaimana kesiapan Anda menghadapi pembelajaran online menggunakan Google Classroom?

Respondent : Kesiapannya saya ada RPP daring, dan video pembelajaran yang disesuaikan dengan materi ajarnya. Dan juga keterampilan dalam pembelajaran ini benar – benar harus bisa memahami ataupun menggunakan Google Classroom agar fungsi dan manfaat Google Classroom dapat dimaksimalkan. Selain itu guru juga mengupload materi, memberi tugas yang bisa dilihat oleh siswa atau yang bisa dibaca oleh siswa dan tidak kalah penting juga memiliki koneksi internet untuk mengakses laman Google Classroom.

Researcher : Dalam kegiatan belajar online menggunakan Google Classroom, media apa yang sering anda gunakan untuk

melakukan kegiatan belajar mengajar?

Respondent : Media yang sering saya gunakan dalam kegiatan belajar mengajar dengan menggunakan Google Classroom ini yaitu video, powerpoint dan gambar.

Researcher : Apakah proses pelaksanaan pembelajaran mata pelajaran bahasa Inggris menggunakan aplikasi Google Classroom sudah berjalan dengan baik?

Respondent : Alhamdulillah kalau pelaksanaannya sampai saat ini telah berjalan dengan baik dari secara teori, dan juga dalam menggunakan Google Classroom ini lancar juga dalam melaksanakan kegiatan pembelajaran.

Researcher : Apa strategi Anda untuk menyampaikan materi kepada siswa dalam pembelajaran Google Classroom?

Respondent : Untuk strategi yang ibu lakukan dalam menyampaikan materi yaitu, menyampaikan poin- poin dari materinya itu dan dilengkapi dengan video, gambar, dan guru juga membuat PPT yang sesuai dengan materi pembelajarannya agar peserta didik tidak bosan. Adapun juga sebelum melaksanakan pembelajaran, guru mengingatkan sendiri lewat chat WhatsApp maupun group WhatsApp agar siswa mengikuti pembelajaran di Google Classroom.

Researcher : Apakah aplikasi Google Classroom dapat meningkatkan motivasi siswa dalam proses pembelajaran bahasa Inggris?

Respondent : Tentu saja, karena pembelajaran yang lebih menarik dan dibantu orang tua di rumah.

Researcher : Dari penerapan aplikasi Google Classroom hingga pembelajaran bahasa Inggris online, apakah sudah ada hasil belajar siswa?

Respondent : Secara umum hasilnya bagus dan setiap individu telah mencapai KKM.

Researcher : Apa saja faktor pendukung dan penghambat dalam

memaksimalkan pembelajaran bahasa Inggris online dengan menerapkan aplikasi Google Classroom?

Respondent : Untuk faktor pendukung dalam pembelajaran ini alhamdulillah di sekolah untuk wali kelas dan wali murid saling berinteraksi, jadi meminimisir miss komunikasi. Untuk faktor penghambat ia kalau sampai saat ini terkendala di jaringan.

Researcher : Apa kelebihan dan kekurangan penerapan aplikasi Google Classroom dalam pembelajaran bahasa Inggris online?

Respondent : Untuk kelebihanannya ialah dalam menerima dan mengerjakan tugas yang diberikan, jadi kaya efektifif dalam proses pembelajarannya. Materi yang diberikan juga secara rinci disertai gambar atau video yang disesuaikan dengan materi pelajaran. Dan juga kita bisa belajar dimana dan kapanpun. Untuk kekurangannya iaitu tidak bisa bertatap muka, dan juga tidak bisa praktek secara langsung, hanya saja siswa bisa praktek dengan di videoin terus di kirim ke ruang Google Classroom.

APPENDIX 2

Transcript of Interview with Third Grade Student of SMPN 24 Tulang Bawang Barat

Informant identity (Student)

Respondent : JRK

Date : Tuesday, December 14, 2021

Time : 10.00 WIB

Researcher : Media aplikasi apa yang Anda gunakan untuk proses pembelajaran online saat ini?

Respondent : Selama masa pandemi Covid-19 ini setiap melangsungkan kegiatan pembelajaran kami menggunakan Google Classroom.

Researcher : Apakah guru menggunakan media pembelajaran dalam pembelajaran online?

Respondent : Iya, yaitu berupa gambar, video dan PPT

Researcher : Apakah Anda senang belajar dengan aplikasi Google Classroom?

Respondent : Senang kak, karena lebih efektif gitu kak.

Researcher : Sudah berapa lama Anda menggunakan aplikasi Google Classroom untuk proses pembelajaran?

Respondent : Dari mulainya kegiatan pembelajaran sampai akhir kak.

Researcher : Apa pendapat Anda tentang penerapan aplikasi Google Classroom saat belajar bahasa Inggris?

Respondent : Senang – senang saja kak, karena Lancar digunakan.

Researcher : Menurut Anda apa keuntungan/kelebihan menggunakan Google Classroom dalam belajar bahasa Inggris?

Respondent : Lebih efektif saja kak, ketika guru memberikan tugas melalui Google Classroom ini.

Researcher : Menurut Anda apa kerugian/kekurangan menggunakan Google

Classroom dalam belajar bahasa Inggris?

Respondent : Tidak bisa bertatap muka bersama teman kak. Danjuga susah untuk praktek lnsung didepn guru, kalau mau praktek kami membuat video terus nanti kami kirim ke Google Classroom kak.

Researcher : Apa kendala yang anda temui dalam mengimplementasikan aplikasi Google Classroom dalam pembelajaran?

Respondent : Kalau untuk kendala sih kak sinyal internet kak, jaringan tergantung cuaca.

Researcher : Apa yang anda lakukan jika ada kendala dalam mengimplementasikan penggunaan Google Classroom dalam pembelajaran online?

Respondent : Meminta tolong sama orang tua kak

APPENDIX 3

Transcript of Interview with Third Grade Student of SMPN 24 Tulang Bawang Barat

Informant identity (Student)

Respondent : RAK

Date : Tuesday, December 14, 2021

Time : 10.00 wib

Researcher : Media aplikasi apa yang Anda gunakan untuk proses pembelajaran online saat ini?

Respondent : Selama masa pandemi Covid-19 ini setiap melangsungkan kegiatan pembelajaran nya kami menggunakan Google Classroom

Researcher : Apakah guru menggunakan media pembelajaran dalam pembelajaran online?

Respondent : Iya kak, ibu biasanya menggunakan media pembelajaran berupa gambar, video dan PPT

Researcher : Apakah Anda senang belajar dengan aplikasi Google Classroom?

Respondent : Senang kak, karena dengan menggunakan Google Classroom ini kami enak dalam menerima materi ataupun tugas-tugasnya.

Researcher : Sudah berapa lama Anda menggunakan aplikasi Google Classroom untuk proses pembelajaran?

Respondent : Dari mulainya kegiatan pembelajaran sampai akhir kak.

Researcher : Apa pendapat Anda tentang penerapan aplikasi Google Classroom saat belajar bahasa Inggris?

Respondent : Bagus – bagus dan senang – senang aja kak, sama seperti WA sih kak, tapi Google Classroom ini lebih rapi untuk pengiriman tugasnya jadi efektif aja kak pembelajarannya.

Researcher : Menurut Anda apa keuntungan/kelebihan menggunakan Google Classroom dalam belajar bahasa Inggris?

Respondent : Efektif kak, karena fokus untuk pembelajaran saja.

Researcher : Menurut Anda apa kerugian/kekurangan menggunakan Google Classroom dalam belajar bahasa Inggris?

Respondent : Tidak bisa bertatap muka bersama teman kak.

Researcher : Apa kendala yang anda temui dalam mengimplementasikan aplikasi Google Classroom dalam pembelajaran?

Respondent : Masih ada yang pembelajaran yang belum dimengerti kak.

Researcher : Apa yang anda lakukan jika ada kendala dalam mengimplementasikan penggunaan Google Classroom dalam pembelajaran online?

Respondent : Meminta ajar atau bertanya sama orang tua yang mana yang belum dimengerti.

APPENDIX 4

Transcript of Interview with Third Grade Student of SMPN 24 Tulang Bawang Barat

Informant identity (Student)

Respondent : AH

Date : Tuesday, December 14, 2021

Time : 10.00 wib

Researcher : Media aplikasi apa yang Anda gunakan untuk proses pembelajaran online saat ini?

Respondent : Dalam pembelajaran kami menggunakan aplikasi Google Classroom kak

Researcher : Apakah guru menggunakan media pembelajaran dalam pembelajaran online?

Respondent : Iya, ada video pembelajaran, PPT dan gambar.

Researcher : Apakah Anda senang belajar dengan aplikasi Google Classroom?

Respondent : Senang kak,

Researcher : Sudah berapa lama Anda menggunakan aplikasi Google Classroom untuk proses pembelajaran?

Respondent : Saat memulai kegiatan pembelajran kak

Researcher : Apa pendapat Anda tentang penerapan aplikasi Google Classroom saat belajar bahasa Inggris?

Respondent : Bagus – bagus dan senang kak,

Researcher : Menurut Anda apa keuntungan/kelebihan menggunakan Google Classroom dalam belajar bahasa Inggris?

Respondent : Pembelajaran lebih efektif dibandingkan dengan WA kak.

Researcher : Menurut Anda apa kerugian/kekurangan menggunakan Google Classroom dalam belajar bahasa Inggris?

Respondent : Tidak bisa tatap muka kak

Researcher : Apa kendala yang anda temui dalam mengimplementasikan aplikasi Google Classroom dalam pembelajaran?

Respondent : Sinyalnya jelek kak

Researcher : Apa yang anda lakukan jika ada kendala dalam mengimplementasikan penggunaan Google Classroom dalam pembelajaran online?

Respondent : Mintak teatring orang tua kami kak kalau jaringan kami jelek.

APPENDIX 5

RESEARCH ACTIVITY PHOTOS



Gambar.1 Kegiatan Interview



Gambar. 2 Wawancara dengan Guru Bahasa Inggris kelas tiga SMP N 24 Tubaba
pak Johan Dani Nugroho, S.Pd



Gambar.3 Wawancara dengan Siswa Kelas Tiga SMP N 24 Tubaba



Gambar. 4 Wawancara dengan Siswa Kelas Tiga SMP N 24 Tubaba



Gambar. 4 Wawancara dengan siswa kelas tiga SMP N 24 Tubaba



Gambar. 5 Kegiatan belajar Bahasa Inggris dengan Aplikasi Google Classroom



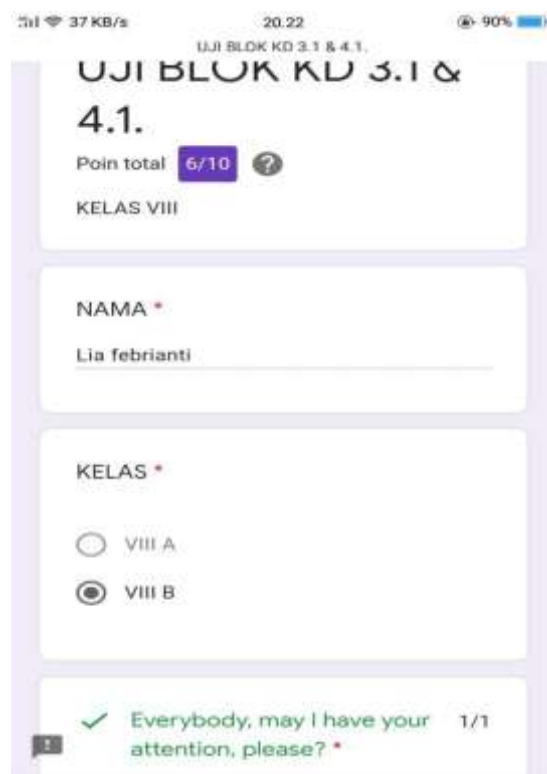
Gambar. 6 Kegiatan Belajar Bahasa Inggris dengan Aplikasi Google Classroom



Gambar. 7 Kegiatan belajar Bahasa Inggris dengan Aplikasi Google Classroom



Gambar. 8 Kegiatan Belajar Bahasa Inggris dengan Aplikasi Google Classroom



Gambar. 9 Kegiatan Belajar Bahasa Inggris dengan Aplikasi Google Classroom



Gambar. 10 kegiatan belajar bahasa inggris dengan aplikasi google classroom



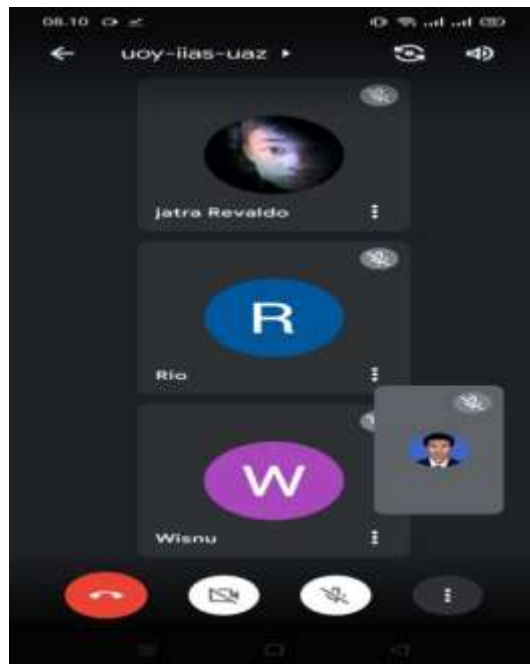
Gambar. 11 kegiatan belajar bahasa inggris dengan aplikasi google classroom



Gambar. 12 Kegiatan Belajar Bahasa Inggris dengan Aplikasi Pendukung



Gambar. 13 Kegiatan Belajar Bahasa Inggris dengan Aplikasi Pendukung



Gambar. 14 Kegiatan Belajar Bahasa Inggris dengan Aplikasi Pendukung

APPENDIX 6

RENCANA PELAKSANAAN PEMBELAJARAN DARING

| | | | | | |
|----------------|----------------------------------|----------------|------------|--------------|-----------------|
| Sekolah | : SMP | Kelas/Semester | : IX/2 | KD | : 3.10 dan 4.10 |
| Mata Pelajaran | : Bahasa Inggris | Alokasi Waktu | : 2 x 40 M | Pertemuan ke | : 1 |
| Materi | : Teks Khusus dalam Bentuk Iklan | | | | |

A. TUJUAN PEMBELAJARAN

4. Mengidentifikasi bagian-bagian iklan dan ungkapan atau kata yang digunakan dengan menggunakan tabel analisis
5. Menganalisis beberapa iklan lain untuk mengidentifikasi bagian-bagiannya
6. Mengidentifikasi persamaan dan perbedaan beberapa iklan dari segi isi dan bentuk
7. Mempresentasikan hasil analisis secara lisan di depan kelompok lain
8. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk iklan, pendek dan sederhana, terkait produk dan jasa

| | | | | | |
|--------------|---|-------------|---|---------------|--|
| MEDIA | e. Whatsapp, Google classroom, Telegram, zoom, google form dll f. Slide presentasi (ppt) | ALAT | • Laptop, Handphone, tablet dan lain-lain | SUMBER | g. Buku guru dan siswa h. Modul, bahan ajar, internet, dan sumber lain yang relevan |
|--------------|---|-------------|---|---------------|--|

B. KEGIATAN PEMBELAJARAN

| | |
|--------------------|--|
| PENDAHULUAN | <ul style="list-style-type: none"> • Guru memberi salam dan mengajak peserta didik berdoa bersama (<i>Religious</i>) • Guru mengecek kehadiran peserta didik (<i>melalui Whatsapp group, Zoom, Google Classroom, Telegram atau media daring lainnya</i>) • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan • Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran |
|--------------------|--|

| | |
|----------------------|--|
| KEGIATAN INTI | <p>3. Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan (<i>melalui Whatsapp group, Zoom, Google Classroom, Telegram atau media daring lainnya</i>) terkait materi Struktur teks visual dan logo.<i>(Literasi)</i></p> <p>4. Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi Struktur teks visual dan logo.<i>(HOTS)</i></p> <p>5. Peserta didik diberi kesempatan untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai Struktur teks visual dan logo.<i>(Collecting information and Problemsolving)</i></p> <p>6. <i>Melalui Whatsapp group, Zoom, Google Classroom, Telegram atau media daring lainnya</i>, Peserta didik mempresentasikan hasil kerjanya kemudian ditanggapi peserta didik yang lainnya<i>(Communication)</i></p> <p>7. Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Struktur teks visual dan logo, Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami <i>(Creativity)</i></p> |
| PENUTUP | <ul style="list-style-type: none"> • Guru bersama peserta didik merefleksikan pengalaman belajar • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa |

C. PENILAIAN (ASESMENT)

Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan (berupa tes tulis) dan presentasi unjuk kerja/hasil karya atau proyek dengan rubrik penilain sebagai nilai ketrampilan.

Tulang Bawang Barat,2020

Mengetahui,

Kepala Sekolah

Guru Mata Pelajaran

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IMPLEMENTATION OF THE
GOOGLE CLASSROOM
APPLICATION IN ENGLISH
ONLINE LEARNING OF THE
THIRD GRADE STUDENT OF THE
JUNIOR HIGH SCHOOL SMP N
24 TULANG BAWANG BARAT

by Jevita Pebrinda 1801070037

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APPLICATION IN ENGLISH ONLINE LEARNING
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HIGH SCHOOL SMP N 24 TULANG BAWANG BARAT**

By:

JEVITA PEBRINDA

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The author's name is Jevita Pebrinda. Born in Tulang Bawang Barat Regency on the 15th February 2000, was the first child of three brothers from the couple Mr. Suparajo and Mrs. Agustini.

The author's Education started from basic education at SD Negeri 03 Karta and finished in 2012, then continued her junior high education at MTs. Almunawaroh Tumijajar, and completed in 2015. While high school education at SMA Negeri 02 Tulang Bawang Udik, and completed in 2018. Then continued her education state institute for Islamic studies of (IAIN) Metro, Department Tadris English (TBI) Faculty Tarbiyah and Teacher Training starting in the semester I TA 2018/2019.