



**ADVANTAGES AND DISADVANTAGES OF USING GOOGLE
CLASSROOM IN MICROTECHING CLASS DURING COVID-19
PANDEMICS: STUDENTS' PERSPECTIVE**

*(A study of the Sixth Semester of English Students of IAIN Batusangkar
Registered in 2019/2020 Academic Year)*

THESIS

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ABSTRAK

FEBRI AFOSMA, NIM 1730104022, entitled “**Advantages and Disadvantages of using Google Classroom in Microteaching Class during Covid-19 Pandemics: Students’ Perspective**” Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Batusangkar.

Penelitian ini dilatarbelakangi oleh adanya suasana baru yang dihadapi oleh mahasiswa semester ke-6 jurusan Tadris Bahasa Inggris di IAIN Batusangkar dalam mata kuliah *Microteaching* yang biasanya dilakukan secara tatap muka kemudian dialihkan dengan menggunakan media *google classroom* karena dampak dari *Covid-19*. Penelitian ini bertujuan untuk menggambarkan pendapat mahasiswa menggunakan *google classroom* di kelas *Microteaching* di masa pandemi.

Penelitian ini menggunakan pendekatan kualitatif *research*, dengan desain studi kasus. Informan penelitian ini adalah mahasiswa Tadris Bahasa Inggris yang telah mengambil mata kuliah *Microteaching* tahun akademik 2019/2020 yang berjumlah 8 orang. Informan dipilih dengan menggunakan teknik *purposive sampling*. Teknik pengambilan data pada penelitian ini menggunakan teknik wawancara dan menggunakan alat pendukung seperti: *tape recorder* dan *camera*. Selanjutnya untuk menganalisis data peneliti menggunakan teori Miles, Hubberman, and Saldana (2014) yang meliputi *data condensation*, *data display*, *conclusion drawing and verifying*.

Hasil dari penelitian menunjukkan bahwa secara umum informan menyukai penggunaan aplikasi *google classroom* pada perkuliahan *Microteaching* di masa *Covid-19*. Terdapat lima fitur yang sering digunakan; forum, tugas kelas *turn-in*, anggota, dan kolom komentar. Dan adapun dua temuan utama dari skripsi ini yaitu kelebihan dan kelemahan penggunaan *google classroom* dalam perkuliahan *Microteaching* dimasa pandemi *Covid-19*. Terdapat enam kelebihan penggunaan *google classroom* yaitu: 1) *mobile friendly*; 2) hemat biaya; 3) hemat waktu, efektif dan efisien; 4) kemudian dari segi keamanan, data aman bisa diakses kapanpun dan penyimpanannya juga besar; 5) mudah digunakan dimasa pandemi dan 6) dari segi manajemen kelas ada batas waktu pengumpulan tugas serta ada forum untuk diskusi. Adapun kelemahan dari *google classroom* yaitu: 1) *google classroom* harus diakses dengan kecepatan internet yang bagus agar kita mendapatkan notifikasi; 2) fiturnya tidak lengkap; 3) kendala jaringan dan 4) Notifikasi tidak akan muncul jika surel yang digunakan untuk *login google classroom* berbeda dengan surel yang ada di telepon pintar yang digunakan.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Application in online learning is very important, because with application we don't need to go to campus or school to study. We just at home to sending or collect our task. Online learning is starting to become a trend in the digital era and can be used as an alternative to learning in many situations, especially during the Covid-19 pandemic. Then, all of the activities that usually carried out face to face change to online learning, including the education sector. Especially in Microteaching course at IAIN Batusangkar. Microteaching learning process is usually carried out in a classroom or laboratory consisting of five to ten students in one group with one instructor. In microteaching courses, prospective teachers are taught various skills to support their teaching abilities. Ideally, microteaching-learning has six steps, starting from planning, teaching, feedback, re-planning, re-teaching, and re-feedback (Banga, 2014).

The Covid-19 pandemic also changes the microteaching learning method which is usually the practice of teaching in micro classes with students. However, now they are required to practice from their homes by making learning videos, while at that time it was still in a lockdown situation, it was very difficult to find students, even if there were, they had to be looked for in their respective homes. After making learning videos that are 15-30 minutes long, it requires a lot of storage. When there are campus facilities there is only an e-campus but it cannot accommodate large capacity videos. With a large capacity, the instructor will not necessarily open the entire video because it requires a lot of quotas, so it is considered less effective.

At that time there were several learning media including the media used, applications, and learning models. Various alternatives are offered such

as Zoom meeting, WhatsApp, Telegram, E-mail, Youtube, and Google classroom. One of the most familiar e-learning platforms is Google Classroom because it is a free and easy-to-use application and at that time it was the only application available. Google Classroom is a Google-made interface portal that functions as an online education platform. In general, google classroom can affect the learning process from various aspects, including cognitive, affective, and psychomotor aspects. And one of the most effective learning media when applied in the learning process. Through the implementation of Google Classroom, the learning process is improved to be more interactive and makes it easier for students to improve their skills. Other competencies that can be improved through the implementation of Google Classroom are discipline, the discipline of class participants can be significantly improved, the timeliness that can be adjusted automatically stimulates students to improve discipline (Iftakhar, 2016). A more dynamic class can be elaborated through the implementation of google classroom, and student participation can be significantly increased.

The phenomenon based on the preliminary research conducted by the researcher about their perspectives through this research on February 2021 some of the students said that they have learned Microteaching subject, the implementation of microteaching-learning was carried out face-to-face and in the midst of using online learning due to the covid-19 pandemic. Microteaching class that year were divided into 9 (nine) groups, there were 4 (four) classes/groups that used google classroom, 1 group via e-mail, WA, zoom meeting, and telegram as online learning media. However, it is not monotonous on one platform; the lecturer combines several platforms such as WhatsApp groups for information, Google Classroom for sending assignments.

Then based on the observation conducted by the researcher, practice teaching from home by taking video is different with practice at laboratory.

Because when practice teaching from home we need to search a people who will be our students. At the time still lockdown situation so its' so difficult to found the students. So we must visit one by one and ask them to be our students. After taking video of practice teaching we must compress the video, then after compressed the video quality will be low. And that is one the things makes someone lazy yo watch our video because low quality. Then,the researcher interview the other students' who took Microteaching class by using google classroom as their learning media. Some students said that the use of google classroom in Microteaching class was an easy-to-use, free application, the features were simple and easy to understand. Then there was also someone who said that sending teaching practice videos in the google classroom application took quite a long time because of long video duration and network.

Supported by Janzen in (Iftakhar, 2016) there are several strengths of using google classroom: easy to use, save time, cloud-based, flexible, free, and mobile-friendly Then according to Pappas in Muslimah (2018)there are seventh weaknesses of using google classroom: Account management is difficult because you are required to use a Gmail account Applications for Education, Limited integration options with Google Calendar making it difficult to organize material and deadlines, Beginners will find difficulty with symbols Google in it, even Word files have to go to Google Doc first, There is no automatic update of assignments, etc, Learners find it difficult to share their assignments with other friends, Learners can change the questions that have been given, here are no quizzes or automated tests, Live chat is not yet available.

Several studies have also been conducted by some other research on the use of google classroom in learning history Fitriningtiyas et al., (2019). The teachers' experiences on the use of google classroom Harjanto & Sumarni, (2019) teacher thought that using google classroom to run virtual

classrooms was very useful. Next, the research conducted by Ratnaningsih (2019) in her research got results to google classroom improves writing and speaking skills through the assignment. The previous research has also examined google classroom. But this research is different from previous research, no one has examined students' perspectives using google classroom in Microteaching class during covid-19 pandemics.

Based on the phenomenon and explanation above, there is need conduct research entitled “*Advantages and Disadvantages of using Google Classroom in Microteaching Class during Covid-19 Pandemics: Students’ Perspective*”

B. Research Focus and Question

Based on the background of the problem, it can be seen that lecturers used mixed platforms in their teaching and learning process during covid-19 pandemics, which are; WhatsApp, Google Classroom, Zoom Meeting, Email, Telegram, and Youtube. So, from the several platforms used by the lecturers, this research focuses on advantages and disadvantages of using *google classroom* in microteaching class during covid-19 pandemics: students’ perspectives in sixth-semester students’ of English Teaching Department of IAIN Batusangkar Registered in 2019/2020 academic year.

Based on the research focus above, the researcher states the research question as follows: “*What is the advantages and disadvantages of using google classroom during covid-19 pandemics based on students’ perspective?*”

C. Definition of Key Terms

To avoid ambiguity and misunderstanding about this research, the researcher defines the key term of this research as follows:

1. Google classroom is a tool that free facilitates student and teacher collaboration in creating and organizing assignments, feedback, and

communication with the class with the innovative way that used by the students' of the English Teaching Department in the sixth semester in the following Microteaching class

2. Student perspective is a point of view that be interpreted as a personal way of assessing something that can be described verbally or in writing by the students of the English Teaching Department in the sixth semester in the following Microteaching class.

D. Purpose of the Research

According to the research question above, the purpose of this research is to describe the advantages and disadvantages of using google classroom in microteaching class during covid-19 pandemics based on students' perspective.

E. Significance of the Research

By conducting this research, hopes that this research can give advantages and significance to some people. Theoretically, this research can be expected to enhance the finding of the advantages and disadvantages of using google classroom in microteaching class during covid-19 pandemics based on students' perspective. Practically, this research is expected to be useful for:

1. Head of the English Teaching Department

The result of this research could give a contribution to the Head of English Teaching Department because she could how is the supervision of the use of media in online learning carried out by lecturers.

2. English Teaching Department Lecturers

The result of this research could give a contribution to the English Teaching Department lecturers because they could about the advantages and disadvantages of using google classroom in microteaching class during covid-19 pandemics based on students' perspective.

3. The Researchers

For the researchers, this research may enhance her knowledge about the advantages and disadvantages on the use of google classroom in micro teaching class during covid-19 pandemics based on students' perspective. By knowing their perspectives about using Google Classroom in English Teaching Department class during Covid-19 Pandemics, she could enlarge her knowledge about it.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. E-Learning during Covid-19 Pandemics

Nowadays e-learning is an alternative to improve and support the teaching and learning process. It allows for the efficient transfer of knowledge anywhere and anytime, regardless of subject matter. Usually e-learning refers to online learning or virtual learning. E-learning is considered the best solution for teaching and learning activities in the midst of the covid-19 pandemics.

Usually, e-learning is used by students to collect assignments and by teachers to send learning materials and assignments, within a certain time. All changed drastically when the covid-19 pandemic outbreak hit Indonesia and this greatly affected the education sector. The covid-19 pandemic is the first and biggest health crisis in this era, very dangerous because it is easy to spread and deadly (Astuti & Indriani, 2020).

E-learning during the covid-19 pandemics was very different from e-learning in a normal situation, in this condition we are required to use e-learning as much as possible not only to collect assignments but as a place for learning during the pandemic. Starting from taking attendance lists, learning materials, discussions, exercises, collecting assignments, and others.

a. Concepts of E-Learning

There are several explanations of e-learning stated by some experts. E-learning, according to (Kaushal, n.d.), is learning

that is assisted and supported by information communication technologies (ICT) to allow people to learn at any time and from any location. Naidu (2006) states that e-learning is a teaching and learning system that uses information and communication technology. E-learning encompasses all educational activities carried out by individuals or groups via networked or standalone computers and other electronic devices, whether online or offline. E-learning is generally designed to enable the ability to be self at times and to accept responsibility for their learning (Stone and Logan) in (Sakkir, Dollah, and Ahmad, 2020). Meanwhile, e-learning is an electronic and internet-based information technology program created for learning goals (Farida & Sismoro, 2020)

From the explanation above, e-learning is the learning facilitated and supported by information communication technologies (Kaushal, n.d.), or technology application through the internet in (Jannah et al., 2020) in teaching and learning systems (Naidu, 2006) to encourage students to learn anytime and anywhere and take responsibility for their learning (Stone & Logan) in (Sakkir, Dollah, and Ahmad, 2020) and, that is designed for learning goals(Farida & Sismoro, 2020).

b. Principles of E-Learning

To maximize the online learning process; there are several principles can be used as the reference. Cable & Cheung in Coman et al., (2020) purposes eight principles of effective online teaching as stated in the following figure:

First, encourage student-faculty contact. In general, educators found that the more frequent and meaningful interactions between the

faculty and students, the greater the student engagement and satisfaction. Through interacting with students, faculty can get to know what course content students are struggling with, and then provide necessary guidance to help them get through rough times. As a result, students are more likely to stay motivated toward their learning and achieve better learning outcomes.

Second, encourage collaborative learning. In a collaborative learning environment, learners share knowledge with one another as they work towards achieving common learning outcomes. In other words, learners play an active role in knowledge acquisition, and knowledge is collaboratively created and shared among learners in collaborative learning processes. For example, learners participate in group discussions, search for information, and share opinions with their peers. Therefore, through shared goals, shared explorations, and a shared process of meaning-making, collaborative learning was found to help students develop higher order thinking skills and achieve deeper knowledge generation.

Third, encourage active learning. Active learning is a process of making students engage in activities that have them reflect upon what they learned and how they are applying their learning. By using active learning, students take the lead in their learning. They regard their teachers as a partner to guide them through the learning process and motivate them for further endeavors. For example, to practice active learning, students can talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. As a result, students must make what they learned part of themselves. More important, research suggested that active learning can lead to greater retention of knowledge, a stronger motivation to learn, deeper

understanding, and more positive attitudes toward the subject being taught.

Fourth, give prompt feedback. Prompt feedback is important to students' learning outcomes because it enables students to evaluate existing knowledge, reflect on what they have learned and what they still have to learn and receive recommendations for improving their future work. As a result, students are able to make adjustments to improve their learning performance and achieve learning objectives.

Fifth, emphasize time on task. To help students allocate a realistic amount of time to completing various learning tasks, educators have to define clear time expectations for them, which lays the foundation for high performance. Next, set and communicate high expectations. Teacher expectation research in the past 40 years has provided clear evidence that when teachers expected their students to perform at high levels, they did. In other words, higher expectations help generate higher student performance. This phenomenon is known as the self-fulfilling prophecy effect. Some ways that high expectation teachers use to stimulate students' learning could include setting clear grading rubrics, giving frequent feedback, and praising positive learning behaviors and outcomes.

Then, select diverse talents and ways of learning. Today's education requires teachers to educate students with different cultural backgrounds, learning abilities, learning styles, and many other characteristics. To meet this challenge, teachers must not only respect diverse talents in principle but also introduce various teaching methods to cater to students' learning needs and strengths. Studies showed different teaching methods generate various knowledge

retention rates. And technology application. Technology application is an essential element in online education as online students need to learn and interact with instructors and their peers by using various online technologies. Yet, communication and information technology alone cannot lead to student success. Instead, educators must use technology as a lever to promote student engagement.

To maximize the online learning process; ten principles that can be used as reference. Ten principles, according to Anderson & McCormick (2005), are not set in stone but are presented to start a conversation and help us reflect on the role of the learning citizen in the twenty-first century.

First, match to the curriculum. Through defined objectives (at an appropriate level and form of specification), the relevance of information taught, the appropriateness of student activities, and the nature of the assessment, the pedagogy should be matched with and connected to the proper (UK) curriculum (where this is present). It is acknowledged that some of these parts may not be easily divided; for example, the students.

Second, inclusion. Diverse types and ranges of success (including special needs), physical disabilities that can be particularly helped by e-learning (e.g. those with visual impairment), different social and ethnic groupings; gender should all be included in the pedagogy. Third, Learner engagement. Learners should be engaged and motivated by the teaching. This engagement should be evident in an ethos of being: educational, i.e. have a 'worthwhile' educational goal, and not just be used to occupy or entertain learners, though it may employ 'game-like approaches to learning, motivating, in the

sense that it is both enjoyable for learners and makes them want to continue using ICT or want to continue with their studies. Motivating, in the sense that it improves the classroom atmosphere for learning and makes it a good experience for teachers and learners alike.

Fourth, innovative approaches. It should be obvious why learning technologies are being employed instead of a non-technological strategy that achieves the same goal. Where digital forms provide a new method that cannot be achieved any other way, they should be used. To put it another way, e-learning should be purpose-built. The design and implementation of the digital material or environment may also be unique, in the sense that it takes a different approach than previous non-technological or digital materials for this topic or area of the curriculum.

Fifth, effective learning. This principle can be demonstrated in a variety of ways, including the use of a variety of approaches that meet some characteristics of good learning, such as encouraging metacognition and enabling or encouraging collaboration, as well as providing authentic learning and displaying multiple perspectives on a topic.

Sixth, formative assessment. Formative assessment, or assessments that are primarily directed at increasing learning, is required in pedagogy. For example, by offering immediate feedback that allows students to identify where they can improve and what they need to do to improve, as well as possibilities for peer evaluation, self-assessment, and comprehension of required performance criteria or standards.

Seventh, Summative Assessment. Summative assessment is defined as the process of grading students in to provide direction or selection for future educational or employment prospects. Demonstrated by things such as expert views, or ways to test the validity of a consistent construct that can be understood by all parties and can avoid things that hurt students' emotions.

Eight, Coherence, Consistency and, Transparency. For objectives, content, student activities, and assessments to align, pedagogy must be internally coherent, consistent, and transparent. For example, should be consistent with goals, and assessments should reflect these goals rather than unstated or unknown goals. The user should understand what they are expected to do. Next, Ease of use. Electronic learning must be transparent in its ease of use. That means, open and accessible, does not require manuals for use either for teachers or students, and requires extensive training. Then, Cost-Effectiveness. Technological solutions must be affordable, cost-sustainable, and justifiable. Learning technology is projected to extend educational options, raise standards, and increase educational opportunities. In terms of cost benefits and efficiencies gained through economies of scale, as well as addressing educational requirements and goals that cannot be met any other way.

In conclusion, in implementing online learning, there are several principles that must be considered by the users. E-learning learning system should: match the curriculum, much encourage student-faculty contact, encourage collaborative learning, encourage active learning, give prompt feedback, emphasize time on task, set and communicate high expectations, respect diverse talents and ways of learning and technology application. If the user of online learning

implements all of the principles of online learning, it will maximize the process of teaching and learning process.

c. Characteristics of E-Learning

There are some important characteristics of e-learning mentioned below: 1) E-learning is pedagogy empowered by digital technology; 2) E-learning is a term that is used to refer computer enhanced learning; 3) E-learning includes all types of technology enhanced learning (TEL), where technology is used to support the learning process; 4) Use of e-learning is generally confined to “on-line learning” carried out through the Internet or Web-based technology, with no face-to-face interaction; 5) E-learning conveys broader meaning than the terms CBL (Computer based learning) and CAI (Computer assisted instruction); 6) E-learning is broader in its meaning that they conveyed through the simple terms like “on-line learning” or “on-line education”. 7) not synonymous with audio-visual and multimedia learning. E-learning should not be considered synonymous to audio- visual learning, multi- media learning, distance education, or distance learning. Although the audio-visual and multimedia technology and distance education programs are based on the Internet and web services provided through computers, these are not identical but complementary; 8) Confined to web-based and Internet-based learning: The use of the term e-learning should be confined to the type of learning carried out, supported or facilitated through Web enhanced instruction and the Internet based communications like e-mail, audio and video conferencing, mail list, live chats, and telephony; 9) Exclusion of non-Internet and non-Web technology: All types of non-Internet and non-Web technology are not included in e-learning (Wibawanto) in (Fitriningtiyas et al., 2019)

While, Rudi and Riyana as quoted in Indrakusuma & Putri (2016) the following are four elements of e-learning that are explained: 1) The appeal of learning materials to students is not dependent on the teacher/student relationship, because students develop their knowledge using teaching materials given via the website interface; 2) Students serve as a mediator/mentor; 3) Open-source science is available to anyone, everywhere. Because the internet is accessible to anyone, anywhere in the world; 4) Obtained as a result of the reform of the educational system's policy, curriculum, and management to facilitate the use of ICT for optimal education.

In addition, Clark & Mayer in Dahlan, Darta, and Alamsyah (2021) argue that online learning or e-learning has the following characteristics: 1) has content that is significant or interrelated with the learning objectives; 2) using instructional methods, for example in presenting examples and exercises to improve learning; 3) using various media elements such as words and pictures in delivering the learning materials; 4) e-learning has learning objectives both individually and in groups, namely by building understanding and skill.

In conclusion, e-learning is one use of internet technology in delivering learning. In the implementation of online learning, there are several characteristics like e-learning is pedagogy support by digital technology, use of multimedia elements, simulations, and manipulative that can contribute to knowledge retention. E-learning, has learning objectives both individually and in groups, namely by building understanding and skills. Students process their knowledge through teaching materials delivered by the teacher through the e-learning application by involving four important dimensions of e-learning; affect, attitudes, intrinsic and extrinsic motivation

d. Advantages and Disadvantages of E-Learning

1) Advantages of E-Learning

Online learning is preferred by individuals who may not be able to attend classes at traditional schools or colleges for many reasons. According to Indrakusuma & Putri (2016), there are three benefits of using e-learning: a) Cost Efficiency. E-learning provides cost efficiency for administration, the efficiency of the provision of facilities and as well as physical facilities to be able to learn, as well as cost efficiency for students, such as lodging costs and transportation. b) Flexible. E-learning allows you to access the journey whenever and wherever you want. c) Learn to be independent. E-learning provides opportunities for the learner independently has complete control over the success in the learning process.

While, Ghosal (2020) there are six advantages of online learning; flexibility, reduced costs, networking opportunities. First, Flexibility. Students have the freedom to juggle their careers and school because they aren't tied down to a fixed schedule. Most people who choose online learning tend to have other commitments and prefer this mode of learning as it gives them power over how they will delegate their time towards their different projects. Second, reduced costs. Online education can cost less due to a variety of reasons. For example, there is no cost for commuting. Assorted costs that are related to transport, such as fuel, parking, car maintenance, and public transportation costs don't affect the online student.

Third, networking opportunities. Online education also provides students with the chance to network with peers across

nations or even different continents. This often leads to other opportunities in terms of collaboration with other individuals in the implementation of a project. At the same time, it makes them culturally sensitive and able to fit into other environments easily given their exposure to other cultures.

Fourth, documentation. All the information that you will need will be safely stored in an online database. This includes things like live discussion documents, training materials, and emails. This means that if there's ever anything that needs to be clarified, the student will be able to access these documents fast, saving valuable. Then, increased instructor-student time. Discussions and personal talk time with their teachers are a hallmark of online classes. This increases the chance of a student performing well due to the time their instructors give them. This also enhances their problem-solving and communication skills, as well as knowing how to defend their arguments to superiors if needed.

Next, is access to expertise. An online college education might give students access to specialized degree courses that may not be available in an easily accessible or local institution of learning. Online classes allow the sharing of expertise that helps more people have access to education that is not readily available in certain geographic locations.

In short, during online learning or e-learning there are several benefits or advantages obtained by the teacher or the students like; can improve IT skills, flexibility, reduced costs, networking opportunities, the information being safely stored in an

online database, access to expertise, certainly improves teaching strategies and methods.

2) **Disadvantages of E-Learning**

According to Nursalam in Indrakusuma & Putri, (2016), there are several disadvantages to the application of e-learning as follows a) There is a lack of interaction between the student and teacher, or even among the students themselves. b) This tendency might lead to the neglect of academic or social components, as well as the growth of the business or commercial aspects. c) Rather than education, the teaching and learning process focuses on training. d) The teacher's role has evolved from originally understanding traditional learning strategies to now requiring knowledge of ICT-based learning techniques (information, communication, and technology). e) Not all internet services are available in every location. f) Students' lack of access to a sufficient computer can be a concern. g) Students may be annoyed if they do not have access to graphics, photos, or videos due to a lack of resources (software and hardware). h) Availability of adequate infrastructure. i) The information varies in quality and accuracy so guidelines and feature questions are needed. j) Students can feel isolated.

While, Coman, Tiru, Mesesan, Stanciu & Bularcaet (2020) argue that online learning has some downsides of it can also be identified. Online learners may easily get distracted, lose focus, or miss deadlines. E-learning is dependent on technology: the internet and computers, which students may not have, access to, and interruptions or other system errors may appear during courses. For students, the ability to organize how they study and the amount

of time spent on learning can sometimes result in decreased motivation, and the lack of physical interaction and presence of colleagues may determine students feel isolated. Drawbacks of E-learning can be seen in terms of physical health too. Because they spend many hours seated and in front of a screen, online learners and teachers may develop sight or back problems, and their outdoor activity may be reduced.

Based on the theories above can be concluded that besides the advantage online learning also have own disadvantages or downsides like lack of interaction or relation between teacher and the student that can give a negative impact on the socialization skill of students, by using technology connected with internet can make frustrating, less motivated in learning process can be affected by bad connection. There are various alternative media are offered such as: Zoom meeting, WhatsApp, Telegram, E-mail, Youtube and Google Classroom. One of the media used in online learning at English Teaching Department is Google classroom because it easy to use, has simple feature and it was available application.

2. Google Classroom in Teaching and Learning English

One of the media used in online learning at English teaching department is Google Classroom. Google Classroom is an educational feature, the one that provides is the Google Apps for Education (GAPE). This platform used as a media in learning microteaching class during covid-19 pandemic.

a. Definition of Google Classroom

Google Classroom is a free online classroom application that allows students and teachers to collaborate. Also design and development tasks for students by teachers (Beal) in (Muslimah,

2018). This is also a platform for teacher to deliver their courses; they can assign students to upload works and other assignments. In this way, Google Classroom facilitates teachers and lecturers in creating and organizing assignments, feedback, and communication in the class (Shaharane, Jamil, and Rozi, 2016). Google Classroom is a google developed technology assisted online learning tool that allows teachers and students to engage in innovative 'beyond the classroom' learning (Islam & Ferdousi, 2019).

From the explanation above, google classroom is a tool that facilitates student and teacher collaboration (Beal) in (Muslimah, 2018), and teachers or lecturers in creating and organizing assignments, feedback, and communication with the classes (Shaharane et al., 2016) or an online classroom for free with the innovative way (Islam & Ferdousi, 2019).

b. Features of Google Classroom

According to Harjanto & Sumarni (2019), google classroom has three different pages: classwork, stream, and people. First, Stream. Teachers use the stream to focus on posts and announcements. Second, Classwork. The main page on which teachers can organize assignments into modules and units is called Classwork. Teachers can use this area to generate assignments, questions, quizzes, and materials for students. Students will find it easier to locate assignments if the teacher divides the section by topic. And the last one is People. Teachers can access a list of teachers and students enrolled in the class through this menu. It is also possible for the teacher to invite additional students to join the class.

On the other hand, Englishtina (2016) google classroom has several tools that users can make use of. These features are listed below: 1) Assignments, this function allows teachers to assign students to online classes, when students have completed their assignments, they can be submitted in this feature; 2) Questions, this function allows teachers to do assessments without using paper as soon as the teacher shares the assessment with the students, they can complete it on their smartphone; 3) Material, teachers can share their materials by uploading here, and students can download it; 4) Topic, it allows teachers to simply classify lessons by providing a topic; 5) Stream, this section allows the teacher to communicate interactively with all students in the class; 6) Comments, there are two kinds of comments that can be used in google classroom; a private comment and class comment; 7) Reuse post, if the teacher has an announcement to repost, they can easily do so using this feature so they just click and share.

Based on the explanation above we can divide the features of google classroom users first as teacher and student. As a teacher's tool, Google Classroom a) Stream is a page dedicated to announcements and posts by teachers; b) Classwork, which includes menus for quizzes, assignments, creating questions and uploading material based on subjects that we can use as teachers. Click reuse post if you wish to repost by chosen topic; c) People. This feature function is to see who are the students in the class and the teacher can invite the students with a share and code for joining the class.

Features of google classroom as a student: a) Stream, this feature function is to check a piece of new information that post by the teacher; b) Classwork, this feature function is to collect

assignments; c) People, this feature function to check who is your friend in the class and your teacher.

c. How to use Google Classroom

There are several explanation about how to use google classroom. The steps to start using Google Classroom for the teacher or admin are as follows: first, Installed the application. Google Classroom can be installed from Play Store found in smartphone for free. Second Create a class. Find the plus (+) sign on the right top side. Click it and then choose 'create class'. Complete the information about the class such as the class name, the section, the room, and the subject. Then click 'create' on the right top of the screen. Third, Add the students. The students can be added by either inform the code that is provided by the application or invite the students by email (Englishtina, 2016).

However, signing in is done in one of two ways. The teacher first goes to the Google Classroom website: classroom.google.com, then enters the e-mail address and password (Keeler and Miller) in (Harjanto and Sumarni, 2019). Second, if a teacher logs into his or her Gmail account, Google Classroom will appear in the drop-down option (Ginanjar, n.dt) in (Harjanto & Sumarni, 2019). After successfully signing in, teacher gets two options, creating a class and joining.

On the other hand, the students should do the following steps to join in the class. Step 1 : Install the application The student can find and install the Google Classroom application from Play Store without any charge. Step 2 : Join the class Different from the steps for the educator, the students have to choose 'join class' then enter

the class code and click 'join' on the right top of the screen (Englishtina, 2016).

From the explanation above, the first ways to using google classroom is installed the application google classroom from Play store in smartphone then login with gmail on your smartphone. For a teacher create a class then send a code to invite the students. Then for the students join the class with a code that give by the teacher.

d. Advantages and disadvantages of Google Classroom

1) Advantages of Google Classroom

There are several explanations about the advantages of google classroom by experts. According to Janzen quoted in Iftakhar (2016) points out the following benefits of using Google Classroom. First, Easy to use. It's really simple to use. Google Classroom's instructional interface, as well as the ability to distribute and manage assignments, have been purposefully streamlined; communication with the entire class or individuals has also been simplified via announcements, push notifications, and emails.

Second, Save time. This app is designed to help you save time by integrating and automating the use of other Google apps including slides, documents, and spreadsheets. Third, Cloud-based. As Google apps comprise "a large share of cloud-based workplace communications tools utilized throughout the professional workforce," Google Classroom provides more professional and authentic technologies to employ in the classroom environment. Next, Flexible. Instructors and students may easily access and use the app in both online and

face-to-face learning environments. This allows teachers to more readily explore with and influence "reverse teaching approaches", as well as automate and manage the distribution and collection of assignments and communications across various educational environments.

The last one is Free. Learners who do not have access to an educational institution may not be able to use Google Classroom. However, anyone can join up for a Google account and gain access to all of the other apps, such as drive, slides, spreadsheets, docs, and so on. Mobile-friendly. Google Classroom is built to be mobile-friendly. On any mobile device, it is simple to use.

Then, Pappas in Englishtina (2016) there are several advantages found in using Google Classroom: a) Easy to use and accessible from all devices: To use this program, you do not need to be a google expert. It has a simple format that makes it very easy to use. Anyone with a Google account can use this app on any device, including a computer, tablet, or smartphone. As long as the user has an internet connection, they can access it at any time and from anywhere. b) Effective sharing: one of the Google products that can be utilized in google classroom is google docs. It can be used as a tool for document sharing, and it can be kept online and shared with an unlimited number of individuals. When a teacher uses a google doc to create an announcement or assignment, students can immediately view it through their google drive. All that is required of the teacher is to generate a document and then share it with the learners. c) Paperless: Material and assignments are shared and submitted in a cloud-based

location, reducing the need for paper. There's no need to be concerned about printing or losing the students' work anymore.

On the other hand, Mafa (2018) in (Harjanto & Sumarni, 2019) states the benefits of using Google Classroom to support the learning process:

First, Classroom management. Google Classroom gives teachers the ability to easily develop and share content items with their students. The content itself can come in the form of images, audio, videos, papers, and even file attachments. Other elements like announcements, datelines, upcoming tasks, and feedback are also enabled, allowing students to manage their autonomous learning.

Second, Flexibility. Students and teachers can use any device, such as a computer or a smartphone, to access all of Google Classroom's capabilities. Google classroom is really easy to use. It's linked to your Gmail account, so everything is connected to it.

Third, Safety and security. Students can enroll in the class by inputting the class code or responding to the teacher's e-mail invitation. It indicates that access is limited to a select set of people and that no outsiders, unapproved groups, or classes are permitted.

And the last one, Promote collaboration. On the discussion board, students can interact with one another, encouraging improved teamwork. In addition, the teacher may invite the students' parents or guardians to participate in the lesson. It means they can keep track of their children's progress at any moment. They can simply keep up with any announcements and/or comments in the class stream.

In conclusion, the several advantages of using google classroom are divided into two points. First, practical benefits. There are practical benefits from using google classroom are easy to use, time-saving, flexible, file organize well, paperless , free, and mobile friendly. Second management class. There are several advantages of using the classroom from the management class side: quick and convenient setting, safety and security, promote collaboration, centralized data storage

2) Disadvantages of Google Classroom

According to Pappas in Muslimah (2018), there are seven disadvantages of Google classroom: (a) Account management is difficult because you are required to use a Gmail account Applications for education; (b) Limited integration options with Google Calendar making it difficult to organize material and deadlines; (c) Beginners will find difficulty with symbols Google in it, even Word files have to go to Google Doc first; (d) There is no automatic update of assignments, etc; (e) Learners find it difficult to share their assignments with other friends; (f) Learners can change the questions that have been given, here are no quizzes or automated tests; (g) Live chat is not yet available.

3. Microteaching during Pandemics

Microteaching is a compulsory subject course taken by prospective teacher students in the English Teaching Department, Faculty of Tarbiyah, and Teacher Training (FTIK) IAIN Batusangkar. This subject must be taken by students in six semesters. Microteaching is a

provision for students before carrying out PPL. Microteaching is usually done in a micro room which is divided into groups. Each group has one supervisor. Usually, the practical of microteaching is carried out in a special Microteaching class. There is a learning process where one person acts as a teacher and another as a student until all of the members in the group are finished. Then, the lecturer will give some critics and suggestions to support skills in teaching. However, this is in stark contrast to current microteaching because initially face to face was transferred to the online form by using the Google Classroom platform.

a. Definition of Microteaching

There are several explanation about micro teaching. According to Morrison in Skakunova (2017) microteaching is defined as a training technique in which pedagogical context is simplified and structurized where teacher trainees focus on and master “one one particular aspect of a lesson of teaching technique. On the other hand, Ismail in Arafah (2019) asserts that micro-teaching is a program that offers student teachers with a ‘simulated situation’ by conducting a mini-lesson to practice and transfer the theories that they have learned and to increase their confidence and teaching competences.

In addition, microteaching is a teaching technique Skakunova (2017) or a laboratory-based teacher training method (Orlich, Harder, Callahan, Trevisa, & Brown) or a teaching situation (Cooper & Allen) that has certain characteristics, such as (a) scaled down in terms of time (four to twenty minutes) and student numbers (three to ten peers or fellow student-teachers), (Orlich, et al., ;Cooper & Allen) and it is improved over time (Wilson & I'Anson).

(b) a short content, (c) focus on a specific aspect of teaching, (d) include teaching a lesson and immediate feedback, which may come from video or audiotape recording, supervisor, pupils, colleges, or the teacher's self-perception. For pre-service teachers, microteaching is quite beneficial because of two reasons easiness to do and its consistency to control acquired teaching skills among novice teachers as quoted in (Erlinda & Etika, 2019).

From the explanation above, it can be conclude that micro teaching is teaching technique in a laboratory based teacher training methods and very beneficial for prospective teacher because of two reasons easiness to do and its consistency to control acquired teaching skills among novice teachers

b. Purpose of Microteaching

According to Hasibuan And Modijono in Najjah (2014), the general purpose of microteaching is to provide the opportunity for prospective teachers to practice some teaching skills in front of friends in a constructive situation. Thus, he/she has mental readiness, skills, and integrated performance capabilities for stock actual teaching practice in schools. On the other hand Dwight Allen in (Najjah, 2014) the purpose of microteaching divided into two point. First, student-teacher candidates: a) Provide a real teaching experience and practice some basic teaching skills separately; b) Prospective teachers can develop skills teach before they jump into the class which is actually; c) Provide opportunities for prospective teachers to get a variety of participant conditions to educate. Second, for teachers: a) Provide refresher in the program education; b) Teachers get good teaching experience individual for development this profession; c) Develop an open attitude for

teachers to the updates that are taking place in educational arrangements.

c. Benefits of Microteaching

According to Reddy in Arafah (2019), there are several advantages of taking a microteaching course: 1) Practice's elasticity Microteaching aids in the development of numerous abilities in training for student teachers. It also aids in the development of student instructors' managing abilities; 2) Confidence booster, microteaching efficiently improves the confidence level of the student through a variety of activities and practices. Furthermore, their teaching experiences assist them in effectively managing classrooms; 3) Encourages a methodical approach to lesson planning. Lesson preparation is one of the most important abilities a teacher should have. As a result, the microteaching program helps student teachers create a structured lesson plan within a particular curriculum.; 4)Immediate feedback microteaching allows student teachers to get fast feedback from their mentors and has more chances for error correction.

While microteaching course also has several benefits for the student-teacher. Sukirman in Arafah (2019) stated that several benefits of microteaching for student-teacher: 1) Student teachers are able to train every teaching skill; 2) Student teachers are able to know the advantages and disadvantages of each teaching skill; 3) Student teachers are able to receive complete information, objective and accurate information from the observer of the training process; 4) Student teachers are able to do more practice to improve their deficiency and improve their ability in teaching.

d. Skills of Microteaching

Skills are said to be the expertness or the ability to do something very well. In this section, you are going to see some of the major skills you need in order to teach very well. In unit three of this module, you will learn them in details. You need to understand that these skills you need in teaching are called teaching skills. They include a set of teachers' behaviours that are specially effective in bringing about the desired changes in your students. These skills includes: Introductory Skill; Skill of probing questions; Skill of explanation; Skill of stimulus variation; Skill of writing on the board; Skill of achieving closure; Skill of reinforcement; and Skill of using teaching and learning aids.

Then, there are eight core teaching by Applebee in Remesh (2013). First, Lesson planning. It involves the preparation of a micro-lesson which should be organized in a logical sequence. The content should be concise, appropriate, relevant, and could cover the specified duration. Second, Presentation and explanation. This involves the skills required to explain with clarity and proper understanding of the concepts. The components include teacher enthusiasm, creating readiness by a beginning statement or topic sentence, effective explanation, planned repetition, and concluding statements or key messages. Third, Illustrating with examples The teacher trainee should be able to rightly explain the concept by simple, relevant, and interesting examples to increase learners' understanding.

Fourth, Reinforcement. This skill is meant for increasing the participation of the learners in the development of teaching

process. Use of positive verbal and non-verbal cues would be key component for this skill. Fifth, Stimulus variation Securing and sustaining the attention of the learner is imperative for a good teacher. The effective components of the skill are gestures, change in speech pattern, and change in interaction style. Sixth, Probing questions It is important to allow and encourage the fellow trainees to ask structured questions and clarify doubts. Redirection, refocusing, and increasing critical awareness are significant components of this skill.

Seventh, Classroom management. Providing proper instructions, restricting inappropriate behavior, and calling the learners by name are essentials of this skill. Next, Using audiovisual aids The increased awareness of the audiovisual aids is important for this skill. Adequate spacing, distinct size, proper spacing between words and lines, and use of relevant words or phrases are the key components for this skill.

Based on the explanation above it can be conclude that there are several skills of microteaching: Introductory Skill; Skill of probing questions; Skill of explanation; Skill of stimulus variation; Skill of writing on the board; Skill of achieving closure; Skill of reinforcement; and Skill of using teaching and learning aids.

e. Steps of Microteaching

According to (Banga, 2014) there are six steps generally involved in the microteaching cycle are; Plan, Teach, Feedback Re-plan, Re-teach, Re-feedback. There can be variations as the requirement of the objective of the practice session.

First, Plan. The activities are sequenced in such a way that the skill component can be applied to the maximum extent possible. Start by choosing topics and related content that have a character so that the use of the skill component in practice is simple and convenient. Topics are divided into teacher and student activities.

Second, Teach. This is an attempt by teacher training participants to use the skill component in relevant scenarios that happen during the teaching and learning process, as planned. It requires the teacher to adjust to the needs of the classroom scenario and to have the bravery and confidence to deal successfully with problems that happen in the classroom.

Third, Feedback. It is the provision of information to teacher training participants about their performance, including the weaknesses and strengths related to their performance. That will support teacher training to improve their performance. Fourth, Re-plan. In order to better on a certain topic, teacher trainees re-plan their classes by incorporating strengths and deleting aspects that were not adequately addressed by skills while teaching.

Fifth, Re-teach. If the topic is the same, it is teaching to separate groups of students; if the topic is different, it is teaching to the same group of students. This is done to prevent learners from becoming bored or monotonous, as well as the teacher's efforts to perform better than earlier and Re-feedback. This is the most crucial aspect of microteaching for changing the behavior of teacher trainees in the desired direction in each skill practice.

4. Students Perspective

a. Definition of Perspective

The perspective we are usually known as perception. There explanations for it. Perspective is an internal process that has been recognized by the individual when selected and regulated stimuli that come from outside (Sujarwo, Sukmawati, Akhiruddin, Ridwan & Siradjuddin, 2020). This stimulus is captured by one's senses, then spontaneously individual feelings and thoughts will give meaning to the existing stimuli (Aw in Sujarwo et al., 2020). Perspective is a way of looking at a problem that occurs or a particular point of view used in seeing a phenomenon (Martono in Sujarwo et al., 2020). However, in general, perspective is a point of view that be interpreted as a personal way of assessing something that can be described verbally or in writing (Fitriani &Bandung, 2020)

b. Kinds of Perspective

According to Rahayu (2015), the process of understanding the stimulation or stimulus obtained by the senses causes perception or perspective to be divided into several types. First, Visual perception. Visual perception is obtained from vision. Vision is the ability to recognize light and interpret it, one of the senses. The body tool used to see is the eye. Second, Auditory perception. Auditory perception is obtained from the sense of hearing which is the ear. Hearing is the woman's ability to recognize the sound. Third, Perceptions of civilization. The perception of civilization is derived from the tactile sense of skin. The skin is divided into 3 parts, namely the epidermis, the dermis. The skin functions as an inner protective device.

On the other hand, Irwanto in (Agustin, Melani, Irwandi 2021), there are two types of perception which is the result of interaction between person and object: 1) Positive Perception, perceptions that describe all knowledge and responses that are continued with their utilization efforts; 2) Negative Perception, which describes all knowledge and responses that are not in harmony with the perceived object. Thus, the positive or negative perception will always affect a person to do an action. Moreover, positive perception or negative perception depends on how a person describe any knowledge of an object that is perceived.

Likewise, Robbins (2002) indicates that there are two types of perception: First, Positive perception comes from the individual satisfaction about certain object that becomes her/his source perception, the individual knowledge, and the individual experience of the object perceived. Second, Negative perception comes from the individual dissatisfaction about certain object that becomes her/his source perception, the individual ignorant, and the lack of experience of the object perceived.

Based on the explanation above, researcher more interested in positive and negative perspective because that easier to understand and to group.

c. Indicators of Perspective

According to Walgito in Ningsih (2018) also states that there are three components of perception. They are the cognitive component, affective component, and conative component. A cognitive component is a component of perception that related to someone's knowledge, opinion, and belief toward opinion and belief toward attitude's object. The affective component is a

component of perception that is related to like and dislike toward an attitude's object. The human feeling toward something can positive and negative. The conative component is a component of perception that related to action tendency toward attitude's object.

In addition, Rahmi in Ningsih,(2018) argues that there are three components of perception. First, the cognitive component (perceptual component) is a component of perception that is related to someone's knowledge, opinion, and belief toward an object. Second, the affective component (emotional component) is a component of perception that is related to likes and dislikes toward an object. Third, the conative component (action component) is a component of perception that is related to action tendency toward an object.

Likewise, Desmita (2009) state there are three component of perception. They are cognitive, affective, and conative. First, cognitive component is a filter process by sensory toward stimulus. Second, is a process of reduction organization complex information into intended pattern. Last, conative is a process of translating information or stimulus into behavior form as respond

Table 1
Comparative Table for Indicators of Perspective

Experts	Components		
	Cognitive/Perceptual	Affective/emotional	Conative/Active
Walgito in Ningsih (2018)	Cognitive component is a component of perception that related to someone's knowledge, opinion, and belief toward opinion and belief toward attitude's	Affective component is a component of perception that is related to like and dislike toward an attitude's object. The	The conative component is a component of perception that related to action tendency toward

	object.	human feeling toward something can positive and negative.	attitude's object.
Rahmi in Ningsih (2018)	Cognitive component (perceptual component) is a component of perception that is related to someone's knowledge, opinion, and belief toward an object.	Affective component (emotional component) is a component of perception that is related to likes and dislikes toward an object.	Conative component (action component) is a component of perception that is related to action tendency toward an object
Desmita (2009)	It is a filter process by sensory toward stimulus.	Affective component is a process of reduction, organization complex information into intended pattern.	conative is a process of translating information or stimulus into behavior form as respond

Based on theories above, it can be conclude that perception has three components of perception. They are cognitive component, affective component, and conative component. All of these components are internal process of human thinking that is located inside of human thought.

B. Review of Relevant Studies

There are several relevant studies that have been conducted by previous researcher. Firstly is the research from Octaberlina & Muslimin (2020) entitled "EFL Students Perspective towards Online Learning Barriers and Alternatives Using Moodle/Google Classroom during COVID-19 Pandemic". The findings of this study demonstrate that a group of UIN Malang EFL students identified three major barriers to implementing e-learning. The similarities of this article and my own research that discuss about online learning in covid-19 pandemic exactly about google classroom.

The differences of this study and my research are in types of research and technique of collecting data.

Second, the research conducted by Tinungki & Nurwahyu (2020) entitled: “The Implementation of Google Classroom as the E-Learning Platform for Teaching Non-Parametric Statistics during Covid -19 pandemics in Indonesia”. They found that the platform successfully supported the recommendation for learning issued by the Indonesian government. To control the spread of the Covid-19 pandemic, all students and educators should conduct teaching and learning activities from home. The similarities of this study and my research that same discuss about online learning in the Covid-19 pandemic, specifically Google Classroom. The difference between this study and my own is in the research design and population.

Third, the study conducted by Oyarinde & Komolafe, Olaide (2020) entitled: “Impact of Google Classroom as an Online Learning Delivery during Covid -19 Pandemic: The Case of a Secondary School in Nigeria”. During the pandemic in Nigeria's secondary schools, the Google Classroom platform as an online learning delivery platform had a beneficial impact on students' attitudes, academic achievement, and perception as a result of this study. The similarities topics both of them still discuss about online learning in covid-19 pandemic and google classroom. The differences this research and my own research are in purpose, research design and instruments.

Fourth, the study by Englishtina (2016) entitled “Using ‘Google Classroom’ App for Teaching Language”. She found that using the google classroom program benefits both teachers and students. Teachers can work more efficiently since they can manage their classes more quickly, especially when it comes to assigning tasks and grading, using only their smartphones. The similarities of this study and my research are same topic and research

design. The differences this research and my own research are in instruments and population.

Fifth, the study conducted by Ratnaningsih (2019), entitled “The use of Google Classroom Application for Writing and Speaking in English Education Class”. She found that google classroom improves writing and speaking skills through assignments. The similarities is both of them still discuss about online learning in covid-19 pandemic exactly about google classroom. The differences this research and my research are in research design and subject of the research.

Sixth is the research conducted by Alim, Linda, Gunawan and Saad (2019) entitled “The Effectiveness of Google Classroom as an Instructional Media: A Case of State Islamic Institute of Kendari, Indonesia. They found that Google Classroom can be used effectively with some limitations: (1) Not all students receive a Google Classroom account because they do not have a smartphone; (2) Wi-Fi on campus is limited, and; (3) Students do not have an adequate mobile data plan during online discussions, and some students even submit assignments using their friends' accounts. The similarities are in topics and research design. The differences this article and my own research in purpose.

Seventh, this study was conducted by (Fitriningtiyas, Umamah and Sumardi (2019) entitled “Google classroom: as a media of learning history”. The goal of this research is to create meaningful and interesting learning media in the course of education history. They found that the learning media employed is traditional, which means that students are disinterested in learning and that student learning outcomes are not ideal. The similarities is both of them still discuss about online learning in covid-19 pandemic exactly

about google classroom. The differences this research and my own research are research focus, purpose and research design.

Eighth, this study conducted by Islam, (2020) entitled: “Bangladeshi University Students’ Perception on Using Google Classroom for Teaching English”. This investigation discovered that some of those "issues" were caused by a lack of practical expertise rather than a true technical issue. The similarities of this study and my research are same topic and research design. The differences this research and my own research are in research design, population, subjects and instruments.

Ninth, This study conducted by Harjanto & Sumarni (2019) entitled “Teachers’ Experiences on the use of Google Classroom”. The findings of this study show that teachers utilize it as a facilitation tool to manage student assignments, schedule classes, and support student interaction. In general, teachers thought that using google classroom to run their virtual classroom was very useful. The similarities same discuss topics and research design. The differences this research and my own research in research focus.

Tenth, this study conducted by Sansinadi & Winarko (2020) entitled “Teacher's Perspectives Toward Google Classroom as A Tool for Improving ELT Classroom Interaction”. They found that using google classroom in an ELT lesson enhances the learning process by increasing student attention. Some students’ didn't pay attention to the learning process and utilized English to communicate when the teacher instructed them to do so during the learning process. The similarities in one topic and the differences this research and my own in research focus.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was qualitative research method design case study. It describes advantages and disadvantages of using google classroom in Microteaching class during covid-19 pandemics based on students' perspective. According to Lodico, Spaulding, and Voegtle (2010) qualitative research, also known as interpretive research or field study, uses approaches that have been applied to educational contexts from disciplines such as sociology and anthropology. And case study research used to conduct this study. In addition, Gay, Mills and Airasian (2012) claimed that case study research is a qualitative research method in which researchers focused on a bounded system as a unit of study (e.g., a school or a classroom, individual teachers).

Dealing with the theory, this research was conducted at English Teaching Department of IAIN Batusangkar, especially the students' of English Teaching Department in the sixth semester who followed the Microteaching class who used google classroom as a learning media.

B. Research Setting

This research was conducted at IAIN Batusangkar, especially students of the English Teaching Department of Tarbiyah and Teacher Training Faculty who took Microteachingclass during covid-19 pandemics by using Google classroom as their learning media subject in the 2019/2020 academic year.

C. Research Informant

Research informant were eight students of English Teaching department who took Microteaching by using Google classroom as their

learning media in 2019/2020 Academic Year. The informants of this research were taken by purposive sampling technique. According to Creswell (2013) the concept of purposeful sampling was used in qualitative research. This means that the inquirer selects individuals and sites for study because they can purposefully inform an understanding of the research problem and central phenomenon in the study. Further, Gay, L.R, Mills, G.E., Airasian (2012), purposive sampling is defined as judgment sampling, the researcher select a sample based on her/his experience or knowledge of the students to be sampled.

There are three criteria in choosing informants: 1) Students of the English Department in the sixth semester in the 2019/2020 Academic Year; 2) Students who followed Microteaching class during covid-19 pandemics by using google classroom as a media on their learning; 3) Students who have passed the Microteaching class during covid-19 pandemic era.

D. Technique of Data Collection

In this research, data was collected by observation and interview. The researcher used non participant observation which the researcher observed and then asking the informants about this research. Then, the researcher interviewed the students, who studied and passed of Microteaching class by using google classroom as a media on their learning registered in 2019/2020 Academic Year.

E. Research Instrument

The key instrument in this research was the researcher herself. As the key instrument of this research, the researcher need some supporting instruments: interviewed guidelines, tape recorder, and camera. The researcher used interviewed guidelines (*see appendix 1*) to help her in order to find the students' perspectives on the use of google classroom in Microteaching class during covid-19 pandemics. Then the researcher tried to

do interview. The researcher used Indonesian language in order to make communication run effectively and smoothly. Then, there were some additional instruments that used in this research audio recorder and camera.

F. Checking Data Trustworthiness

Checking the data trustworthiness was very important to do in order to enhance the accuracy of the data. The researcher was used triangulation to get good information from the informant. According to Gay, et al., (2012) triangulation is a term used to describe data collecting procedures that combine multiple data collection approaches and existing data sources.

In this research, researcher used time triangulation to make sure that the researcher will not missing the information. The researcher did the interview in two times (*see appendix 6*). For the first interview researcher was ask about their perception on the used of google classroom in Microteaching class during covid-19 pandemics and for the second interview is for make sure again the data in the previous interview to check credibility of the data.

G. Technique of Data Analysis

The data was analyzed based on the interview result. In analyzing the data, the researcher does condensation of the data, data display, and drawing and verifying conclusions (Miles, Hubarman, and Saldana, 2014).

1. Data Condensation

In condensation of the data, the researcher conducted several activities. First, the researcher made transcription of the interview result. Second, the researcher organized the sequence of all transcription, and code transcription that related to the students perspectives on the use of google classroom in Microteaching class during covid-19 pandemics into table. Third, the researcher give initial for the informants such as I.1 as

the first informant, I.2 as the second informant, and so on, R as researcher, and related to the such as: P.1 for opinion 1, P.2 for opinion 2, and so on. In this stage the researcher was make coding of the data (see in the appendix 2) and make table of data condensation (*see appendix 3*)

2. Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action. The researcher was display data in tabular form to find out and show advantages and disadvantages of using google classroom in microteaching class during covid-19 pandemic based on students' perspective. The result of this stage the researcher made presentation table based on data condensation (*see appendix 4*)

3. Conclusion, Drawing and Verifying

After condensation and displaying data, the final step the researcher make conclusion drawing and verification. In this activity, the researcher was make conclusions and verify data by concluding advantages and disadvantages of using google classroom in micro teaching class during covid-19 pandemics based on students' perspective. Researcher made table of conclusion, drawing and verifying based after checking data trustworthines (*see appendix 7*)

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This chapter discusses the finding of the research on Students' Perspectives on the use of Google Classroom in Microteaching Class during during Covid-19 Pandemic. Based on the data analysis, the researcher found several perspectives from the informants on students' perspectives on the use of google classroom in Microteaching class during covid-19 pandemics : they were divided into two 1) Advantages of google classroom and; 2) Diadvantages of google classroom. First, the strengths of google classroom were: a) Mobile-friendly, b) cost-efficiency, c) saving time, effective, and efficient, d) in terms of security, the data is safe and the storage is also large, e) It's easy because of the pandemic situation, f) In terms of class management, there is a time limit and there is a forum for group member discussion. Second, weaknesses of google classroom were: a) Google Classroom must be accessed with sufficient internet data speed because if the internet data is weak, the notification does not come in, b) Not complicated features, c) Slow video delivery, d) Bad network connection, e) Notifications will not come if the other e-mail login to Google Classroom is different from the e-mail used on the smartphone.

1. Advantages of Google Classroom

There are six benefits of google classroom based on students' perspectives on the use of google classroom in Microteaching class during covid-19 pandemics.

a. Mobile-friendly

Google Classroom is built to be mobile-friendly. On any mobile device, it is simple to use. That means google classroom can access

with a smartphone that is easy to use and can access anywhere also has simple features.

Based on the information of informants 1,2,3,4,6,7,and 8 mentioned google classroom is mobile friendly. That means goggle classroom can be accessed on our smartphone anytime and anywhere as long as there is a good network. Easy to use because has a simple feature that is specially designed for students. And google classroom is also easy to accessed because google classroom can be access among of education circles starting from elementary school until university.

Then for detail information, see the following data snippet:

The researcher did interview with informant 1 (I-1) on September 04, 2021 at 11.07 pm at informant's house.

Actors		Utterances
R	:	Oooh oke menurut saudari apa saja kelebihan aplikasi google classroom dalam perkuliahan microteaching dimasa pandemi? [Oooh okay, in your opinion, what are the advantages of the used Google Classroom application in Microteaching class during the pandemic?]
I-1	:	<i>...google classroom itu mobile-friendly, jadi kita bisa akses sendiri di hp kita masing-masing mau kita sedang ada dirumah atau tidak kita bisa mengakses google classroom tersebut.... Kemudian selain itu juga mudah digunakan, bisa diakses dimana-mana.. [... google classroom is mobile friendly, so we can access it ourselves on our smartphone, whether we're at home or not, we can access Google Classroom ... Then besides that it is also easy to use, can be accessed everywhere]</i>

From the information of the first informant, she claimed that google classroom is mobile friendly because can we access in our smartphone everywhere we are as long as there is a good network, easy to use.

Next, the researcher did the interview with informant 2 (I-2) on September 12, 2021 at 11.07 pm at informant's house.

Actors		Utterances
R	:	Menurut saudari apa saja kelebihan aplikasi google classroom dalam perkuliahan microteaching dimasa pandemi? [in your opinion, what are the advantages of the used Google Classroom application in Microteaching class during the pandemic?]
I-2	:	...Selain itu kita juga <i>dapat menggunakan aplikasi ini dimanapun asalkan ada jaringan yang kuat</i> untuk mengirim tugasnya dan sekaligus aplikasi ini juga cukup <i>flexible....</i> [Besides that, we can also use this application anywhere as long as there is a strong network to send assignments and at the same time this application is also quite flexible....]

From the information of the second informant, she claimed that google classroom is flexible because google classroom can we acces everywhere as long as there is a good network.

Next, the researcher did interview wit informant 4 (I-4) on September 13, 2021 at 15.22 pm at informant's rent house

Actors		Utterances
R	:	Oo menurut saudari apa saja kelebihan aplikasi google classroom dalam perkuliahan microteaching online dimasa pandemi?[oo.. in your opinion, what are the advantages of the used Google Classroom application in Microteaching class during the pandemic?]
I-4	:yang pertama itu <i>mudah digunakan</i> karna menu yang disediakan di google classroom memang khusus dirancang untuk pelajar sebagai penunjang mereka dalam belajar.... [....first, easy to use because the menu provided in Google Classroom is specifically designed for students to support them in learning...]

From the information of the second informant, she claimed that google classroom is easy to use because specifically google classroom designed for the students to support learning activity during pandemic.

Next, the researcher did interview with informant 6 (I-6) on September 14, 2021 at 12.03 pm at at L building of IAIN Batusangkar by using tape recorder.

Actors		Utterances
R	:	Oo selanjutnya menurut saudari apa saja kelebihan aplikasi google classroom dalam perkuliahan microteaching online dimasa pandemic? [...]
I-6	:	“...oo kelebihan aplikasi google classroom itu mungkin yang pertama <i>mudah diakses yah....</i> ” [... oo the advantages of google classroom maybe the first one is easy to acces yes...”

From the information of the informant 6 (I-6), she claimed that google classroom is easy to acces because not only the college students can used it but all of them. Starting from elementary school, junior high school and senior high school. For example easy to collage the assignment we just click assignment feature and put the task click turn-in.

Next, the researcher did interview wit informant 7 (I-7) on September 14, 2021 at 14.07 pm at informant’s house

Actors		Utterances
R	:	Menurut saudari apa saja kelebihan aplikasi google classroom dalam perkuliahan microteaching online dimasa pandemi? [in your opinion, what are the advantages of the used Google Classroom application in Microteaching class during the pandemic?]
I-7	:	“...simple dan mudah digunakan.. selain itu juga <i>flexible</i> dimanapun kita berada kita juga bisa menggunakan google classroom asalkan disitu ada data internet seperti itu...” [... <i>simple and easy to use..</i> besides that, it's <i>flexible</i> wherever we are, we can also use Google Classroom as long as there is internet data like that]

From the information of the informant 7 (I-7), she claimed that google classroom simple and easy to use and flexible.

Next, the researcher did interview wit informant 8 (I-8) September 29, 2021 at 17.00 pm at informant’s rent house.

Actors		Utterances
R	:	Baik... Menurut saudari apa saja kelebihan aplikasi google classroom dalam perkuliahan microteaching online dimasa pandemi? [In your opinion, what are the strength of the Google Classroom application in online Microteaching class during the pandemic?]
I-8	:	Oo..kelebihannya itu yang seperti tadi yang sudah saya jelaskan di awal dia tu kayak <i>mudah kita gunakan dimana aja....</i> [Oo... the advantages are like what I explained earlier, it's like it's <i>easy for us to use anywhere...</i>]

From the information of the informant 8 (I-8), she claimed that google classroom is easy to use anywhere.

b. Cost-efficiency

Based on the information of I-1, I-2,I-3, I-4 and I-7, their mentioned the Google classroom is cost effective it’s means when the students’ used google classroom as a lerning media in microteaching class during covid-19 pandemic google classroom is paperless because when collect the assignment usually with print the task changes to soft copy like words, power point, pdf and other so that is save a money. Then usually the students go to the campus to collect the task by using motor cycle and because the pandemic situations only use a google classroom so that is very profitable and cost effective. And, usually the students’ who are her/his house is far from the campus their need a rent house so with this google classroom, they just stay at home to collage the task. For more details, see the following data snippet:

The researcher did interview with informant 1 (I-1) on September 04, 2021 at 11.07 pm at informant’s house.

Actors		Utterances
R	:	Oooh okay, in your opinion, what are the advantages of the google classroom application in online Microteaching class during the pandemic?
I-1	:	<p>“... google classroom itu <i>paperless</i>, kita bisa mengirimkan RPP kita disana materi-materi yang akan kita jelaskan... selain <i>paperless</i> ini juga membuat kita jadi <i>hemat biaya</i> karena kita tidak perlu memprint oo RPP kita tidak perlu memprint materi-materi yang kita sediakan untuk oo presentasi oo untuk microteaching kita.</p> <p>[...Google Classroom is <i>paperless</i>, we can send our lesson plans there, the materials we will explain, ...then it also makes us cost-effective because we don't need to print our lesson plans, we don't have to print out the materials we provide for our presentations, or for our microteaching...]</p>

From the information of the first informant, she mentioned that google classroom is cost effective because paperless. Based on the I-1 paperless means she don't need to print out the lesson plan or materials that she need to her presentation in Microteaching class. So she can save the money.

Next, the researcher did the interview with informant 2 (I-2) on September 12, 2021 at 11.07 pm at informant's house.

Actors		Utterances
R	:	<p>Menurut saudara apa saja kelebihan aplikasi google classroom dalam perkuliahan microteaching online dimasa pandemi?</p> <p>[In your opinion, what are the advantages of the Google Classroom application in online Microteaching class during the pandemic?]</p>
I-2	:	<p>“...selain itu <i>hemat biaya</i> juga oo kalau saya pribadi saya tidak perlu pergi ke kampus untuk mengumpulkan tugas....”</p> <p>[Besides that, it's also <i>cost-effective</i>. Personally, I don't need to go to campus to collect assignments...]</p>

From the information of the second informant, she mentioned that google classroom is cost effective because she don't need go to

campus to collage the task and only send from home by using google classroom and she don't need to rent a house for stay or residence.

Next, the researcher did interview wit informant 3 (I-3) on September 13, 2021 at 15.06 pm at informant's rent house

Actors		Utterances
R	:	Menurut saudari apa saja kelebihan aplikasi google classroom dalam perkuliahan microteaching online dimasa pandemi? [In your opinion, what are the advantages of the Google Classroom application in online Microteaching class during the pandemic?]
I-3	:	“Oo kelebihannya yaitu yang pertama oo yang pertama <i>lebih hemat kuota</i> dan juga lebih karna kita mengirimkan tugas melalui google classroom itu oo bentuknya dalah file dokumen <i>jadi tidak di print jadi akan lebih hemat juga untuk dalam memprint kertas...</i> ” [Oh, the advantages are that the first one is the first one, it <i>saves more on quota</i> and it's also better because we send assignments via Google Classroom, it's in the form of a document file, <i>so it's not printed so it will be more economical to print</i>]

From the information of the third informan, she mentioned that google classroom saving the data and when we send a task or assignment it's in the form of document file like word, pdf, slide so we don't need to printed the task so it will be more saving the money.

Next, the researcher did interview wit informant 4 (I-4) on September 13, 2021 at 15.22 pm at informant's rent house

Actors		Utterances
R	:	“Oo menurut saudari apa saja kelebihan aplikasi google classroom dalam perkuliahan microteaching online dimasa pandemi? [In your opinion, what are the advantages of the Google Classroom application in online Microteaching class

		during the pandemic?]
I-4	:	“...dan juga <i>hemat biaya</i> ee tentunya sangat menguntungkan bagi mahasiswa ya karna oo mereka oo mahasiswa tidak perlu kekampus untuk mengumpulkan tugas dan hemat paperless.” [“...and also <i>cost-effective</i> , of course, it is very profitable for students, because oo they are oo students don't need to go to campus to collect assignments and <i>save paperless</i> . “]

From the information of the fourth informant, she mentioned that google classroom is cost-effective because she don't need to go to campus to collage the task and paperless.

Next, the researcher did interview wit informant 7 (I-7) September 29, 2021 at 17.00 pm at informant's rent house.

Actors		Utterances
R	:	Menurut saudari apa saja kelebihan aplikasi google classroom dalam perkuliahan microteaching online dimasa pandemi? [In your opinion, what are the strength of the Google Classroom application in online Microteaching class during the pandemic?]
I-7	:	“...kemudian itu juga paperless.. oo mengurangi penggunaan kertas daann hemat biaya...” [...then it's also paperless.. oo reduces paper usage and saves money]

From the informatioan of the seventh informan, she mentioned that google classroom is cost effective and paperless.

c. Saving time, effective, and efficient

Google classroom is saving time, effective and efficient because when using google classroom the students stay at home to send the task by using google classromm. And see the following data below:

The researcher did interview with informant 1 (I-1) on September 04, 2021 at 11.07 pm at informant's house.

Actors		Utterances
R	:	Oooh oke menurut saudari apa saja kelebihan aplikasi google classroom dalam perkuliahan microteaching online dimasa pandemi? [ooh okay, in your opinion, what are the advantages of the Google Classroom application in online Microteaching class during the pandemic?]
I-1	:	“...kemudian hemat waktu dan efektif dan efisien...” [...then save time and be effective and efficient...]

Based on the I-1 above she mentioned google classroom save time, effective and efficient, because by using google classrom her didn't need go to campus to collect assignment.

d. In terms of security, the data is safe and the storage is also large

In term of security, in google classroom the data that we have sent can we access anytime, safely and related with drive. Based on I-1, I-2, I-3, I-4 and I-5, their mentioned google google classroom is safety and has big storage also related with google drive and can access anytime. Then, for more details, see the following data snippet:

The researcher did interview wit informant 1 (I-1) on September 04, 2021 at 11.07 pm at informant's house by using tape recorder

Actors		Utterances
R	:	“Ooh oke apakah masih ada pendapat I-1 yang lainnya?” [Ooh okay, is there any opinions I-1?]
I-1	:	“ Oooh iya ee yang lainnya yaitu dalam segi security nya ya data yang sudah kita kirimkan di google classroom tersebut hanya bisa diakses oleh kita dan anggota yang ada di google classroom tersebut.... Jadi itu juga salah satu keuntungannya data-data kita aman, dan penyimpanannya, penyimpanannya juga besar mmm saya rasa itu cukup menguntungkan buat kita. [Oooh yes, the other thing is <i>in terms of security, the data that we have sent in the google classroom can only be accessed by us and the members in the google classroom</i> ...So that's also one of the advantages that <i>our data is safe,</i>

	and the storage, <i>the storage is also big</i> , mmm I think it's quite profitable for us.]
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The researcher did interview with informant 3 (I-3) on September 13, 2021 at 15.06 pm at informant's rent house by using tape recorder.

Actors		Utterances
R	:	“Mm berarti hemat biaya dan tugas kita aman gitu. Apakah ada pendapat lainnya?” [Mm, that means it is cost-effective and safe. Did you have any opinions?]
I-3	:	“...dan juga tugas-tugas aman dan juga tempat penggunaanya juga lebih mudah dipahami... [...and also safe tasks and also where they are used is also easier to understand...]

From the information of the third informant (I-3), she mentioned the advantages of using goggle classroom in Microteaching class is safe the task and there is a place or future is also easier to understang by the user.

Next, the researcher did interview with informant 4 (I-4) on September 13, 2021 at 15.22 pm at informant's rent house by using tape recorder.

Actors		Utterances
R	:	“Oo menurut saudari apa saja kelebihan aplikasi google classroom dalam perkuliahan microteaching online dimasa pandemi?” [ooh okay, in your opinion, what are the strength of the Google Classroom application in online Microteaching class during the pandemic?]
I-4	:	“... yang ketiga aman, berkas yang kita simpan itu dii google classroom tidak akan hilang...” [.. the third is safe, the files that we store in google classroom will not be lost...]

From the information of the informant fourth (I-4), she mentioned the strength of google classroom if she look from the security side google

classroom is safe, because the files that we upload in google classroom will not be lost and

Next, the researcher did interview with informant fifth (I-5) on September 13, 2021 at 16.30 pm at informant's house by using tape recorder.

Actors		Utterances
R	:	<p>“Oo baik menurut saudari apa saja kelebihan aplikasi google classroom dalam perkuliahan microteaching online dimasa pandemi?”</p> <p>[In your opinion, what are the strength of the Google Classroom application in online Microteaching class during the pandemic?]</p>
I-5	:	<p>“...nah selain itu oo ketika kita mengumpulkan tugas berupa video atau file-file lainnya itu lebih aman di google classroom karna dia langsung terhubung kepada drive jadi semua file kita itu aman tersimpan disana”</p> <p>[Well besides that, when we collect assignments in the form of videos or other files, it's better in Google Classroom because it is directly connected to the drive so all our files are safely stored there.]</p>

From the information of the informant fourth (I-4), she mentioned the the strength of google classroom if she look from the security side google classroom is safe, because the files that we upload in google classroom that connected to the drive so our files are safely and stored/

e. Easy to use in the pandemic situation

Google classroom is easy to use, see the I-5 perception below:

Actors		Utterances
R	:	<p>“Oo baik menurut saudari apa saja kelebihan aplikasi google classroom dalam perkuliahan microteaching online dimasa pandemi?”</p> <p>[In your opinion, what are the strength of the Google Classroom application in online Microteaching class during the pandemic?]</p>

I-5	:	<p>“Oo pertama <i>memudahkan karna disituasi pandemi</i> kita tidak bisa oo saling bertatap muka didalam kelas tentu pelajaran harus dilaksanakan secara online...”</p> <p>[First, it's <i>easy because in a pandemic situation</i> we can't meet each other face to face in class, of course, lessons must be carried out online...]</p>
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I-5 mentioned that google classroom easy to use in the pandemic situations because the learning activity carried by using online platform.

f. In terms of class management, there is a time limit and there is a forum for group member discussion.

Google classroom has very management class because there is limi time to collect the task that makes the students on time to collect the task.

The researcher did interview with informant eighth (I-8) on September 29, 2021 at 17.00 pm at informant's rent house.

Actors		Utterances
R	:	<p>Baik... Menurut saudari apa saja kelebihan aplikasi google classroom dalam perkuliahan microteaching online dimasa pandemi?</p> <p>[okay, in your opinion, what are the strength of the Google Classroom application in online Microteaching class during the pandemic?]</p>
I-8	:	<p>“...kayak misalnya kayak kayak apa misalnya itu buat absen ntuk membuat absen untuk siswa itu juga ada tempat atau menu fitur absen ke siswa.. bisa kayak.. mee apain waktu.. <i>iya ngasih limit waktu..</i>”</p> <p>[... Then one more thing as long as I use Google Classroom.. Like for example, what is it like, for example, for an absence to make an absence for students, there is also a place or menu for the absent feature for students. Yes, give a <i>limit time..</i>]</p>

I-8 mentioned google classroom very good in management class and make the students discipline and on time to collect their task because has time limit in the setting of the assignment feature.

2. Disadvantages of Google Classroom

There are several advantages of using google classroom in microteaching class during covid-19 pandemic based on the students perspective.

a. Google Classroom must be accessed with sufficient internet data speed

When access google classroom need good speed of data internet if the network is weak, the notification will be late coming in, see the following data snippet below:

The researcher did interview with the first (I-1) on September 04, 2021 at 11.07 pm at informant's house.

Actors		Utterances
R	:	Baik selama perkuliahan microteaching class online apa saja kelemahan/kekurangan dari penggunaan google classroom tersebut? [Well, during the online Microteaching class, what are the weaknesses/disadvantages of using Google Classroom?]
I-1	:	“...yang pertama itu eee <i>google classroom</i> itu harus di akses dengan ee kecepatan data in ee dengan kecepatan data internet yang cukup kalau tidak misalnya informasi baru kita tidak bisa akses, tidak ada tidak masuk notifikasi jika eee sinyal internetnya lambat gitu.” [... the first one is eee <i>google classroom</i> , it must be accessed with ee data speed in ee with sufficient internet data speed otherwise for example we cannot access new information, there is no notification if eee the internet signal is so slow.]

Based on the information of the first informant she mentioned that the weakness of goggle classroom is goggle classroom must be access in the good of speed the data internet.

b. Not complicated features

The second weakneses of using google classroom is google classroom not complicated features. Based on the information of the

informant 1,2,3,4,6,7,8, their mentioned google classroom not complicated features. In Google classroom the students' can't live chat so the students used another application to live chat with the lecturer, there is no voice note feature, video call and seen. Then, the students don't know their task has been read or not by the lecturer because there is no sign has been read like in the whatsapp. And for details see the following data snippet below:

The researcher did interview with the first (I-1) on September 04, 2021 at 11.07 pm at informant's house.

Actors	Utterances
R	: Baik selama perkuliahan microteaching class online apa saja kelemahan/kekurangan dari penggunaan google classroom tersebut? [Well, during the online Microteaching class, what are the weaknesses/disadvantages of using Google Classroom?]
I-1	: "...yang kedua yaitu <i>tidak ada fitur ooo live chat...</i> yang selanjutnya adalah <i>tidak ada fitur vn atau voice note yang bisa diakses di google classroom</i> tersebut ee tidak seperti ee kalau kita di Whatsapp kita kan punya akses voice note bisa langsung dikomentari pakai suara langsung kan, kalau di google classroom tidak ada fitur tersebut jadi jadi itu salah satu kekurangan yang rasanya cukup ee..mpengaruhi juga ee selain itu seperti fitur ee... <i>tidak ada fitur oh sudah di read atau belum sudah di buka ee file nya atau belum dan ooo kita tidak bisa tau oo kalau dosen kita tidak meninggalkan komentar di tugas yang kita kirimkan</i> jadi itu salah satu kekurangannya..." [The second is that <i>there is no ooo live chat feature...</i> the next thing is <i>that there is no vn feature or voice note that can be accessed in google classroom...</i> next when we send our lesson plan we don't know have been assessed or not eee whether the file we sent has been opened or not so <i>we don't know there is no feature oh it's been read or not,</i> the file has been opened or not and ooo we can't know oo if our lecturers don't leave comments on the assignments we send so that's one of

	the drawbacks...]
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Based on the information of the first informant she mentioned the weaknesses of google classroom are didn't have live chat feature, so the students used another application. Next there is no voice note feature like in the WhatsApp application so we cant' comment directly by using voice notes. Then the students don't know their assignment has been read or not the lecturer beacause there is no feature seen in google classroom.

The researcher did interview with second informant (I-2) on September 12, 2021 at 11.07 pm at informant's house.

Actors		Utterances
R	:	Ee selama perkuliahan microteaching class online apa saja kelemahan/kekurangan dari penggunaan google classroom tersebut? [ee..during the online Microteaching class, what are the weaknesses/disadvantages of using Google Classroom?]
I-2	:	“...Selain itu di <i>aplikasi GC kami juga tidak bisa ee melakukan Video Call</i> jadi kami menggunakan aplikasi lain untuk oo oo video call... selain itu tugas yang kita kirim itu juga kadang juga kita tidak tahu oo tugas yang kita kirim itu sudah dilihat oleh dosen atau belum gitu tidak ada notifikasinya seperti di aplikasi yang lain gitu. <i>di read atau belumnya itu aja menurut saya...</i> ” [...Besides that in the <i>Google classroom application we also can't do video calls</i> so we use another application for oo oo video calls... ee besides that, <i>sometimes we don't even know that the assignment we send has been seen by the lecturer or not, so there is no notification like in other applications. Read it or not, that's all in my opinion</i>]

Then, the researcher did interview with the third informant (I-3) on September 13, 2021 at 15.06 pm at informant's rent house by using tape recorder.

Actors		Utterances
R	:	Mmm.. apakah ada selain yang tadi? [Mmm.. is there anything?]

I-3	:	<p>“Iyah mm satu lagi mungkin ketika tugas kita sudah dikirim ke dosen tersebut <i>kita tidak tahu apakah tugas tersebut sudah dibaca atau tidak karna d google classroom tidak ada tanda-tanda dibaca seperti di Wa</i>”</p> <p>[Well, one more thing maybe when our assignment has been sent to the lecturer <i>we don't know whether the assignment has been read or not because in Google Classroom there are no signs of being read like in Wa.</i>]</p>
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Next, the researcher did interview with the fourth informant (I-4) on September 13, 2021 at 15.06 pm at informant’s rent house by using tape recorder.

Actors		Utterances
R	:	<p>“... selama perkuliahan Microteaching class online apa saja kelemahan/kekurangan dari penggunaan google classroom tersebut?”</p> <p>[“...during the online Microteaching class, what are the weaknesses/disadvantages of using Google Classroom?]</p>
I-4	:	<p>“...tidak ada fitur di google classroom tersebut bahwa tugas ini sudah di baca atau dilihat oleh dosen karna fiturnya tidak ada tanda bacanya seperti yang ada ada di telegram ataupun di whatsapp...”</p> <p>[...there is no feature in the Google Classroom that this assignment has been read or seen by the lecturer because the feature has no punctuation like there is on telegram or on whatsapp]</p>

The researcher did interview with informant (I-7) on September 14, 2021 at 14.07 pm at informant’s house

Actors		Utterances
R	:	<p>“...selama perkuliahan Microteaching class online apa saja kelemahan/kekurangan dari penggunaan google classroom tersebut?”</p> <p>[“..during the online Microteaching class, what are the weaknesses/disadvantages of using Google Classroom?]</p>
I-7	:	<p>“...Nah kemudian selain itu oo untuk komunikasi langsung kepada dosen.. Oo karna kita <i>tidak tahu</i></p>

	<p><i>apakah pesan kita sudah di baca oleh dosen atau belum seperti itu</i></p> <p>[Well then besides that, oo for direct communication to the lecturer.. Oo because <i>we don't know whether our message has been read by the lecturer or not</i>]</p>
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Based on the information of the seventh informant, she mentioned the weaknesses of google classroom is we don't know whether our message has been read by the lecturer or not because in google classroom application there is no seen feature like in WhatsApp.

Next, the researcher did interview with informant (I-8) on September 29, 2021 at 17.00 pm at informant's rent house

Actors		Utterances
R	:	apakah masih ada yang lainnya...? [is there anything else...?]
I-8	:	oo... apa lagi ya.. saya rasa mmm ... ooo ya... oo itu juga gak bisa misalnya kayak ngirim voice note gak bisa di google classroom.. ooo truss di google classroom tu cuman bisa kayak berdiskusi.. [Ooo... what else, I think mmm... ooo ya... oo it also doesn't work, for example, like sending voice notes, it can't be done in Google Classroom.]

c. Slow video delivery

Slow video delivery means when the students' send the assignment like video of their teaching practice, need a long time to send it. Because one video in teaching practice duration 15 minutes and has a fairly large storage so it takes a long time to upload it on google classroom.

For more detailed information see the data snippet below:

The researcher did interview with second informant (I-2) on September 12, 2021 at 11.07 pm at informant's house.

Actors		Utterances
R	:	Ee selama perkuliahan Microteaching class online apa saja kelemahan/kekurangan dari penggunaan google

		classroom tersebut? [ee..during the online Microteaching class, what are the weaknesses/disadvantages of using Google Classroom?]
I-2	:	“Kekurangan penggunaan GC selama oo pandemi ini di online oo proses <i>pengiriman tugas biasanya bagi saya cukup lambat karna tugasnya biasanya kami menggunakan pengiriman video dan beberapa pdf...</i> ” [the weaknesses of using GC during this pandemic on the internet oo <i>the process of sending assignments is usually quite slow for me because we usually use video submissions and some pdf...</i>]

Next, the researcher did interview with the third informant 3 (I-3) on September 13, 2021 at 15.06 pm at informant’s rent house by using tape recorder.

Actors		Utterances
R	:	Mmm apakah ada selain yang tadi..? [mmm... is there anything else...?]
I-3	:	“Satu lagi untuk <i>mengirim video itu juga lama di google classroom sehingga membutuhkan waktu yang cukup lama ketika memposting atau mengirim video kepada ee didalam google classroom</i> ” [One more thing to <i>send videos that are also long in google classroom so it takes quite a long time when posting or sending videos to ee in google classroom</i>]

Next, Next, the researcher did interview wit informant 6 (I-6) on September 14, 2021 at 12.03 pm at at L building of IAIN Batusangkar by using tape recorder.

Actors		Utterances
R	:	Oo oke selama perkuliahan Microteaching class online apa saja kelemahan/kekurangan dari penggunaan google classroom tersebut? [ooo okay, during the online Microteaching class, what are the weaknesses/disadvantages of using Google Classroom?]
I-6	:	Oooh kekurangan yah <i>kekurangan mungkin agak sulit</i>

	<p><i>ketika pengiriman video kalik yah.. ooh pengirimana videonya itu lama apalagi kalau misalnya jaringan yang agak kita di daerah pedesaan gitu yang susah jaringan itu sangat susah sekali mungkinn bisa ber jam jam kita nungguin oo mengupload video dulu baru nanti kita mengirim video ke dosennya kek gitu.. oo mungkin itu aja kekurangan</i></p> <p><i>[Oooh, there's a shortage, maybe it's a bit difficult when sending a video, oh well.. ooh, the video delivery takes a long time, especially if the network is a bit like us in rural areas, the network is very difficult, maybe we can wait for hours, oo upload the video first and then later we send the video to the lecturer, oo.. maybe that's enough]</i></p>
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The researcher did interview with informant (I-7) on September 14, 2021 at 14.07 pm at informant's house

Actors		Utterances
R	:	<p>selama perkuliahan Microteaching class online apa saja kelemahan/kekurangan dari penggunaan google classroom tersebut?</p> <p><i>[during the online Microteaching class, what are the weaknesses/disadvantages of using Google Classroom?]</i></p>
I-7	:	<p>Ooke menurut saya <i>kekurangannya yaitu kita ooo kita ooo agak mengalami kesulitan dalam mengirim video di google classroom. Jadi solusinya kami mengupload video terlebih dahulu ke youtube kemudian mengirim link ke google classroom.</i></p> <p><i>[Okay, I think the drawback is that we ooo we ooo have a bit of difficulty sending videos in google classroom. So the solution is to upload the video first to YouTube and then send the link to Google Classroom]</i></p>

Based on the information above, their mentioned that google classroom is not effective to send the video because need along time to upload that. And for the alternative some time the students upload the video on their youtube and share the link in the google classroom.

d. Bad Network Connection

The fourth weaknesses of google classroom is network issues because not all the students residence has a good network. Based on the information of I-4, I-5 and I-8 their mentioned network issues because not all of the students stay in a good place internet network. And sometime the students late to collect the task cause the network. And for details, see the sippet data below:

The researcher did interview wit informant 4 (I-4) on September 13, 2021 at 15.22 pm at informant's rent house by using tape recorder.

Actors		Utterances
R	:	Oo baik kita ke pertanyaan berikutnya ya. Ee selama perkuliahan Microteaching class online apa saja kelemahan/kekurangan dari penggunaan google classroom tersebut? [Oh well, let's go to the next question, okay?, during the online Microteaching class, what are the weaknesses/disadvantages of using Google Classroom?]
I-4	:	<i>Ee kelemahan itu yang pertama di jaringan ya, kan gak semua mahasiswa mahasiswa beda di jaringan yang bagus ada juga ditempat mereka jaringan sangata sulit jadi ketika mengirimkan tugas itu terlambat kana da juga tu limit nya di kasih dosen kadang gak masuk</i> [<i>Ee, the weakness is the first in the network, right, not all other students in a good network, there are also places where the network is very difficult, so when sending assignments it's too late and the limit is given by the lecturer sometimes it doesn't come in</i>]

Next, the researcher did interview wit informant 5 (I-5) on September 13, 2021 at 16.30pm at informant's rent house by using tape recorder.

Actors		Utterances
R	:	Oo baik yang selanjutnya yaitu selama perkuliahan Microteaching class apa saja kelemahan/kekurangan dari penggunaan google classroom tersebut? [Oh well, let's go to the next question, okay?, during the online Microteaching class, what are the weaknesses/disadvantages of using Google Classroom?]

I-5	:	<p>...namun kelemahan yang sangat saya rasakan yaitu <i>ee ketika hendak mengirim tugas itu saya saya kewalahan di jaringan</i>. Oo jaringan internet oo karna mungkin saya juga tinggal di daerah yang jaringan internetnya tidak begitu bagus jadi saya sering terlambat mengumpulkan tugas sehingga sering terjadi kesalah pahaman antara mahasiswa dan dosen.</p> <p>[...but the weakness that I really feel is that <i>when I want to send the task I am overwhelmed on the network</i>. Oo internet network oo because maybe I also live in an area where the internet network is not very good so I am often late in submitting assignments so there are often misunderstandings between students and lecturer.]</p>
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The researcher did interview with informant (I-8) on September 29, 2021 at 17.00 pm at informant's rent house

Actors		Utterances
R	:	<p>“ Baik.. oo selama perkuliahan Microteaching class apa saja kelemahan goo atau kekurangan dari penggunaan dari google classroom tersebut?”</p> <p>[Well, oo during the online Microteaching class, what are the weaknesses/disadvantages of using Google Classroom?]</p>
I-8	:	<p>“...yang pertama itu masalah jaringan. Jadi kalau di google classroom itu kalau bisa jaringan nya itu harus yang kualitas jaringan itu tinggi jadi itu kekurangan dari google classroom itu menurut saya.. truss.. karna jaringannya gak tinggi kek ngirim video itu lambat”</p> <p>[... <i>the first one is a network problem</i>. So in Google Classroom, if possible, the network must have a high quality network, so that's a drawback of Google Classroom, in my opinion.. so, because the network isn't high.”]</p>

e. Notifications will not come if the other e-mail login to Google Classroom is different from the e-mail used on the smartphone

The last advantages of google classroom is the email to login in google classroom must be the same as the email on the smartphone in

order to get the latest information or notifications from google classroom. And for details, see the sippet data below:

The researcher did interview with informant (I-8) on September 29, 2021 at 17.00 pm at informant's rent house

Actors	Utterances
R	: "...apakah masih ada yang lainnya?" ["...is there anything else?"]
I-8	: "..trus satu lagi misalnya kayak kita tuu gunakan lain e-mail misalnya email nya beda yang kita gunakan dengan yang kita login..." ["...for example, like we used to use another e-mail, for example, the email we used was different from the one we log in..."]

Based on the information of the I-8 above she mentioned if you uses login google classroom by using different email with your e-mail in smarphone so the notifications not appear.

B. Discussion

Based on the findings, the researcher found several perspectives from the informants on students' perspectives on the use of google classroom in Microteaching class during covid-19 pandemics: they were divided into two; 1) Advantages of google classroom and 2) Disadvantages of google classroom. First, the strengths of the goggle classroom were: a) Mobile-friendly, b) cost-effective, c) saving time, effective, and efficient, d) in terms of security, the data is safe and the storage is also large, e) It's easy because of the pandemic situation, f) In terms of class management, there is a time limit and there is a forum for group member discussion. Second, the weaknesses of google classroom were: a. Google Classroom must be accessed with sufficient internet data speed because if the internet data is weak, the notification does not come in, b) Not complicated features, c) Slow video delivery, d) Bad network connection, e) Notifications will not

come if the other e-mail login to Google Classroom is different from the e-mail used on the smartphone.

There are several studies about the use of Google Classroom; first, the study about the effectiveness of using google classroom during pandemics (Okmawati, 2011), especially in learning speaking and writing (Albashtawi & Al Bataineh, 2020). Then, the study about students' perception on the use of google classroom in learning shows that Google classroom is effective for assignment collection but less effective for discussion (Rahmawati et al., 2020), in learning grammar that shows Google Applications help establish a collaborative learning environment since they support teacher-to-student and student-to-student interactions (Khalil, 2018).

This research concludes that students perspectives on the use of google classroom in Microteaching class during the covid-19 pandemic are very good. Especially their argue that Google classroom is good media do online learning process because google classroom mobile friendly, save time and cost, save time and money, then easy to use during the covid-19 pandemic. And some students argue that google classroom not complicated features and slow delivery video. The implication of this research is Google Classroom could be used to do the online learning process because it empirically helps the students to get enthusiastically involved in learning activities. For future researcher who want to do this research. Future researchers can get further in to the students' view on the use of Google classroom during covid-19 pandemic in English Teaching Department. The future researcher also can do research on the problem faced by the students in using google classroom in learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings above, the researcher found six advantages and five disadvantages of using google classroom in microteaching class during covid-19 pandemics toward students' perspectives. First, advantages of google classroom were: 1) Mobile-friendly; 2) cost-effective; 3) saving time effective, and efficient; 4) in terms of security, the data is safe and the storage is also large; 5) It's easy because of the pandemic situation; 6) In terms of class management, there is a time limit and there is a forum for group member discussion. Second, disadvantages of google classroom were: 1) Google Classroom must be accessed with sufficient internet data speed because if the internet data is weak, the notification does not come in; 2) Features in Google Classroom are not complete; 3) Slow video delivery; 4) Bad network connection; 5) Notifications will not come if the other e-mail login to Google Classroom is different from the e-mail used on the smartphone.

B. Suggestion

Based on the result of this research, the researcher would like to give some suggestions for the Head of the English Teaching Department, Lecturers, and Researcher:

1. Head of English Teaching Department

Based on the research finding, the Head of the English Teaching Department hopefully can get valuable information and could how is the supervision of the use of media in online learning carried out by lecturers.

2. English Teaching Department Lecturers

Based on the research finding, the researcher wants to give suggestions to the lecturers, this research could give a contribution to the Englis Teaching Department lecturers because they could about

the students perspectives about the utilization of google classroom in the classroom whether it is effective or not.

3. The next researchers

Based on the result of the research, the researcher suggests to the next researcher to consider this research to do the other research about students' perspectives on the use of google classroom through another subject, because in the English department there are several subjects such as Pragmatic in ELT, Qualitative, Quantitative Linguistic in ELT, Listening, Reading and Writing.

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